



**EXPECTATIONS FOR YEAR 2
READING, WRITING AND MATHEMATICS**

READING – Year 2

Reading for Pleasure and Motivation

- Discuss favourite words and phrases from a book
- Recite a wider range of poems by heart and with appropriate intonation
- Listen to and discuss some variety of stories, poems, plays and extracts from information books
- Show comprehension and knowledge when reading across the wider curriculum
- Listen to and discuss a wide range of stories, poems, plays and information books including whole books
- Consider others' opinions when discussing books
- Understanding
- Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them
- In a familiar book that they can already read accurately and fluently:
 - check it makes sense to them
 - answer questions and make some inferences on the basis of what is being said and done
- In a book they are reading independently:
 - make inferences on the basis on what is said and done
 - predict what might happen on the basis on what has been read so far
 - make links between the book they are reading and other books they have read

Word Reading

- Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences
- Read many common exception words
- Read aloud many words quickly and accurately without overt sounding and blending shout stop dream
- Sound out many unfamiliar words accurately
- Read accurately most words of two or more syllables, recognising syllable boundaries hi + ker = hiker
- Read most words containing common suffixes
- Read most common exception words children beautiful improve
- Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- Sound out most unfamiliar words accurately, without undue hesitation

- Read accurately by recognising alternative sounds for graphemes pie / thief now / snow hear / pear
- Read aloud books, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up fluency and confidence in word reading
- Read a selection of words and rules from the Years 3 and 4 programme of study

WRITING – Year 2

Description

- Some expanded noun phrases (adjective + noun) the blue butterfly
- Some expanded noun phrases with 2+ adjectives the old, spooky mansion
- Identifying the Reader
- Write sentences to form a short narrative
- Make corrections when given non-specific guidance Could you use a different punctuation mark here? How did we learn to
- spell this word?
- Write simple, coherent narratives about personal experiences or those of others (real or fictional)
- Write simply and clearly about real events
- Edit own writing, making additions, revisions & corrections independently
- Write effectively and coherently for different purposes Persuade / Inform / Entertain / Discuss

Verbs/Tenses

- Sometimes use present and past tense verbs correctly runs / ran goes / went
- Use present and past tense verbs mostly correctly and consistently runs / ran goes / went
- Mostly correct use of progressive forms I was sleeping. She is sleeping
- Consistent use of tense throughout a piece of writing

Clause Structure

- Use & punctuate sentence forms:
- statements It was raining.
- questions Where was she?
- exclamations What a rainy day!
- commands Open the door.
- Use some subordination when if as because
- Use coordination to join clauses or and but so The pool is closed so we will go to the park. I don't like meat but I love vegetables.

Punctuation

Some correct use of:

- capital letters and full stops
- With guidance, some use of: question marks and exclamation marks
- Most sentences correctly use:
 - capital letters
 - full stops
 - Correct use of question marks when required
 - Some independent use of exclamation marks
 - Some correct uses of apostrophes for the possessive (singular) the girl's bag
- Mostly correct uses of:
 - commas in a list He packed his glasses, homework book and umbrella.
 - apostrophes for contracted form I'm I'll we'll
 - apostrophes for the possessive (singular) the girl's bag
 - Capital letters and full stops to demarcate sentences
 - Exclamation and question marks

Spelling

- Using knowledge of phonics to spell some words correctly
- Spell some common exception words
- Using knowledge of phonics to spell many words correctly and make phonically-plausible attempts at others
- Spell many common exception words
- Spell some words with contracted forms can't didn't it's hasn't I'll
- Add suffixes to spell some words correctly speechless quickly amazement sadness wonderful
- Spell some common homophones
- Spell most common exception words
- Spell most words with contracted forms can't didn't it's hasn't couldn't I'll
- Add suffixes to spell most words correctly speechless quickly amazement sadness wonderful
- Spell most common homophones

Presentation

- Form lower-case letters in the correct direction, starting and finishing in the right place
- Forming lower-case letters of the correct size in some writing
- Use spacing between words
- Begin to use diagonal and horizontal strokes to join some letters
- Write capital letters and digits the right size compared to lower case letters and the right orientation
- Use spacing between words that reflects the size of the letters

- Use diagonal and horizontal strokes needed to join some letters

MATHEMATICS – Year 2

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.
- Recognise the place value of each digit in a two-digit number (tens, ones).
- Identify, represent and estimate numbers using different representations, inc. the number line.
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
- Read and write numbers to at least 100 in numerals and in words.
- Solve problems with addition and subtraction: using concrete objects and pictorial representations; applying their increasing knowledge of mental and written methods.
- Recall and use add and subtract facts to 20 fluently, and derive and use related facts up to 100.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit no and 1s or 10s; two 2-digit numbers; adding three 1-digit numbers.
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.
- 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.
- Recognise, find, name & write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
- Choose/use appropriate stand units to estimate/measure length/height (m/cm); mass (kg/g); temp ($^{\circ}\text{C}$); cap (litres/ml) to nearest unit, using rulers, scales, thermometers and measuring vessels.
- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
- Compare and sequence intervals of time.
- 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.
- Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.
- Compare and sort common 2-D and 3-D shapes and everyday objects.
- Order & arrange combinations of mathematical objects in patterns & sequences.
- Use math vocab to describe position, direction & movement inc movement in a straight line and distinguishing rotation as a turn & in terms of right angles for $\frac{1}{4}$, $\frac{1}{2}$, & $\frac{3}{4}$ turns (clock/anti-clockwise).
- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity; ask and answer questions about totalling and comparing categorical data.