

Lainesmead Primary School and Nursery



End of Year Expectations: 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.

Year Two Writing

By the end of Year Two, children should be able to use the following skills in their Writing:

objective	Example:
I can talk about my writing and say what I want to write.	
I can order my ideas (Written or pictures) and write key words on my plan	
I can spell most common exception words correctly.	See the full list attached.
I can apply my phonic knowledge when writing to help me spell.	Song of sounds phase 2 - see the phonics in your phonic packs.
I can spell contracted words accurately and use apostrophes for contractions	I'm, don't, can't, I've, I'll, shouldn't
I can spell words correctly with suffixes -	Words that end in: ment, ness, ful, less, ly
I can spell words which have more than one spelling patterns (including homophones)	to, too, two one, won
I can use suffixes 'er' and 'est' in adjectives and 'ly' to turn adjectives into adverbs.	Slow = slower, slowest, slowly
I can spell compound words correctly	Where 2 words form a new one e.g. play + ground = playground
I can use capital letters and full stops in most of my sentences and capital letters for 'I' and for proper nouns.	
I can use ? and ! correctly	
I can use apostrophes for possession - singular	The boy's football, the dog's basket.
I can write statements, questions, exclamations (how/what) and commands.	What a beautiful day! How wonderful! (exclamation)
I can use expanded noun phrases to describe and specify	The miserable, old lady.
I can use and , but and or (coordinating conjunctions).	Used to join 2 simple sentences together: I went to the park and I played on the swings.
I can use when , if , that , because (subordinating conjunctions).	Used to join a main sentence with a subordinate clause (a phrase that doesn't make sense on it's own. We can't go to the shop because it's closed.
I can use past and present tense correctly all the time	
I can use the progressive form of the verb (present and past tense)	I was jumping. I am singing.
I can write for different purposes	I can write lists, stories, reports, recounts
With help from my teacher, I can edit my writing.	With my teacher, I can check my spellings, punctuation and tense is correct I can check my writing makes sense.
Handwriting: I can join some words with cursive script, I use spacing between my words which reflect the size of my letters and my lower and upper case letters are the correct size (in relation to one another) and they are the right way round.	



Year Two Reading

By the end of Year Two, children should be able to use the following skills when reading:

objective	Example:
Word reading skills:	
I can read aloud books closely matched to the phonics I know, sounding out unfamiliar words accurately and quickly.	Orange, turquoise, purple, gold and white book bands.
I can read words containing common suffixes	Words that end in: ment, ness, ful, less, ly, er, est
I can read most words quickly and accurately, without having to sound them out if I have seen them before.	See the list attached.
I can read over 90 words a minute	
I can read accurately words of two or more syllables that contain graphemes taught so far	Happiness, slowly
I can re-read books, sounding out unfamiliar words accurately to build up fluency and confidence in word reading	
I can read common exception words and I know what letters and sounds they have and where it goes in the word.	
I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	ie, ie - chief, ore, au, ay, oy, a-e, ear - bear, are - care, ph, wh, un - prefix, words ending with y, e-e, i-I, o-e, u-e, ea - dream, ea - bread, ir, oe, ou
I can check what I read makes sense.	Children correct words that have been read incorrectly.
Reading comprehension:	
I can answer and ask questions about books that I read and that are read to me.	
I can predict what might happen on the basis of what has happened so far.	
I can take turns in discussions about books and poems read to me by my teacher.	Children can join in with discussions about the books that are read in English and Reading lessons.
I understand the books that I can already read accurately and fluently and those that I listen to.	
I can sequence the events in a story and talk about how the events are related.	This happened because
I am familiar with a wider range of stories, fairy stories and traditional tales and can re-tell them.	
I can recognise patterns in stories and can talk about my favourite word and phrases.	
I have developed a love of reading	
I know that non-fiction books are structured in different ways.	Children know about contents/index pages, headings/subheadings/labels and captions.
I can correct myself when I make a mistake.	
Make inferences on the basis of what is being said and done	I know that the boy is running because it says that he is out of breath and his legs ached.

