



# End of Year Expectations

## Year 2

To support the learning of your child at home the teachers have put together a set of “End of Year Expectations” for English and maths.

These “Expectations” are based on outcomes in the National Curriculum and our own high expectations of the children at school.

We hope that you find these helpful in supporting the learning of your child at home.



## English - Reading

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes.
- Read 30 common exception words.
- Read the majority of common exception words.
- Read most words accurately without overt sounding and blending. (approximately 90 words per minute)
- Read with fluency to allow them to focus on their understanding rather than on decoding individual words.
- Sound out most unfamiliar words accurately, without undue hesitation.
- Check a text makes sense to them, correcting any inaccurate reading.
- Answer questions about a text and make some inferences.
- Explain what has happened so far in what they have read.
- Make a prediction about the text.
- To be able to read with expression.

## Glossary

**Blending the phonemes:** Children will start to put sounds together, to make short words, such as: cat, nap, pin, tap, etc. This is called blending phonemes.

**Commutativity:** Able to be 'moved around', e.g  $5 + 6 = 6 + 5$ .

**Graphemes:** A letter or letters which represent a sound.

**Grapheme phoneme correspondence:** Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

**Inferences:** Conclusions reached by the child based on their reasoning and from the evidence from the text.

**Inverse:** In effect, the 'opposite' eg. The inverse of addition is subtraction.

**Number bonds:** Pairs of numbers which are easily recognisable as adding up to a number (eg.  $8 + 2 = 10$ ).

**Phase 5:** Children entering Phase 5 will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words. In Phase 5 children will learn more graphemes (a letter or letters which represent a sound) and phonemes. For example, they already know ai as in rain, but now they will be introduced to 'ay' as in day and 'a-e' as in make.

**Phonemes:** The shortest unit of sound, e.g 's' in 'sat'.

**Regrouping:** Describes the process of changing groups of ones into tens to make adding and subtracting easier.

**Segment/segmenting:** This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.

# Maths

- Read and write and compare numbers up to 100 in numerals.
- Read and write and compare numbers up to 100 in words.
- Partition a two-digit number into tens and ones to demonstrate an understanding of place value when solving problems, though they may use structured resources to support them.
- Count in twos, threes, fives and tens from 0.
- Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ ).
- Add and subtract any 2 two-digit numbers with regrouping using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ ).
- Recall at least four of the six\* number bonds to 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $10 - 6 = 4$ ).
- Use number bonds to 10 to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. if  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ ).
- Recall multiplication facts for 2, 5 and 10
- Recall division facts for 2, 5 and 10
- Use multiplication and division knowledge to solve simple problems, showing an understanding of commutativity, as necessary.
- Identify a half, a third, a quarter, two-quarters and three-quarters of a number or a shape and know that all parts must be equal parts of the whole.
- Write simple fractions for example  $\frac{1}{2}$  of 6 is 3.
- Recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .
- Know the value and symbols of different coins and use different coins to make the same amount.
- Compare and order lengths, mass, volume, capacity and record the results.
- Read scales in divisions of ones, twos, fives and tens.
- Read the time on the clock to the nearest 15 minutes.
- Name and describe properties of 2-D, including a number of sides, corners and lines of symmetry.
- Name some common 3-D shapes including a number of faces, edges and vertices.
- Use mathematical vocabulary to describe position, direction and movement,

# English - Writing

- Form lower case and capital letters of the correct size, orientation and relationship to one another.
- Use spacing between words that reflects the size of letters.
- Punctuate most sentences with capital letters and full-stops.
- Punctuate most sentences with question marks and exclamation marks where they apply.
- Use commas for lists and begin to understand the purpose of inverted commas
- Write sentences with some experimentation with ambitious vocabulary
- Use coordinating conjunctions (or and but) to join clauses.
- Use subordinating conjunctions (when, if, that, because, so) to join clauses.
- To use simple past and present tense mostly correctly and consistently, including the progressive aspect ('he is/was running')
- Segment spoken words into phonemes and represent these by graphemes, spelling some correctly and making plausible phonic attempts at others.
- To use apostrophes for contracted forms, and spell correctly (can't, didn't, hasn't, couldn't, it's and I'll) and the possessive (singular - e.g. the girl's book).
- Spell the majority of the 45/64 common exception words correctly
- Write a short narrative where sequenced sentences show a distinct beginning, middle and end
- To write in a variety of different styles about real events, recording these simply and clearly (including newspapers, diaries, letters and fact files).
- Talk about what they are going to write and read back their own writing to an adult with appropriate intonation