

## Year 2 Maths Expectations (Consolidated Version)

As a Year 2 mathematician:

### Number

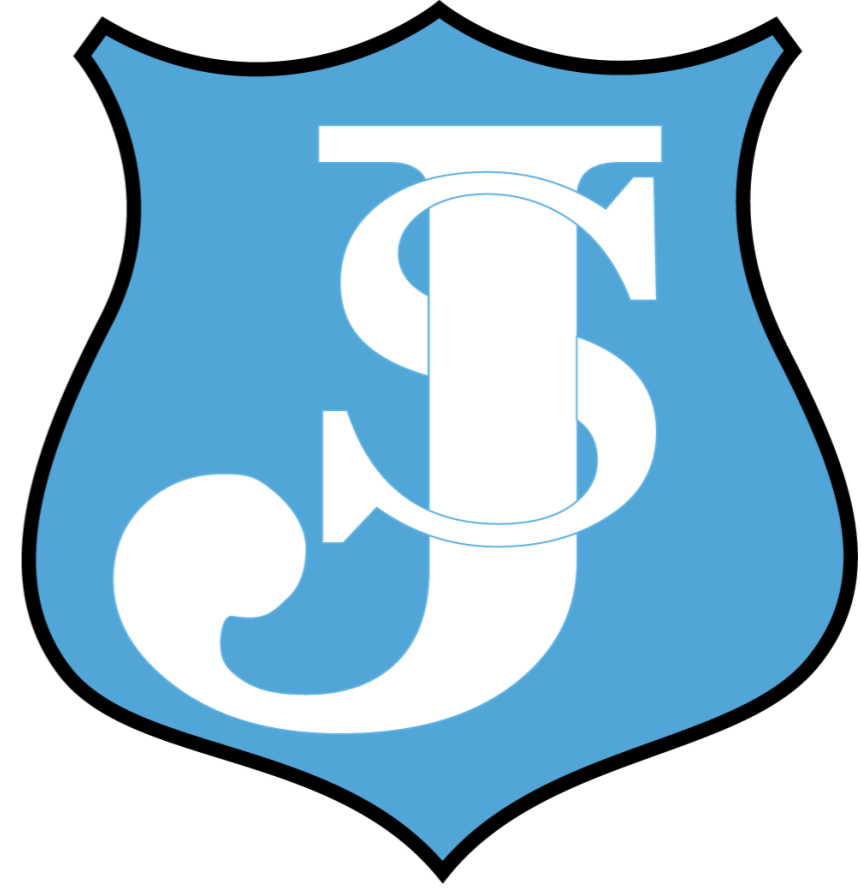
- I can read and write all numbers to at least 100 in numerals and words.
- I recognise odd and even numbers to 100.
- I can count in steps of 2, 3 and 5 from 0.
- I recognise and can define the place value of each digit in a 2 digit number.
- I can compare and order numbers from 0 to 100 using the  $<$   $>$  and  $=$  signs.
- I can name the fractions  $1/3$ ,  $1/4$ ,  $1/2$  and  $3/4$  and can find fractional values of shapes, lengths and numbers.
- I can recall and use multiplication and division facts for the 2, 5 and  $10\times$  tables.
- I can add and subtract a 2-digit number and ones.
- I can add and subtract a 2-digit number and tens.
- I can add and subtract two 2-digit numbers.
- I can add three 1-digit numbers.
- I can solve problems involving addition and subtraction.
- I understand and can use commutativity in relation to addition, subtraction, multiplication and division.

### Measurement, geometry and statistics

- I can choose and use appropriate standard units to estimate length, height, temperature and capacity.
- I can tell and write the time to 5 minute intervals.
- I recognise and can use the symbols  $\pounds$  and  $p$  when solving problems involving addition and subtraction of money.
- I can describe the properties of 2D and 3D shapes to include edges, vertices and faces.
- I can interpret and construct pictograms, tally charts, block diagrams and simple tables.

# St John's C.E. Primary School

## Year Group Expectations



# Year 2

In this booklet you will find a list of the age related expectations for your child's year group for reading, writing and maths. As outlined in the new National Curriculum 2014, your child must be able to demonstrate they can reliably meet all the requirements listed, in order that at the end of the year they can be assessed as meeting the age related expectations for their year group. At 'Parent Teacher Consultations' we will discuss their progress towards these expectations and report on the key ones at the end of the year. It is important that you are aware of the end goal for your child and support school in working towards them. Please note that in some areas the expectations have been increased by the DfE. We thank you for your support in helping your child achieve these statutory goals.

## Year 2 Reading Expectations

As a Year 2 reader:

### Word reading

- I can decode automatically and fluently.
- I can blend sounds in words that contain the graphemes we have learnt.
- I can recognise and read alternative sounds for graphemes.
- I can read accurately words of two or more syllables that contain the same GPCs.
- I can read words with common suffixes.
- I can read common exception words.
- I can read and comment on unusual correspondence between grapheme and phoneme.
- I read most words quickly and accurately when I have read them before without sounding out and blending.
- I can read most suitable books accurately, showing fluency and confidence.

### Comprehension

- I can talk about and give an opinion on a range of texts.
- I can discuss the sequence of events in books and how they relate to each other.
- I use prior knowledge, including context and vocabulary, to understand texts.
- I can retell stories, including fairy stories and traditional tales.
- I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
- I can find recurring language in stories and poems.
- I can talk about my favourite words and phrases in stories and poems.
- I can recite some poems by heart, with appropriate intonation.
- I can answer and ask questions.
- I can make predictions based on what I have read.
- I can draw (simple) inferences from illustrations, events, characters' actions and speech.

## Year 2 Writing Expectations

As a Year 2 writer:

### Transcription

- Spelling
- I can segment spoken words into phonemes and record these as graphemes.
  - I can spell words with alternatives spellings, including a few common homophones.
  - I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
  - I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
  - I can identify phonemes in unfamiliar words and use syllables to divide words.
- Handwriting
- I can form lower-case letters of the correct size relative to one another.
  - I can begin to use some of the diagonal and horizontal strokes needed to join letters.
  - I show that I know which letters are best left unjoined.
  - I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
  - I use spacing between words that reflects the size of the letters.

### Composition

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my own writing independently, with friends and with an adult.
- I can proof-read to check for errors in spelling, grammar and punctuation.

### Grammar and punctuation

#### Sentence structure

- I can use subordination and co-ordination.
- I can use expanded noun phrases.
- I can say how the grammatical patterns in a sentence indicate its function.

#### Text structure

- I consistently use the present tense and past tense correctly.
- I can use the progressive forms of verbs in the present and past tense.

#### Punctuation

- I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.
- I correctly use question marks and exclamation marks,
- I can use commas to separate items in a list.
- I can use apostrophes to show where letters are missing and to mark singular possession in nouns.