Mathematics

* Reason about the location of any two-digit number in the linear number, including identifying the previous and next multiple of 10
* Compare & order numbers up to 100 using < and >.
* Read & write all numbers to 100 in digits & words. Say 10 more/less than any number to 100
* Count in multiples of 2, 3 & 5 & 10 from any number up to 100.
* Recall & use multiplication & division facts for 2, 5 & 10 tables.
* Secure fluency in addition and subtraction facts within 20, through continued practice
* Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.
* Add and subtract across 10
* Recognize the subtraction structure of difference and answer questions of the form, “How many more…?” using counting on.
* Add and subtract within 100 by applying 1-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.
* Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 digit numbers.
* Recognize repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
* Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations.
* Use precise language to describe the properties of 2D and 3SD shapes, and compare shapes by reasoning about similarities and differences in properties



Have the Courage to succeed.

End of Year Expectations for Year 2.

This booklet provides a summary of the core end of year expectations for children in Year 2 for reading, writing and mathematics.

All of the end of year expectation objectives will be worked on throughout the year and will be the focus of direct teaching, reinforcement and further practice. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries or want support in knowing how best to help your child, please talk to your child’s teacher.

# Reading

# In age –appropriate books, the pupil can: Read words accurately and fluently without overly sounding and blending at over 90 words per minute. Sound out most unfamiliar words accurately, without undue hesitation

* Re-read books to build up fluency and confidence in word reading.
* Read Phase 6 words.
* Read accurately most words of two or more syllables.
* Read most words containing common suffixes.
* Read common exception words.
* Know and recognise simple and recurring language in stories and poetry.
* Check if the text makes sense to them and correct inaccurate reading.
* Discuss favourite words and phrases.
* Retell a wider range of stories.
* Discuss the meaning of new words and vocabulary.
* Ask and answer questions to improve understanding.
* Make inferences on basis of what is being said & done drawing on text and illustrations.
* Make simple predictions..
* Identify past/present tense in reading.
* Comments on structure of the text and discuss the sequence of events in books.
* Introduced to non-fiction books that are structured in different ways.
* Use contents and index to locate information.
* Listen to, discuss and express views about a wide range of texts beyond their independent level.
* By the end of the year, aim to read independent White Band.



Writing

* Spell most common exception words.
* Use a word mat to check for spelling.
* Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
* Form all capital letters and digits accurately-size, shape & orientation.
* Capital letters should have the correct size in relation to each other. (e.g. i is half of an l).
* All letters should sit accurately on the line and ascenders & descenders should be of the correct size & orientation.
* Begin to use diagonal (up the hill) and horizontal (washing line) strokes.
* Spacing between words should reflect the size of the letters.
* Show awareness of different kinds of sentence: statement, question, exclamation, command.
* Use expanded noun phrases to add description & detail (adjectives)
* Write using co-ordination (or/ and/ but/ so) and subordination (when, if, that, because) to join clauses
* Mostly correct & consistent use of present tense & past tense.
* Correct & consistent use of: capital letters, full stops, question marks, exclamation marks.
* Write simple, coherent narratives about personal experiences and those of others (real and fictional)
* Write about real events, recording these simply and clearly.

