

Year 2: End of Year Expectations

Francis Baily Primary School



The following end of year expectations are based directly on the National Curriculum objectives taught in school and reflect what most children are expected to achieve by the end of the year. Remember, children develop at different rates and support is always provided where needed.

Reading

By the end of Year 2, children can:

- Answer and ask questions
- Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Check that the text makes sense to them as they read and correcting inaccurate reading
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Discuss the sequence of events in books and how items of information are related
- Discuss their favourite words and phrases
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
- Introduced to non-fiction books that are structured in different ways
- Listen to, discuss and express 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
- Make inferences based on what is being said and done
- 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
- Predict what might happen based on what has been read so far
- Recognise simple recurring literary language in stories and poetry
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Re-read these books to build up their fluency and confidence in word reading
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read words containing common suffixes.

Writing

Children can:

- Write a simple, coherent narrative about their own and others' experiences (real and fictional)
 - Write about real events recording these simply and clearly
 - Demarcate most sentences with capital letters and full stops
 - Use question marks
 - Use present and past tense mostly correctly and consistently
 - Use co-ordination (or, and, but)
 - Use some subordination (when, if, that, because)
 - Segment spoken words into phonemes and represent these by graphemes, spelling many words correctly and making phonetically plausible attempts at others
 - Spell many Key Stage 1 common exception words
 - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
 - Use spacing between words that reflects the size of letters.
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Spelling

Children can spell:

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	put	love	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	Y	find	many	last	improve	

Maths

Children can:

- Order and arrange combinations of mathematical objects in patterns and sequences
- 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 anticlockwise)
- Compare and sort common 2-D and 3-D shapes and everyday objects
- Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- Compare and sequence intervals of time
- Find different combinations of coins that equal the same amounts of money
- Know the number of minutes in an hour and the number of hours in a day
- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- 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
- Add and subtract numbers using concrete objects, pictorial representations, and mentally - a two-digit number and ones
- Add and subtract numbers using concrete objects, pictorial representations, and mentally - a two-digit number and tens
- Add and subtract numbers using concrete objects, pictorial representations, and mentally - adding three one-digit numbers
- Add and subtract numbers using concrete objects, pictorial representations, and mentally - two, two-digit numbers
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods
- Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division ($/$) and equals ($=$) signs
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- Identify, represent and estimate numbers using different representations, including the number line
- Read and write numbers to at least 100 in numerals and in words
- Recognise the place value of each digit in a two-digit number (tens, ones)
- Use place value and number facts to solve problems
- Ask and answer questions about totalling and comparing categorical data
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.