



All Saints CE Primary School & Nursery

End of Year Expectations

Year 2

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

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.

Reading

Word Reading:



- I can read accurately by blending the sounds in words that I have learnt so far, especially recognising alternative sounds for graphemes.
- I can use my phonic knowledge and skills as the route to decode words until I can automatically decode and reading is fluent.
- I can read most familiar words quickly and accurately, without overt sounding and blending.
- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read further exception words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can read accurately words of two or more syllables that contain the graphemes I have been taught.
- I re-read books to build up fluency and confidence in word reading.
- I can read many words automatically, which helps me to read with increasing fluency (approximately 90 words per minute).

Comprehension:

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text or to understand new vocabulary.
- I can predict what might happen based on details I have.
- I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- I can discuss the sequence of events in books and how items of information are related.
- I can retell a wider range of stories, fairy stories and traditional tales.
- I can recognise simple recurring literary language in stories and poetry.
- I can talk about my favourite words and phrases.
- I can use background information or vocabulary to understand a text better.
- I can check that my reading makes sense and go back to correct when it doesn't.

Writing



Spelling:

- I can segment spoken words into phonemes (sounds) and record these as graphemes (letters or groups of letters).
- I can spell words with alternative spellings.
- I can spell a few common homophones (eg. to, two, too).
- I can spell common exception words which do not follow the phonetic rules I know.
- I can spell more words with contracted forms (eg. can't, didn't, hasn't, couldn't, it's, I'll).
- 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.
- I can spell using the possessive apostrophe (singular) eg. the girl's book.

Handwriting:

- I can form lower-case letters of the correct size 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 un-joined.
- 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 writing independently, with friends and adults.
- I can proof-read to check for errors in spelling, grammar and punctuation.
- I can read aloud what I have written with appropriate intonation to make the meaning clear.

Sentence structure:

- I can write sentences with different forms: statement, question, exclamation, command.
- I can say how the grammatical patterns in a sentence indicate its function.
- I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
- I can use expanded noun phrases eg. the blue butterfly.
- I am beginning to use features of standard English.

Text structure:

- I can consistently use the present tense and past tense correctly.
- I can use the progressive forms of verbs in the present and past tense (eg. he is/was running).

Punctuation:

- I can use capital letters for proper nouns and the personal pronoun 'I'.
- I can 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.

Mathematics

Number



- I can read and write all numbers to at least 100 in numerals and words as well as using different representations such as the number line
- I recognise odd and even numbers to 100.
- I can count in steps of 2, 3 and 5 from 0.
- I can count in tens from any number, forward and backward.
- I recognise and can define the place value of each digit in a 2 digit number (tens and ones).
- I can compare and order numbers from 0 to 100 using the $<$, $>$ and $=$ signs.
- I can use mental and written methods.
- I can recall and use addition and subtraction facts to 20 fluently, and use related facts up to 100 (eg. $2+8=10$ so $20+80 = 100$)
- I can add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a 2-digit number and ones.
 - a 2-digit number and tens.
 - two 2-digit numbers.
 - three 1-digit numbers.
- I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- I can solve problems involving addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables.
- I can recognise odd and even numbers.
- I can write number sentences using the multiplication (\times), division (\div) and equals ($=$) signs.
- I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- I can name the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ and can find fractional values of shapes, lengths and numbers.
- I can write simple fractions for example, half of $6 = 3$ and recognise the equivalence of two quarters and one half.

Measurement, Geometry and Statistics:

- I can choose and use appropriate standard units to estimate length, height, temperature and capacity.
- I can compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.
- I can recognise and use the symbols \pounds and p when solving problems involving addition and subtraction of money.
- I can find different combinations of coins that equal the same amounts of money.
- I can compare and sequence intervals of time.
- I can tell and write the time to 5 minute intervals and draw the hands on a clock face to show these times.
- I know the number of minutes in an hour and the number of hours in a day.
- I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry.
- I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- I can compare and sort common 2-D and 3-D shapes and everyday objects.
- I can order and arrange combinations of mathematical objects in patterns and sequences.
- I can interpret and construct pictograms, tally charts, block diagram and simple tables.