

Year 2

The learner

Year 2 takes children through to the end of Key Stage 1 and is the time when most children secure many of their early key skills as learners. Assessments made at the end of Year 1, together with ongoing teacher assessment, inform planning and teaching across the broader curriculum. This assessment profile enables teachers to identify any gaps in understanding that need to be addressed in order to secure progression in learning. Helping children to recognise their progress maintains their enthusiasm and motivation, supported by strong home–school links with clear lines of communication.

Regular daily literacy and mathematics teaching develops and extends children's learning, with opportunities for children to consolidate existing learning through practice and the use and application of that learning. Children's knowledge, skills and understanding are strengthened by linking their learning to other curricular activities. They begin to see how literacy and mathematics help them to communicate, measure and explain what they observe, hear and read. Teachers provide a carefully planned balance of support and independent work that promotes children's responsibility for their own learning.

At the start of Year 2, most children are developing as competent early readers and writers. Teachers sustain the enthusiasm children acquire in Year 1 as they progress over the year. Children's reading and writing strategies are developed to provide them with the learning skills they need for independent work and sustained activity. Hearing texts read aloud provides children with the essential tunes and rhythms and structures of language and an ever-increasing store of vocabulary to draw on in speech and writing. Children listen to short stories, serialised longer stories and information texts read aloud. They participate in class discussions and contribute to a shared understanding of aspects of the text.

Most children identify the main events and characters in stories and find specific information in simple texts. They make predictions and recognise the elements that shape different texts. They select books for their personal reading, giving reasons for their choices. Most children are becoming confident in writing for a range of purposes, including simple narratives, recounts, non-chronological reports and sets of instructions. They rehearse their sentences orally ahead of writing independently and show evidence of applying the knowledge of language and its structures gained from reading. Children punctuate simple sentences and use spelling strategies drawn from their growing phonic knowledge and sight vocabulary.

At the start of Year 2, most children have already acquired a basic knowledge of numbers and place value upon which they build their understanding of the number system. They count in twos, fives and tens and have started to derive and recall number facts. They use counting strategies to calculate, and understand, read and use the symbolism of arithmetic to record number sentences involving addition and subtraction. They solve problems from real life and in mathematical contexts and become more independent and competent early mathematicians.

In Year 2, children develop more sophisticated counting skills. They represent repeated addition as multiplication and represent sharing and repeated subtraction as division. The majority of children extend their knowledge and use of number facts and their understanding of inverse operations. Children use informal methods of recording to support their mental calculations, record and interpret number statements involving all four operations and work out missing values. They identify, describe and explain simple patterns and relationships that involve numbers and shapes. Children use practical resources to solve shape problems, for example to find how to make known shapes by combining other shapes. They decide how they might collect data and check that their solution makes sense in the context of the problem.

The activities children engage in support them in developing the key aspects of learning identified in *Excellence and enjoyment: learning and teaching in the primary years*.

Speaking and listening

Speaking and listening, as well as being critical skills in their own right, underpin reading and writing skills and the development of mathematical thinking and ideas. They support learning and are developed further across a broad and rich curriculum.

Children plan, prepare and perform stories and poems for a group or class, developing their clarity and intonation and learning techniques to sustain the listeners' interest. They devise short dramatisations and learn how to comment constructively on the performance of others. Teachers plan regular opportunities for oral storytelling and reciting of poems. Children have opportunities to watch live or recorded performances, for example of traditional tales from other cultures, and to respond by describing the costumes, scenery and music, and discussing the mood and atmosphere.

Speaking and listening continue to play an important role in mathematics learning. Children rehearse and practise their recall, listening and observational skills by describing patterns, properties and relationships. They extend their use of the vocabulary and language of mathematics. Much of children's mathematics learning continues to be oral, visual and practical. In Year 2, most children develop their ability to combine oral and recorded work, using images, pictures or simple diagrams to explain their methods or reasoning to others.

Children work in groups, learning how to listen to one another, to come to an agreement about what they should do and to plan how they will set about it. They develop their speaking and listening skills through work linked to other areas of the curriculum. For example, they follow instructions on how ICT might be used to solve problems, or listen to an adult talking about caring for a baby and then remember the key points.

Literacy

Children experience a range of high-quality fiction, non-fiction and poetry, including a number of ICT and other visual or multimodal texts and texts which relate to other areas of the curriculum. Teachers plan for early reading knowledge and skills to be taught explicitly through shared and guided reading and discrete word-level teaching sessions. Children apply what they have learned in guided reading and when reading independently from texts. A planned read-aloud programme is one key to the development of early readers.

