

Paulton Infant School



"Learning together, learning for life."

End of Year Expectations for Year 2

This booklet provides information for parents/ carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year. All of the objectives will be focused on throughout the year as part of your child's lessons. Any extra support you can provide in helping your child to achieve these expectations is greatly valued. If you have any queries regarding these expectations or would like support in knowing how to help your child with these, please see the Class Teacher or Head Teacher.

Reading

Word Reading

- I can apply read accurately, fluently and with confidence only blending sounds of unknown words.
- I can accurately read words of two or more syllables that contain sounds.
- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can read Year 2 exception key words, noting the unusual correspondences between spelling and sound.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

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, self correcting myself by checking the text makes sense, taking turns and listening to others.
- I can discuss and clarify the meanings of words.
- 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 e.g. fairy tales, traditional tales.
- I can ask relevant questions to get a better understanding of a text.
- 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.

Writing

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 and poetry.
- 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. Text structure
- I consistently use the present tense and past tense correctly.
- I can use the progressive forms of verbs in the present and past tense to mark actions in progress e.g. he is shouting, she was talking.

Spelling

- I can segment spoken words into phonemes (sounds) and record these as graphemes (letters).
- I can spell words with alternative spellings.
- 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 words with contractions and understand the apostrophe represents the missing letter.
- I can spell common homophones e.g. there/their, blue/blew, knight/night.
- I know to spell the j sound at the end of a word *dge* after a vowel making its sound (badge) and *ge* after a vowel making its name (age).
- I know when to use the spellings *le, el, al, il*.
- I can use the spelling *kn/gn* at the beginning of words.
- I know to use *c* for the *s* sound before *e, i, y*.
- I know the letter *y* can make an *e* or *i* sound at the end of a word.
- I know to change the *y* at the end of a word to *i* before adding *es, ed, er, est*.
- I know to drop the *e* at the end of a word before adding *ing, ed, er, est, y*.
- I know when adding *-ing, -ed, -er, -est, -y* to words of one syllable ending in a single consonant letter after a single vowel letter to double the consonant e.g. *patted, humming, saddest*.

Handwriting

- I can form lower case letters of the correct size.
- 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 unjoined.
- 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.

Sentence structure

- I can use subordination (when, if, that, because) and coordination (or, and, but) to extend my sentences.
- I can use expanded noun phrases e.g. *the stormy night*.
- I can write sentences with different forms e.g. *statement, question, exclamation, command*.

Punctuation

- I use capital letters for the beginning of sentences, proper nouns and the personal pronoun 'I'.
- I 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 e.g. *the boy's book*. I can use a capital letter for 'I'.

Year 2 Mathematics

Number

- I can read and write all numbers to at least 100 in numerals and words.
- I recognise odd and even numbers to 100.
- I can count in steps of 2, 3 and 5 from 0.
- I recognise and can define the place value of each digit in a 2 digit number.
- I can compare and order numbers from 0 to 100 using the $<$ $>$ and $=$ signs.
- I can recall all pairs of addition and subtraction number bonds to 20 fluently.
- I can name and write the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ and can find fractional values of shapes, lengths and numbers.
- I can recognise simple equivalent fractions $\frac{2}{4} = \frac{1}{2}$.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables.
- I can add and subtract a 2-digit number and ones.
- I can add and subtract a 2-digit number and tens.
- I can add and subtract two 2-digit numbers.
- I can add three 1-digit numbers.
- I can solve problems involving addition, subtraction, multiplication and division.
- I understand and can use commutativity and the inverse relationship in relation to addition, subtraction, multiplication and division.

Measurement, Geometry and Statistics

- I can choose and use appropriate standard units to estimate length, height (m/cm), mass (kg/g), temperature ($^{\circ}$ C) and capacity (l/ml).
- I can tell and write the time to 5 minute intervals.
- I can compare and sequence intervals of time.
- I know the number of minutes in an hour and the number of hours in a day.
- I recognise and can 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 describe the properties of 2D and 3D shapes including sides, edges, vertices and faces.
- I can find the vertical lines of symmetry in shapes.
- I can interpret and construct pictograms, tally charts, block diagram and simple tables.
- I can describe position, direction, and movement including in a straight line and in rotation (quarter turn, half turn, three quarter turn, clockwise and anti clockwise).