Year 2 Common Exception Words

after
again
any
bath
beautiful
because
behind
both
break
busy
child
children
Christmas

class
climb
clothes
could
cold
door
even
every
everybody
eye
fast
father
find

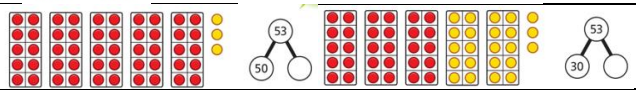
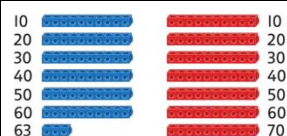
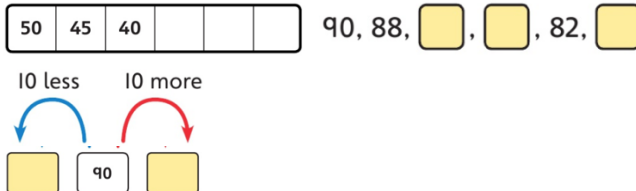
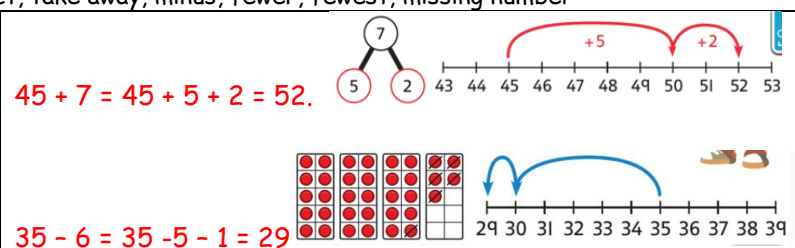
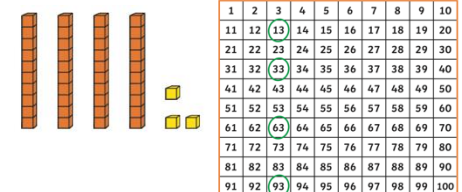
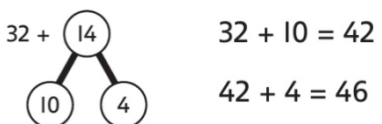
floor
gold
grass
great
half
hold
hour
improve
kind
last
many
mind
money

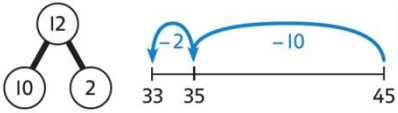
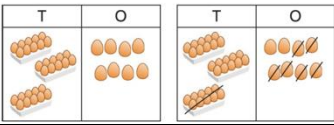
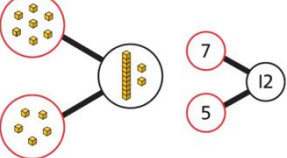
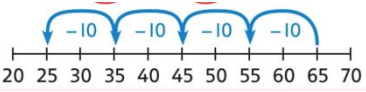
most
move
Mr
Mrs
old
only
parents
pass
past
path
people
plant
poor

pretty
prove
should
steak
sugar
sure
told
water
whole
who
wild
would

Year Two Maths

By the end of Year Two children should be able to use the following skills in Maths:

