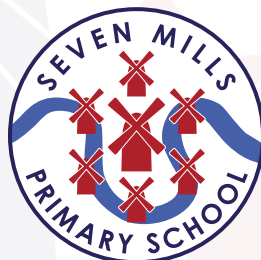


Year 2

End of Year Expectations



What to expect in Year 2

Welcome to Year 2! This is the year of the Key Stage 1 (KS1) end-of-year attainment tests, (SATs). These mark the end of their KS1 journey.

While the Year 2 tests are important, it is also essential to remember that Year 2 is also a very exciting time for the children.

The final year of KS1 will see your child being encouraged to work more independently. At this age, most children will have improved their ability to coordinate movement and their language/speech will be increasingly complex and grammatically correct, so it's an exciting year for children, parents and teachers.

Key Stage 1 SATs

At the end of Year 2, all children will take SATs in Reading, SPAG (spelling, punctuation, and grammar), and Maths. In 2017, the SPAG paper was optional and schools decided whether to administer it or not.

- The Reading test is made up of two papers, each worth 50% of the marks. They are designed to take roughly 30 minutes, although the children won't be strictly timed
- The SPAG test consists of two papers; one is a spelling test of approximately 15 minutes and the other is another short paper which will focus on punctuation and grammar
- The Maths test is also split into two papers. The first is arithmetic where the basic understanding of place value and number is tested. The second is reasoning, where your child will need to apply their problem solving and reasoning skills to show their understanding.

Your child will be completely oblivious to the SATs process. We try to keep these tests stress-free!

For more information, please see your child's class teacher.



End of Year Expectations for my Child

These are the national expectations for children in Year 2 by the end of this academic year. The expectations are from the new National Curriculum which was introduced in September 2014.

By the end of the year, most children will have met all of the 'expected' objectives. Some children may be working above these expectations, confidently applying their skills in a range of contexts and working at a deeper level. However, some children may be working below these expectations. If this is the case, teachers will let you know and explain what objectives your child is working on.

Any extra support you can provide in helping your children to achieve these objectives 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

- Secure with year group phonic expectations.
- Recognise simple recurring literary language.
- Read ahead to help with fluency and expression.
- Comment on plot, setting & characters in familiar & unfamiliar stories.
- Recount main themes and events.
- Comment on structure of the text.
- Use commas, question marks and exclamation marks to vary expression.
- Read aloud with expression and intonation.
- Recognise: commas in lists apostrophe of omission and possession (singular noun) Identify past/present tense and why the writer has used a tense.
- Use content and index to locate information.



End of Year Expectations for my Child

Writing

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because) and coordination (or, and, but) Correct and consistent use of present tense & past tense.
- Correct use of verb tenses.
- Write with correct and consistent use of:
 - capital letters
 - full stops
 - question marks
 - exclamation marks
- Use commas in a list.
- Use apostrophe to mark omission and singular possession in nouns.
- Write under headings.
- Write lower case letters correct size relative to one another.
- Show evidence of diagonal and horizontal strokes to join handwriting.

Maths

- Compare and order numbers up to 100 and use $<$ $>$ $=$
- Read and write all numbers to 100 in digits & words.
- Say 10 more/less than any number to 100.
- Count in steps of 2, 3 & 5 from zero and in 10s from any number (forwards and backwards).
- Recall and use multiplication & division facts for 2, 5 & 10 tables.
- Recall and use $+/-$ facts to 20.
- Derive/use related facts to 100.
- Recognise place value of any 2-digit number.
- Add & subtract:
 - 2-digit nos & ones
 - 2-digit nos & tens
 - Two 2-digit nos
 - Three 1-digit nos
- Recognise and use inverse $(+/-)$
- Calculate and write multiplication & division calculations using multiplication tables Recognise, find, name and write $1/3$; $1/4$; $2/4$; $3/4$
- Write and recognise equivalence of simple fractions
- Tell time to five minutes, including quarter past/to.



Spelling list

These are the common exception words for Year 2.
Please can you support your child to learn these spellings:

| | | | |
|----------|-----------|-----------|-----------|
| door | even | sugar | many |
| floor | great | eye | clothes |
| poor | break | could | busy |
| because | steak | should | people |
| find | pretty | would | water |
| kind | beautiful | who | again |
| mind | after | whole | half |
| behind | fast | any | class |
| child | last | most | grass |
| children | past | only | pass |
| wild | father | both | plant |
| climb | prove | everybody | parents |
| old | path | money | Christmas |
| cold | bath | Mr | improve |
| gold | hour | Mrs | sure |
| hold | move | every | told |



How can I help my child in Year 2?

Helping with reading

- As reading comprehension is so important this year, checking your child's understanding of the book they are reading is an excellent way to support them. You can help them engage with their reading on a deeper level by asking questions about the plot such as:
 - What might happen next?
 - Why do you think the boy is feeling sad?
 - What sort of mood is being created?
- Complete your child's reading record each day. Children should read for 20 minutes per day.
- Read to your child. Children learn a lot from the way we read aloud and we can encourage them to see how the author's use of punctuation changes the way we read their work.
- Allow your child to read at their own pace and encourage them to re-read their favourite stories. This will help to begin recognising familiar letters and words.
- Remember that reading isn't just about books - make the most of shop and street signs when you are out and about. Why not ask your child to find out what a DVD is about by reading the back of the box?

Helping with writing

- Encourage your child to want to write. Let them use crayons, pencils, felt-tips & paints to make patterns and pictures.
- Write down a story your child tells you - they will learn through what they see.
- Find lots of opportunities to write together—make lists before you go shopping, and write letters to friends and family. Help them to make their own books, posters or labels for things in their room.

Get them to suggest words and phrases.



Helping with Maths

- Talk about maths when cooking, working out change, counting how many cars you can see.
- Checking door numbers, bus numbers and numbers on lifts.
- Help your child to count from a number.
- Help your child to practise their times tables (2, 5 and 10) regularly. There are many different ways you can do this, but it is beneficial if your child can use and apply this knowledge – for example, not just knowing that 10×2 is 20, but also realising that 20 divided by 2 is 10.
- You could use journey time to school to give your child fun times table challenges. You can also make up word problems relating times-tables facts to real life

Encourage independence

Finally, you can develop their independence at home by encouraging your child to get dressed on their own or organise their belongings more independently. This will help enormously as they move up through the school!

Speak to your child's teacher

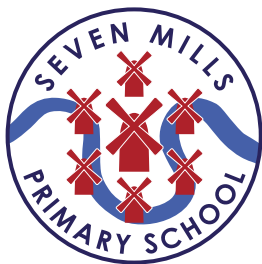
Be sure to speak to your child's teacher at various (non-parent evening) times during the year when you need to. They will be keen to help with any areas of concern you might have. The teacher can also answer any questions you might have about home or school learning.

If you have concerns about your child's progress or attainment in reading or writing, please speak to your child's class teacher as soon as possible. If it is appropriate, the class teacher may refer your child on to the school SENCO, who will work with you to identify your child's needs and put suitable provision into place.

It would also help if you could:

- Ensure your child has a calm, quiet working space.
- Talk with your child about what they are learning in school.
- Visit the library weekly/ fortnightly.
- Encourage your child to go to bed early and get at least 10-12 hours of sleep.
- Look on the website for more information about what your child is learning.





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