

Reading

- Read accurately most words of two or more syllables.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. (Further information on website)
- Read most words containing common suffixes (-ful, -ness, -ly, -ment, -less).
- Read most common exception words (list provided on school's website).
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word e.g.
- Read words accurately and fluently without overt sounding and blending (e.g. at over 90 words per minute).
- Sound out most unfamiliar words accurately, without undue hesitation.
- Listen to, discuss and express 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.
- Discuss the sequence of events in books and how items of information are related.
- Retell a wide range of stories including fairy stories and traditional tales.
- Recognise that non-fiction books are structured in different ways.
- Recognise simple recurring language in stories and poetry.
- Discuss and clarify the meaning of words, linking new meanings to known vocabulary.
- Draw on what they already know or on background information.
- Check the text makes sense to them as they read and correct inaccuracies.
- Answer questions and make some inferences on the basis of what is being said and done.
- Predict what might happen on the basis of what has been read so far.

Specific terminology (syllables, graphemes, suffix) are defined on the school website in learning and your child's year group.

<http://www.barnsbury.surrey.sch.uk/learning/year-2/>

Writing

- Write a narrative about their own and others' experiences (real and fictional).
- Write about real events.
- Write for different purposes.
- Use capital letters, full stops and show some use of question marks and exclamation marks in sentences.
- Re-read to check their writing makes sense and that verbs to indicate time are used correctly and consistently.
- Proof read for errors in spelling, grammar and punctuation.
- Use sentences with different forms in their writing (statements, questions, exclamations and commands).
- Use some expanded noun phrases (the blue butterfly) to describe and specify.
- Use present and past tense mostly correctly and consistently.
- Use co-ordination (or / and / but) and some subordination (when / if / that / because).
- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- Apply and use grammatical terminology (available on school website).
- Learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling, including a few common homophones (here/hear, see/sea).
- Learn to spell more words with contracted forms (don't, can't).
- Spell many common exception words.
- Spell some words with contracted forms.
- Learn the possessive apostrophe (singular – e.g. the girl's book).
- Add suffixes to spell some words correctly in their writing (e.g. – ment, –ness, –ful, –less, –ly).
- Apply spelling rules (available on school website).
- Use the diagonal and horizontal strokes needed to join letters in some of their writing.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of letters.

Mathematics

- Read and write numbers to at least 100 in numerals and in words.
- Compare and order numbers from 0 up to 100: use < > and = signs.
- Partition two-digit numbers into different combinations of tens and ones, possibly using apparatus.
- Solve problems with addition and subtraction.
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 – 33).
- Recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).
- Estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).
- Recall and use multiplication and division facts for the 2, 3, 5 and 10 multiplication tables to solve simple problems.
- Solve problems involving multiplication and division.
- Recognise, find, name and write $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ of a length, shape, set of objects, quantity and know that all parts must be equal parts of the whole.
- Identify simple equivalent fractions (e.g. $\frac{2}{4}$ and $\frac{1}{2}$).
- Use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
- Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- Tell and write time to five minutes, including quarter past/to the hour.
- Describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).
- Use mathematical vocabulary to describe position, direction and movement.
- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Barnsbury Primary School and Nursery



End of Year Expectations for Year 2

This booklet provides information for parents and 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 must meet in order to ensure continued progress.

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.

Resources identified in this document are all accessible on the school website in your child's year group page.

<http://www.barnsbury.surrey.sch.uk/learning/year-2/>