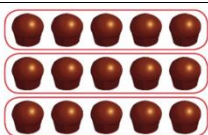
Objective	Example:
Number and Place Value	
Vocabulary numbers to 100, ones, tens, hundreds, partition, recombine, more/less, greater than >, less than <, one-/two-/three-digit number, exchange, order, compare, sequence	
I can recognise the place value in a two-digit number (tens and ones).	$56 = 50 + 6$ There are 5 tens and 6 ones. 
I can partition two-digit numbers into tens and ones.	
I can read and write numbers up to 100 in numerals and in words.	72 Seventy-two. 54 Fifty-four
I can order and compare numbers to 100 using the signs <=>.	 $70 > 63$
I can count in steps of 2, 5 and 10.	
Addition and Subtraction	
Vocabulary number facts, add, more, plus, make, sum, total, altogether, inverse, double, near double, half, halve, is the same as (including equals sign), difference between, subtract, take away, minus, fewer, fewest, missing number	
I can add and subtract two-digit numbers and ones.	$45 + 7 = 45 + 5 + 2 = 52$ 
I can add and subtract two-digit numbers and tens.	$43 + 20 = 63$ $43 - 30 = 13$ 
I can add and subtract two two-digit numbers.	$34 + 14 = 46$ 

	$45 - 12 = 33$  $38 - 16 = 22$ 
I can recall and use addition and subtraction facts to 20 fluently.	$7 + 5 = 12$ $5 + 7 = 12$ $12 - 5 = 7$ $12 - 7 = 5$ 
I know addition can be done in any order.	$2 + 9 = 11$ $9 + 2 = 11$ 
I can solve addition and subtraction word problems.	There were 65 people at the fireworks. 40 of the people were adults. How many were children? $65 - 40 = 25$ 

Multiplication and Division

Vocabulary

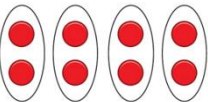
Times table facts, multiplication fact, multiplication table, division fact, multiply, multiplied by, division, dividing, grouping, equal groups of 3/4/5..., sharing, share equally, array, row, column, once/twice/three times/five times/multiple of time..., repeated addition, left over, sequence

I can recall and use multiplication and division facts for 2, 5 and 10 times tables.	$0 \times 2 = 0$ $0 \div 2 = 0$ $1 \times 2 = 2$ $2 \div 2 = 1$ $2 \times 2 = 4$... $6 \div 2 = 2$...
I know multiplication can be done in any order.	$5 \times 3 = 15$  $3 \times 5 = 15$ 
I can solve multiplication and division word problems.	There are 3 sheets of stickers and there are 10 stickers on each sheet. How many stickers altogether? $10 \times 3 = 30$ 

Fractions

Vocabulary

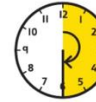
one quarter, one half, two halves, three quarters, one third, two thirds, one of three equal parts, one whole, numerator, denominator, equivalent, equivalence, equivalent fraction, mixed number,

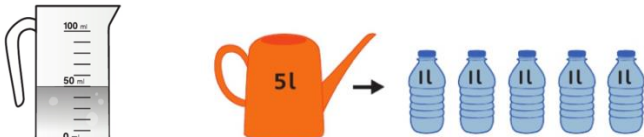
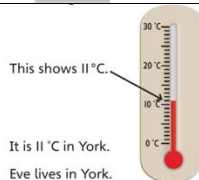
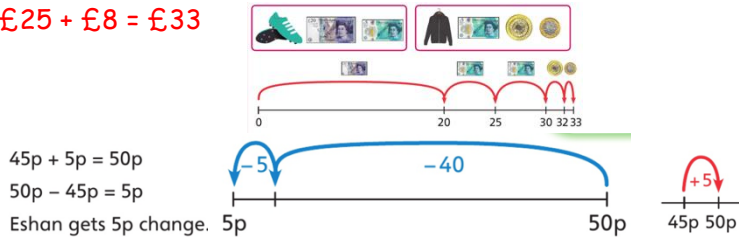
I can name the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ and find fractions of amounts - lengths, shapes and numbers.	   $\frac{1}{4}$ of 8 = 2 
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Measurement

Vocabulary

Quarter to/past, metres, kilometres, grams, kilograms, centimetres, metres, millilitres, litres, further, furthest, digital clock, analogue clock, 5/10/20... minutes past, seconds, temperature, degree, contains, measuring scale