The majority of children entering Year 2 can read automatically some 150 of the most frequently occurring words in English and can spell many of them. During Year 2, their phonic knowledge and speed of blending increases so that they can decode words independently and quickly. This increases the amount they read, and the number of words they can automatically read builds up.

Systematic teaching of spelling skills and strategies will frequently form part of literacy lessons. When children come into Year 2, they know that they have a choice of spellings for most of the vowel phonemes but are generally unaware of what influences the choice. Children consolidate their knowledge of vowel phonemes and learn about some prefixes and suffixes and how to spell regular verbs in the past tense. Children apply what they know about phonics and spelling rules when spelling unfamiliar words, including two-syllable and three-syllable words. They increase the number of words they can spell correctly in their independent writing in all areas of the curriculum and learn routines for checking and correcting work.

The majority of children read independently and tackle longer and less familiar texts with increasing fluency. They routinely apply their phonic knowledge as the prime approach to reading unfamiliar and more complex words. They learn to keep track of the meaning in texts with longer sentence structures and paragraphs, take note of punctuation and read silently or quietly at a more rapid pace.

During the year, children gain confidence in choosing what they want to read from a selection of texts. They become more aware of authors, recognise common settings, characters or themes in an author's

work and talk about their favourites. Children learn how to discuss and record their reaction to texts they have read, making simple evaluations.

Children consolidate their understanding of basic story structure in narrative texts, including stories with familiar settings, traditional tales, extended stories and different stories by the same author. They recognise formal story elements and common features. As they look at the sequence of events in stories, children explain the reasons for particular events and why a character acted in a particular way, drawing information from different parts of the text.

Children read a range of non-fiction texts for interest, including those linked to other areas of the curriculum. These include examples of instructions, explanations, dictionaries and non-chronological reports. Children begin to acquire a range of skills that will help them to research particular questions in the future, for example posing questions before reading, distinguishing between fiction and non-fiction, scanning an index, and skimming the title or cover in order to gain an overall impression of a book and how to evaluate its usefulness. Children learn how to make simple notes by recording key words or phrases.

During Year 2, children learn more about the ways words and sentence structure can be extended, manipulated and linked in specific ways to suit context, purpose and audience and use planning devices to support the development of more extended pieces of writing in which ideas are linked coherently. They develop greater control over the writing process and use written forms that differ structurally from spoken language.

Most children plan and write stories during the year and move beyond a simple retelling to show awareness of other elements of stories, for example describing a setting as part of the story opening, describing the main characters and including dialogue between characters. By the end of Year 2, most children write stories with a clear and sustained form, a logical sequence of events and a consistent use of person and time. They learn how to use time connectives to indicate links between the different sections of the story.

Children present information using the structures and features they have studied in reading. They write instructions, make class dictionaries, present diagrams to explain processes and write non-chronological reports. They learn how to select and use the correct register when writing in a particular form, for example impersonal for instructions, and gain confidence in sustaining this throughout the writing. They make use of features from reading to organise information more clearly, for example using subheadings to divide up the sections of a non-chronological report.

The majority of children secure the use of simple sentences in their own writing and learn how to construct and use compound sentences. They encounter complex sentences with subordinate clauses in reading. By the end of Year 2, children begin to use subordination in relation to time and reason when constructing their own sentences. Their growing understanding of the past and the present tense enables them to select the appropriate tense, use it consistently and check for subject-verb agreement when proofreading. They compose questions, use question marks and use commas to separate items in a list.

Children practise handwriting patterns from Year 1. They write legibly, using upper and lower case letters appropriately within words, and observe correct spacing within and between words. The majority of children begin practising and using the four basic handwriting joins. They wordprocess short narrative and non-narrative texts.

Further guidance and support on planning to meet the needs of Year 2 learners in literacy can be found in the planning section of the electronic Framework.

Mathematics

In Year 2, most children solve problems that involve all four operations. They begin to record the calculations involved, solve these and check that their solution makes sense in the context of the problem. Children use practical resources, for example to find how to make known shapes by combining other shapes; they use ICT to create shapes by moving the edges and vertices of a shape drawn on a grid. They record and describe the shapes, referring to their properties. Children solve logic problems using lists or tables and practical resources, and decide whether an object satisfies a set of conditions. Teachers plan regular opportunities for children to use and apply their developing mathematical understanding both within the daily mathematics lesson and across the curriculum.

The majority of children read and write whole numbers with up to three digits and know what the digits represent in two-digit numbers. They order numbers to at least 100 using the vocabulary and notation of greater than (>) and less than (<). They count in 2s, 5s, 10s and 100s and identify the numbers on a number line to help with calculations. They use counting strategies for carrying out repeated addition and repeated subtraction calculations. Teachers help children to identify and use multiples of 10 as landmark numbers in calculations using number lines to record steps.

