

# Reading

## Word Reading

- ⇒ Decoding is established and a range of age-appropriate texts is read with consistent accuracy, fluency and confidence, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- ⇒ Decodes using alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught.
- ⇒ Re-reads books to build up fluency and confidence.

## Comprehension

Reading is seen as a pleasurable activity and demonstrates this by:

- ⇒ Listens to, discusses and expresses views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- ⇒ Discusses and clarifies the meanings of words, linking new meanings to known vocabulary.
- ⇒ Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- ⇒ Understands both the books that they can already read accurately and fluently and those that they listen to by:
  - ⇒ Participating in discussions about books, poems and other works,
  - ⇒ Explaining and discussing their understanding of these texts.
- ⇒ Demonstrates knowledge of non-fiction books that are structured in different ways

# End Of Year Expectations Year 2

## St Joseph's RC Primary School

This booklet provides information for parents/carers on the end of year expectations for children in our school. The teaching staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year. All the objectives will be worked on throughout the year and will be the focus of direct teaching.

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



# Mathematics

By the end of AUTUMN term, your child should:

## Place value

Count objects to 100 by making 10s  
Recognise tens and ones  
Use a place value chart  
Partition numbers to 100  
Write numbers to 100 in words  
Flexibly partition numbers to 100  
Write numbers to 100 in expanded form  
10s and 1s on the number line to 100  
Step 11 Estimate numbers on a number line  
Step 12 Compare objects and numbers  
Order objects and numbers  
Count in 2s, 5s and 10s and 3s

## Shape

Recognise 2-D and 3-D shapes  
Count sides and vertices on 2-D shapes  
Draw 2-D shapes  
Recognise lines of symmetry on shapes  
Use lines of symmetry to complete shapes  
Sort 2-D shapes  
Count faces, edges, and vertices on 3-D shapes  
Sort 3-D shapes  
Make patterns with 2-D and 3-D shapes

By the end of SPRING term, your child should:

## Money

Count money - pence, pound and pounds and pence  
Choose notes and coins to make an amount, in a variety of ways.  
Compare amounts of money  
Calculate with money  
Make a pound  
Find change

## Addition and subtraction

Number bonds to 10  
Fact families - addition and subtraction bonds within 20  
Number bonds to 100 (tens)  
Add by making 10  
Add three 1-digit numbers  
Add to the next 10 Add across a 10  
Add two 2-digit numbers (not across a 10 and across a 10)  
Subtract across 10  
Subtract from a 10  
Subtract a 1-digit number from a 2-digit number (across a 10)  
10 more, 10 less  
Add and subtract 10s  
Subtract two 2-digit numbers (not across a 10 and across a 10)  
Mixed addition and subtraction  
Compare number sentences  
Missing number problems

## Length and height

Measure in centimetres  
Measure in metres  
Compare lengths and heights  
Order lengths and heights  
Four operations with lengths and heights

# Mathematics

By the end of SPRING term, your child should:

## Multiplication and division

Recognise, make and add equal groups  
Introduce the multiplication symbol  
Multiplication sentences  
Use arrays  
Make equal groups - grouping  
Make equal groups - sharing  
The 2 times-table  
Divide by 2  
Doubling and halving  
Odd and even numbers  
The 5 and 10 times-table  
Divide by 5 and 10

## Mass, capacity and temperature

Compare mass  
Measure in grams and kilograms  
Use the four operations with mass  
Compare volume and capacity  
Measure in millilitres and litres  
Four operations with volume and capacity  
Temperature, what it is and how it is measured.

By the end of SUMMER term, your child should:

## Fractions

Introduction to parts and whole  
Equal and unequal parts  
Recognise and find a half  
Recognise and find a quarter  
Recognise and find a third  
Find the whole  
Unit fractions  
Non-unit fractions  
Recognise the equivalence of a half and two-quarters  
Recognise and find three-quarters  
Count in fractions up to a whole

## Position and direction

Use the Language of position  
Describe movement  
Describe turns  
Describe movement and turns

## Time

Recognise O'clock and half past  
Recognise quarter past and quarter to  
Tell the time past the hour  
Tell the time to the hour  
Tell the time to 5 minutes  
Minutes in an hour  
Hours in a day

## Statistics

Make tally charts  
Understand and read tables  
Understand and read block diagrams  
Draw pictograms (1-1)  
Interpret pictograms (1-1)  
Draw and interpret pictograms (2, 5 and 10)

# Writing

## Composition

### Sentence Structure/Grammar

Uses correctly structured simple and compound sentences.

Growing variety of simple conjunctions being used - Subordination (when, if, that, because) and coordination (or, and, but). Uses a variety of sentence beginning

Mostly consistent use of the tense that is appropriate to the task.

Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command)

Correct use of progressive form of verbs in present and past tense to mark actions (e.g. she is drumming, he was shouting)

### Drafting and Editing

Simple additions, revisions and corrections to their own writing including:

Rereading to check for sense

Proof reading for errors

Uses grammatical vocab from appendix 2 when discussing work (Y1/2)

### Effective use of language/Vocabulary (including awareness of reader)

Adjectives, adverbs and expanded noun phrases to describe and specify

Uses some specific vocabulary linked to the topic in non-narrative writing

# Writing

## Composition

### Text Structure and Organisation

Narrative features beginning to be developed including opening, middle and ending and events in a chronological order. Writes simple narratives about personal experiences and those of others, writes about real events, writes simple poems. Some characteristic features of a chosen form are beginning to be developed e.g. in narrative a sequence of events, in non-narrative sections of writing sequenced appropriately

### Punctuation

Mostly uses capital letters and full stops to demarcate sentences.

To use question marks and exclamation marks, realising their effect on the reader

To consistently use capital letters for personal pronoun I and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names)

Commas to separate an item in a list

Uses apostrophes to mark where letters are missing (omission) - simple common contractions

Starting to use apostrophes to mark singular possession in nouns

## Transcription

### Spelling

Spelling rules and guidance from Appendix 1 year 2 are usually applied accurately

### Handwriting

Holds a pencil comfortably and correctly

Form lower case letters of the correct size relative to one another

Start to use some of the diagonal and horizontal strokes needed to join letters

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Upper and lower case letters not mixed within words.