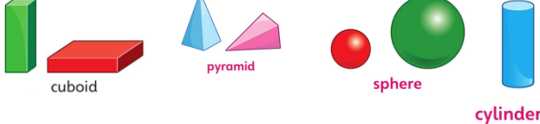
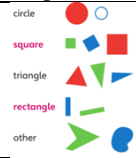
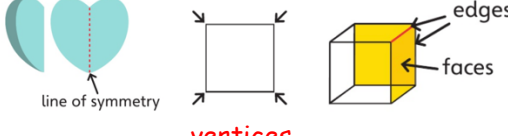
I can tell the time to 15 minutes.	   
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I can choose and use appropriate standard units to estimate and measure length/height.	
I can choose and use appropriate standard units to estimate and measure mass/weight.	
I can choose and use appropriate standard units to estimate and measure capacity/volume.	
I can choose and use appropriate standard units to estimate and measure temperature.	
I can find totals and find change.	$£25 + £8 = £33$ 
I can find different combinations of coins that equal the same amount.	Jenny can pay with . Mark can pay with .

Geometry

Vocabulary

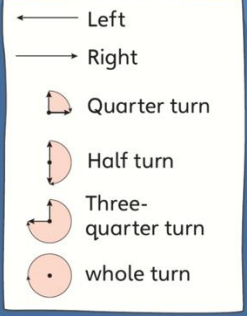
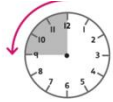
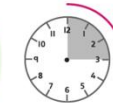
symmetry, line of symmetry, mirror line, reflection, surface, rectangular, circular, triangular, pentagon, hexagon, octagon

I can recognise and name common 2D and 3D shapes.	 cuboid pyramid sphere cylinder  circle square triangle rectangle other
I can describe their properties including sides, lines of symmetry edges, vertices, faces.	 line of symmetry vertices edges faces

Position and Direction

Vocabulary

clockwise, anticlockwise, rotation, straight line, ninety degree turn, right angle,

I can use words to describe position, direction and movement, including movement in a straight line.	
I can talk about right angles for quarters, half and three-quarter turns (clockwise and anti-clockwise).	Sam turned left. This is anticlockwise.  If Sam turned right, this would be clockwise. 

Statistics

Vocabulary

tally, graph, block graph, pictogram, represent, label, title, most popular, least popular, most common, least common

I can interpret and construct simple pictograms, tally charts, block diagrams and tables.

Tariq

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|||| means 5

Amy

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Day	Number
Monday	6
Tuesday	4
Wednesday	6
Thursday	2
Friday	

Day	Number
Monday	6
Tuesday	4
Wednesday	6
Thursday	2
Friday	

Day	Number
Monday	6
Tuesday	4
Wednesday	6
Thursday	2
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Day	Number
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Tuesday	4
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Day	Number
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Day	Number
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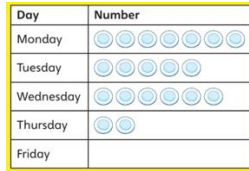
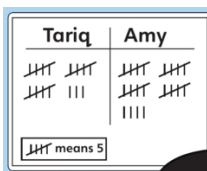
Day	Number
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Tuesday	4
Wednesday	6
Thursday	2
Friday	

Day	Number
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Tuesday	4
Wednesday	6
Thursday	2
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Day	Number
Monday	6
Tuesday	4
Wednesday	6
Thursday	2
Friday	

Day	Number
Monday	6
Tuesday	4
Wednesday	6
Thursday	2
Friday	

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Izzy	4
Joe	6
Matt	8
Abbie	6

General Vocabulary show how you..., mental calculation, written calculation, describe the rule, describe the pattern, explain your method, predict, find, find different, investigate, notice Explain why... I wonder why... How do you know...? What will happen if...? How will you know...? How can we find out...? Can you describe...? Convince me... Is there another way...? What makes you think that...? What do you notice? What is the same? What is different?
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