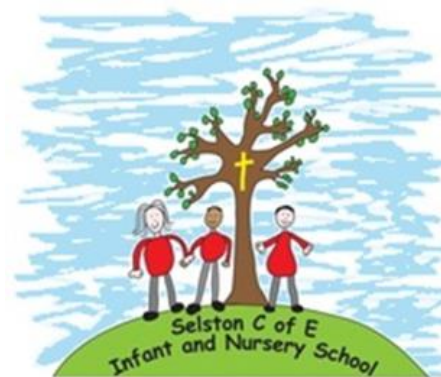


# ALL SAINTS CHURCH OF ENGLAND (VA) INFANT SCHOOL AND PRE-SCHOOL SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL



## End of Year Expectations for Year 2

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's class teacher.

**Reading Year 2** (Red objectives = non negotiables)

	<b>Word Reading</b>
1.	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
2.	read accurately words of two or more syllables that contain the same graphemes as above
3.	read most words quickly and accurately(at an instructional level 93-95%), without overt sounding and blending, when they have been frequently encountered
4.	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
5.	reread these books to build up their fluency and confidence in word reading
6.	read words containing common suffixes
7.	read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
8.	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
9.	Read with intonation and expression
	<b>Comprehension</b>
10.	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
11.	discussing the sequence of events in books and how items of information are related
12.	retelling a wider range of stories, fairy stories and traditional tales
13.	being introduced to non-fiction books that are structured in different ways
14.	recognising simple recurring literary language in stories and poetry
15.	discussing and clarifying the meanings of words, linking new meanings to known vocabulary
16.	discussing their favourite words and phrases
17.	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
18.	checking that the text makes sense to them as they read, and correcting inaccurate reading
19.	answering and asking questions
20.	predicting what might happen on the basis of what has been read so far
21.	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
22.	making inferences on the basis of what is being said and done
23.	drawing on what they already know or on background information and vocabulary provided by the teacher
25.	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

## Writing Year 2

	<b>Spelling</b>
1.	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
2.	learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
3.	learning to spell common exception words
4.	learning to spell more words with contracted forms
5.	learning the possessive apostrophe (singular) [for example, the girl's book]
6.	distinguishing between homophones and near-homophones
7.	add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
8.	apply spelling rules and guidance, as listed in English appendix 1
9.	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
	<b>Handwriting</b>
10.	write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
11.	form lower-case letters of the correct size relative to one another
12.	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
13.	use spacing between words that reflects the size of the letters
	<b>Composition</b>
14.	Write for different purposes
15.	Write narratives about personal experiences and those of others (real and fictional)
16.	Write about real events
17.	Write poetry
18.	Encapsulate what they want to say, sentence by sentence
19.	Plan or say out loud what they are going to write about
20.	Write down ideas and/or key words, including new vocabulary
21.	Proof read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
22.	Evaluate their writing with the teacher and other pupils
23.	Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, include verbs in the continuous form
25.	Read aloud what they have written with appropriate intonation to make the meaning clear
	<b>Word</b>
26.	Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
27.	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard</i> , <i>superman</i> ]

28.	Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)
29.	Subordination (using <i>when, if, that, because</i> ) and co-ordination (using <i>or, and, but</i> )
30.	Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]
31.	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
	<b>Text</b>
32.	Correct choice and consistent use of present tense and past tense throughout writing
33.	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]
	<b>Punctuation</b>
34.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
35.	Commas to separate items in a list / Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]
	<b>Terminology for pupils</b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma

## Maths Year 2

	<b>Number &amp; Place Value</b>
1.	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
2.	Recognise the place value of each digit in a two-digit number (tens, ones)
3.	Identify, represent and estimate numbers using different representations, including the number line
4.	Compare and order numbers from 0 up to 100; use $<$ , $>$ and $=$ signs
5.	Read and write numbers to at least 100 in numerals and in words
6.	Use place value and number facts to solve problems; recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
	<b>Addition &amp; Subtraction</b>
7.	Solve problems with addition and subtraction: <i>using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods</i>
8.	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones /a two-digit number and tens /two two-digit numbers /adding three one-digit numbers
9.	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
10.	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
	<b>Multiplications and Division</b>
11.	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
12.	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
13.	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
14.	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
	<b>Fractions</b>
15.	Recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ & $\frac{3}{4}$ of a length, shape, set of objects or quantity
16.	Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .
	<b>Measurement</b>
17.	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
18.	Compare and order lengths, mass, volume/capacity and record the results using $>$ , $<$ and $=$
19.	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
20.	Find different combinations of coins that equal the same amounts of money
21.	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
22.	Compare and sequence intervals of time
23.	Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
25.	Know the number of minutes in an hour and the number of hours in a day.

	<b>Statistics</b>
26.	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables
27.	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
28.	Ask and answer questions about totalling and comparing categorical data.
	<b>Geometry - Properties of shape</b>
29.	Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
30.	Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
31.	Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
32.	Compare and sort common 2-D and 3-D shapes and everyday objects.
33.	<b>Position and Direction</b>
34.	Order and arrange combinations of mathematical objects in patterns and sequences
35.	Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).