

Lever House Primary School

End of Year Expectations for Year 2



This document provides information for Parents and Carers on the end of year expectations for children in Year 2.

The English statements in this booklet have been identified as 'Key Learning Indicators of Performance' as these have the greatest impact on the further development of skills and subsequent learning. The Maths statements are taken from White Rose Maths - additional resources are available online and via links on our Maths page (leverhouse.net click the curriculum tab)

They are not the full curriculum we teach in school. You can find this in the National Curriculum by following this link

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

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 teacher.

English

Reading

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read books to build up fluency and confidence in word reading.
- Read frequently encountered words quickly and accurately without overt sounding and blending.
- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
- Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping.
- Sequence and discuss the main events in stories and recounts.
- Check that texts make sense while reading and self-correct.
- Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions
- Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?
- Make predictions based on what has been read so far.

Writing

- Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).
- Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.
- Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.
- Develop stamina for writing in order to write at length.
- Evaluate their writing with adults and peers.
- Proofread to check for errors in spelling, grammar and punctuation.
- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- Learn to spell common exception words (see below).
Spell words with:
 - the /dʒe/ sound spelt as ge and dge at the end (e.g. age, badge), and spelt as g elsewhere (e.g. magic, giant).
 - the /s/ sound spelt c before e, i and y, e.g. ice, cell - the /n/ sound spelt kn and gn at the beginning, e.g. knee, gnat.
 - the /ʃ/ sound spelt wr at the beginning e.g. wrote, wrong.
 - the /l/ or /əl/ sound spelt -le at the end of words, e.g. table, apple.
 - the /l/ or /əl/ sound spelt -el at the end of words, e.g. camel, tunnel.
- Form lower-case letters of the correct size relative to one another.
- Orientate capital letters correctly.
- Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words.

Oracy

- Listen and retain key points from a range of situations
- Listen to peers and retain key points in a range of situations
- Listen and identify how intonation and expression affects meaning
- Listen and consider viewpoints from adults and peers, e.g. different opinions linked to issues related to reading narrative and non-fiction
- Respond appropriately to adults and peers in relation to key points, justifying arguments and opinions after listening with sustained concentration.
- Ask a range of appropriate questions to clarify thinking and to extend understanding and knowledge.

- Take turns when making contributions and responding to others, in a variety of group situations, e.g. *discussions and debates*.
- Use Standard English verb inflections when speaking
- Use a range of sentence starter prompts in narrative and non-fiction, including prepositional phrases and fronted adverbials for when and where, during talk to extend ideas.
- Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry, and across the curriculum.
- Describe feelings orally, using precise vocabulary provided by an adult and/or generated via discussion, e.g. *use a thesaurus to explore appropriate synonyms from which to select*
- Orally retell less familiar stories, or identified sections of stories using a range of strategies.
- Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies.
- Take part in imaginative role play, e.g. by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately.

Mathematics

Place Value

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
- Read and write numbers to at least 100 in numerals and in words.
- Identify, represent and estimate numbers using different representations, including the number line.
- Recognise the place value of each digit in a two-digit number (tens, ones).
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
- Use place value and number facts to solve problems.

Addition and Subtraction

- 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.
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.

Multiplication and Division

- 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.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Fractions, Decimals and Percentages

- 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.
- Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
- Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$

Measures (Includes money and Time)

- 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.
- 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.
- Know the number of minutes in an hour and the number of hours in a day.

Geometry

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- 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 shapes and everyday objects.
- Recognise and name common 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- Compare and sort common 3-D shapes and everyday objects.

Position and Direction

- 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).

Statistics

- 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.