

Information for Parents

Year 2

It is expected that an 'average' child in a specific year group should meet most of the end of year expectations by the end of the academic year.

I hope you find this information useful.

Miss James

A Year 2 Speaker

I can ask question to get more information and clarify meaning.

I can talk in complete sentences.

I can decide when I need to use specific vocabulary.

I can take turns when talking in pairs or a small group.

I am aware that formal and informal situations require different language (*beginning*).

I can retell a story using narrative language and linking words and phrases.

I can hold the attention of people I am speaking to by adapting the way I talk.

I understand how to speak for different purposes and audiences (*beginning*).

I can perform a simple poem from memory.

A Year 2 Reader

Word Reading

I can decode automatically and fluently.

I can blend sounds in words that contain the graphemes we have learnt.

I can recognise and read alternative sounds for graphemes.

I can read accurately words of two or more syllables that contain the same GPCs.

I can read words with common suffixes.

I can read common exception words.

I can read and comment on unusual correspondence between grapheme and phoneme.

I read most words quickly and accurately when I have read them before without sounding out and blending.

I can read most suitable books accurately, showing fluency and confidence.

Comprehension

I can talk about and give an opinion on a range of texts.

I can discuss the sequence of events in books and how they relate to each other.

I use prior knowledge, including context and vocabulary, to understand texts.

I can retell stories, including fairy stories and traditional tales.

I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.

I can find recurring language in stories and poems.

I can talk about my favourite words and phrases in stories and poems.

I can recite some poems by heart, with appropriate intonation.

I can answer and ask questions about the text.

I can make predictions based on what I have read.

I can draw (*simple*) inferences from illustrations, events, characters' actions and speech.

A Year 2 Writer

Transcription

Spelling

I can segment spoken words into phonemes and record these as graphemes.

I can spell words with alternative spellings, including a few common homophones.

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.

Handwriting

I can form lower-case letters of the correct size relative to one another.

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.

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.

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 own writing independently, with friends and with an adult.

I can proof-read to check for errors in spelling, grammar and punctuation.

Grammar and punctuation

Sentence structure

I can use subordination and co-ordination.

I can use expanded noun phrases.

I can say how the grammatical patterns in a sentence indicate its function.

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.

Punctuation

I use capital letters for names of people, places, days of the week and the personal pronoun 'I'.

I use question marks and exclamation marks correctly.

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.

A Year 2 Mathematician.

Number and place value

I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.

I can read and write numbers to at least 100 in numerals and in words.

I can compare and order numbers from 0 up to 100; using $<$ $>$ $=$ signs.

I recognise the place value of each digit in a 2-digit number.

I can identify, represent and estimate numbers using different representations, including the number line.

I can use place value and number facts to solve problems.

Calculations

I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

I can add and subtract mentally, including:

A 2-digit number and ones

A 2-digit number and tens

Two 2-digit numbers

Adding three 1-digit numbers

I can add and subtract numbers using concrete objects and pictorial representations, including:

A 2-digit number and ones

A 2-digit number and tens

Two 2-digit numbers

Adding three 1-digit numbers

I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.

I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.

I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.

I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.

I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Fractions

I 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.

I can write simple fractions.

I recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement

I can compare and order lengths, mass, volume/capacity and record the results using $>$ $<$ and $=$.

I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.

I can choose and use standard units to estimate and measure mass in kg and g using scales.

I can choose and use standard units to estimate and measure temperature in $^{\circ}\text{C}$ using thermometers.

I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.

I recognise and use symbols for £ and p and combine amounts to make a particular value.

I can find different combinations of coins that equal the same amount of money.

I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.

I can compare and sequence intervals of time.

I know the number of minutes in an hour.

I know the number of hours in a day.

I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.

Geometry - properties of shapes

I can compare and sort common 2D shapes and everyday objects.

I can compare and sort common 3D shapes and everyday objects.

I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.

I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.

I can identify 2D shapes on the surface of 3D shapes.

Geometry - position and direction

I can order and arrange combinations of mathematical objects in patterns and sequences.

I can use mathematical vocabulary to describe position, direction and movement.

Statistics

I can interpret and construct simple pictograms.

I can interpret and construct tally charts.

I can interpret and construct block diagrams.

I can interpret and construct simple tables.

I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.

I can ask and answer questions about totalling and comparing categorical data.