Most children find halves and quarters of shapes and sets of objects. They recognise that finding a quarter involves sharing into four equal parts. They understand that three quarters is made up of three one-quarter parts. Teachers provide children with opportunities to explore and use fractions in practical and real-life contexts.

Children derive and recall all pairs of numbers that total 20 and the multiples of 10 that total 100. Through regular practice they extend their knowledge of addition and subtraction facts to include all numbers to at least 10. Children use their counting strategies to derive multiples of 2, 5 and 10. They relate these to the relevant multiplication tables and use the tables to recall multiplication facts and derive related division facts.

Most children use their knowledge of number facts to add or subtract mentally a single-digit number or a multiple of 10 to or from any two-digit number. They use the language of addition and subtraction accurately. Children understand that multiplication is a shorter form of repeated addition and can be represented by an array. Teachers use practical resources and images to model the processes involved, planning carefully activities that involve sharing and grouping to help children to see the connection to the operation of division.

Children name, visualise and make 2-D shapes and 3-D solids. They identify common features such as line symmetry or the shapes of the faces of a solid. They use mathematical language to describe position, direction and movement, and explore these ideas in physical education lessons and during practical activities. Children describe and make whole, half and quarter turns, clockwise and anticlockwise, and know that a quarter turn is called a right angle.

By the end of Year 2, most children read the numbered divisions on a scale and interpret the unnumbered divisions between them. They use standard units to measure accurately to the nearest division, and begin to make connections between standard units of length, mass and capacity. They are able to read time to the quarter hour on both digital and analogue clocks. Children identify time intervals, including those that cross the hour boundary, and relate these intervals to their everyday experience.

Children collect and record data using simple lists and tables which they can share with others. They organise and present their results as block graphs or pictograms, using ICT where appropriate. They interpret and communicate their findings and decide on an answer. Teachers plan opportunities across the curriculum for children to consolidate these skills.

Further guidance and support on planning to meet the needs of Year 2 learners in mathematics can be found in the planning section of the electronic Framework.

Embedding key aspects of learning

In Year 2, thinking, communication and social skills develop through literacy and mathematics. Children develop the skills of enquiry and evaluation. In mathematics they begin to follow a line of enquiry and choose and use the equipment they need to carry this out. They explain their decisions and describe how they used the equipment and whether it was suitable for the task. Problem-solving activities that involve gathering and analysing information or measuring provide links between mathematics and other curriculum areas and draw on children's experiences beyond the school day.

Children begin to reason when they recognise and extend sequences and solve mathematical puzzles. For example, children draw conclusions about a shape when observing part of it or when looking at pictures of it.

Children ask questions about fiction and other areas of the curriculum and seek the answers in texts and other sources. They begin to make judgements about the value of work or ideas. They apply reasoning and enquiry skills as they engage with the meaning of texts and problem-solving approaches as they decode new words. During the year they will use information processing skills as they undertake research and collect and record information they need to answer questions. In mathematics they record their results in simple lists and tables and present their results using block graphs or pictograms, using ICT where appropriate.

Listening to stories, poems and information texts about others' lives helps children develop self-awareness and an understanding of managing difficult feelings in themselves and others. Their communication becomes more precise as they use, for example, the language and symbolism of calculation and vocabulary of estimation and time.

Children continue to develop their understanding of how they learn and, with adult support, most begin to identify their own learning goals.

Inclusion

Children with SEN and/or learning difficulties or disabilities

Where possible through the use of appropriate access strategies and support, Year 2 children with SEN will be working towards the same learning objectives as their peers. From time to time those working well below the level of the whole class may be working towards related objectives chosen from the relevant progression strand from an earlier year.

Children who are gifted and talented

Children who are working well above the overall level of their class or group will be engaging with a range of experiences designed to broaden or deepen their learning while working on the same learning objectives as their peers. From time to time they may also be accelerating the pace of their learning by working towards objectives chosen from the relevant progression strand from a later year.

Children learning EAL

Year 2 children learning EAL will be accessing curriculum content while also developing cognitive and academic language within whole-class, group and independent contexts. Through the use of appropriate access strategies and support, they will be experiencing a level of cognitive challenge which is consistent with that provided for their peers. Those Year 2 children who have become conversationally fluent will continue to receive support to develop the academic language and vocabulary associated with the subject and the language and grammar used to express ideas and thinking within the subject.

Further guidance and support on planning for inclusion to meet the needs of Year 2 learners in literacy and mathematics can be found in the planning section of the electronic Framework.