



## **Age Related Expectations Year 2 Reading**

### **Word Reading**

- Apply phonic knowledge and skills to decode words by blending the sounds in words that contain the graphemes taught.
- Apply phonic knowledge and skills to decode words by recognising and reading alternative sounds for graphemes.
- Apply phonic knowledge and skills to decode words by reading accurately words of two or more syllables that contain the same GPCs as above.
- Decode automatically and fluently: read most (93% - 95%+) words quickly and accurately when they have been frequently encountered without overt sounding and blending.
- Read words containing common suffixes. 6. Read further common exception words.
- Read and notice unusual correspondence between grapheme and phoneme (e.g. wash, jealous).
- Read aloud books (and other texts) closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Read these books (and other texts) fluently and confidently, possibly by re-reading to build up this skill.

### **Finding and understanding facts**

- Understand both the books / texts that they can read accurately and fluently and those they listen to
- Read for meaning, checking that the text makes sense and correcting inaccurate reading.
- Locate information using contents and index.
- Recount main themes and events by showing understanding of the main points of the text.
- Answer appropriate questions about events and characters.
- Ask appropriate questions about events and characters.
- Discuss and clarify word definitions, linking new meanings to known vocabulary.

### **Finding and understanding clues**

- Draw simple inferences from illustrations and text on the basis of events, character's actions and speech.
- Make predictions on the basis of what has been read so far.
- Answer appropriate questions about inferred events and characters.
- Ask appropriate questions about inferred events and characters.
- Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently.

### **Organisation**

- Be aware that non-fiction books (and other texts) are structured in different ways.
- Discuss the sequence of events in books (and other texts) and how items of information are related.



### **Writer's choice of language**

- Know and recognise simple recurring literary language in stories and poetry.
- Talk about favourite words and phrases.
- Answer and ask appropriate questions about writer's choice.
- Make links between spellings, punctuation and grammar that has been taught.

### **Readers' opinions**

- Develop pleasure in reading, motivation to read, vocabulary and understanding.
- Discuss books, poems and other works that are read aloud and independently, expressing opinions and listening to others' opinions e.g. plot, settings, characters.
- Talk about and give an opinion on the above range of texts.

### **Context**

- Listen and respond to (by discussing and expressing views) a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.
- Become increasingly familiar with a wider range of stories, fairy stories and traditional tales.
- Use prior knowledge and context and vocabulary explored to understand texts.

## **Age Related Expectations Year 2 Writing**

### **Spelling and Handwriting**

- Segment spoken words into phonemes and record these as graphemes, spelling many correctly.
- Spell words with alternative spellings, including a few common homophones and near homophones.
- Spell common exception words.
- Spell some contractions.
- Spell unfamiliar words using alternative spellings of the same phoneme (eg identifying known phonemes in unfamiliar words, using syllables, narrowing down possibilities).
- Write simple dictated sentences that include words and punctuation taught so far.
- Use the suffixes 'er', 'est' in adjectives and 'ly' to turn adjectives into adverbs.
- Spell longer words using suffixes including 'ment', 'ness', 'ful', 'less'.
- Use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Begin to use some of the diagonal and horizontal strokes needed to join letters.
- Form lower-case letters of the correct size relative to one another.
- Show which letters may be left un-joined.
- Use spacing between words that reflects the size of the letters.

### **Composition**

- Write for different purposes, including real events and poetry, showing a positive attitude and stamina.
- Orally rehearse a structured sentence or sequences of sentences.
- Plan and discuss the content of writing and record my ideas.
- Write narratives about personal experiences and those of others, both real and fictional.
- Use the progressive forms of verbs in the present and past tense (I am running / I was running).
- Re-read what I have written to check that it makes sense.
- Proof-read to check for errors in spelling, grammar and punctuation.
- Evaluate my own writing independently, with friends and with an adult.
- Read aloud what I've written with appropriate intonation.

### **Vocabulary, Grammar and Punctuation**

- Use subordination (using 'when', 'if', 'that', 'because') and co-ordination (using 'and', 'but').
- Use expanded noun phrases (eg 'the butterfly' = noun phrase, whereas 'the blue butterfly' = expanded noun phrase).
- Consistently use the correct tense: present and past.
- Use sentences with different forms: statement, question, exclamation, command.
- Use some features of Standard English e.g. avoid double negatives, use of 'cos'.



- Write sentences with one 'chunk' of meaning (or join 'chunks' of meaning).
- Correctly demarcate sentences with capital letters and full stops / ? /
- Use commas to separate items in a list.
- Use apostrophes to show missing letters.
- Use apostrophes to show singular possession in nouns.
- Use capital letters for a wider range of proper nouns.

## **Age Related Expectations Year 2 Maths**

### **Number and Place Value**

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

### **Addition and Subtraction**

- 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
- Recall and use addition and subtraction facts to 20 fluently
- Derive and use related facts up to 100 e.g.  $30+70$
- Know 10 more / less
- 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
- Show that addition of two numbers can be done in any order and subtraction cannot
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

### **Multiplication and Division**

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- Calculate and write mathematical statements for multiplication and division within the multiplication tables, using multiplication (x), division (÷) and equals (=) signs
- Show that multiplication of two numbers can be done in any order and division cannot
- Recognise and use inverse
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

### **Fractions**

- 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 equivalence of simple fractions e.g.  $\frac{2}{4}$ ,  $\frac{1}{2}$



### **Measurement**

- 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/m<sup>3</sup>) 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 the time to five minutes, including quarter past/to the hour
- 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: properties of shape**

- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- Identify 2-D shapes on the surface of 3-D shapes, [e.g. a circle on a cylinder and a triangle on a pyramid]
- Compare and sort common 2-D and 3-D shapes and everyday objects

### **Geometry: position and direction**

- Order and arrange combinations of mathematics objects in patterns and sequences
- Use mathematical vocabulary to describe position, direction, and movement in a straight line
- Distinguish between rotation as a turn and in terms of right angles for quarter, half, and three-quarter turns (clockwise and anticlockwise)

### **Statistics**

- Construct simple pictograms, tally charts, block diagrams and simple tables
- Interpret 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 totaling and comparing categorical data