

## Mathematics

Number:

- Read and write all numbers to at least 100 in numerals and words
- Recognise odd and even numbers to 100
- Count in steps of 2, 3 and 5 from 0
- Recognise and can define the place value of each digit in a 2-digit number
- Compare and order numbers from 0 to 100 using the  $<$   $>$  and  $=$  signs
- Name the fractions  $1/3$ ,  $1/4$ ,  $1/2$  and  $3/4$  and can find fractional values of shapes, lengths and numbers
- Recall and use multiplication and division facts for the 2, 5 and 10x tables
- Add and subtract a 2-digit number and ones
- Add and subtract a 2-digit number and tens
- Add and subtract two 2-digit numbers
- Add three 1-digit numbers
- Solve problems involving addition and subtraction
- Understand and can use commutivity in relation to addition, subtraction, multiplication and division



FEDERATION OF  
**St Peter's and St Gildas'**  
INFANT AND JUNIOR SCHOOLS



End of Year Expectations:

Year 2

This booklet provides some information for parents/carers on the end of year expectations for pupils. The National Curriculum outlines these expectations as being the minimum requirements your child should meet each year.

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.

## Reading

### Word Reading:

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read exception words, noting the unusual correspondences between spelling and sound
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

### Comprehension:

- Read a range of fiction, poetry, plays, and non-fiction texts
- Discuss the texts that I read
- Read aloud and independently, taking turns and listening to others
- Explain how non-fiction books are structured in different ways and can use them effectively
- Explain some of the different types of fiction books
- Ask relevant questions to get a better understanding of a text
- Predict what might happen based on details I have
- Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions
- Use a dictionary to check the meaning of unfamiliar words
- Identify the main point of a text
- Explain how structure and presentation contribute to the meaning of texts
- Use non-fiction texts to retrieve information
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action

## Writing

### Spelling:

- Segment spoken words into phonemes and record these as graphemes
- Spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'
- Use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling
- Identify phonemes in unfamiliar words

### Handwriting:

- Form lower-case letters of the correct size
- Begin to use some of the diagonal and horizontal strokes needed to join letters
- Show that I know which letters are best left un-joined
- Use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

### Composition:

- Write narratives about personal experiences and those of others, both real and fictional
- Plan and discuss the content of writing and record my ideas
- To orally rehearse structured sentences or sequences of sentences
- Evaluate my writing independently, with friends and adults
- Proof-read to check for errors in spelling, grammar and punctuation

### Text structure:

- Use the present tense and past tense correctly
- Use the progressive forms of verbs in the present and past tense

### Punctuation:

- Use capital letters for proper nouns and the personal pronoun 'I'
- Use question marks and exclamation marks
- Use commas to separate items in a list
- Use apostrophes to show where letters are missing and to mark singular possession in nouns