



## Year 2 End of Year Expectations

By the end of Year 2 a child working at the 'Expected' level for their age will meet the following objectives in Reading, Writing and Maths.

### Reading:

- Secure with year group phonic expectations.
- Recognise simple recurring literary language.
- Read ahead to help with fluency and expression.
- Comment on plot, setting & characters in familiar & unfamiliar stories.
- Recount main themes and events.
- Comment on structure and text.
- Use commas, question marks and exclamation marks to vary expression.
- Read aloud with expression and intonation.
- Recognise: Commas in lists and apostrophe of omission and possession (singular noun)
- Identify past/present tense and why the writer has used a tense.
- Use an index to locate information
- Answer a range of comprehension questions in detail to show understanding.



Children who are reading White book band books will be at the expected level at the end of the year.

### Maths:

- Compare and order numbers up to 100
- Read and write all numbers to 100 in digits & words.
- Say 10 more/less than any number to 100.
- Count in steps of 2, 3 & 5 from 0 and in 10s from any number (forwards and backwards).
- Recall and use multiplication & division facts for 2, 5 & 10 tables.
- Recall and use +/- facts to 20.
- Derive and use related facts to 100.
- Recognise place value of any 2-digit number.
- Add & subtract:
  - 2-digit nos & ones
  - 2-digit nos & tens
  - Two 2-digit nos
  - Three 1-digit nos
- Recognise and use inverse (+/-).
- Calculate and write multiplication & division calculations using multiplication tables.
- Recognise, find, name and write  $\frac{1}{3}$ ;  $\frac{1}{4}$ ;  $\frac{2}{4}$ ;  $\frac{3}{4}$ .
- Write and recognise equivalence of simple fractions.
- Tell time to five minutes, including quarter past/to.

Times Tables		
2	5	10
$0 \times 2 = 0$	$0 \times 5 = 0$	$0 \times 10 = 0$
$1 \times 2 = 2$	$1 \times 5 = 5$	$1 \times 10 = 10$
$2 \times 2 = 4$	$2 \times 5 = 10$	$2 \times 10 = 20$
$3 \times 2 = 6$	$3 \times 5 = 15$	$3 \times 10 = 30$
$4 \times 2 = 8$	$4 \times 5 = 20$	$4 \times 10 = 40$
$5 \times 2 = 10$	$5 \times 5 = 25$	$5 \times 10 = 50$
$6 \times 2 = 12$	$6 \times 5 = 30$	$6 \times 10 = 60$
$7 \times 2 = 14$	$7 \times 5 = 35$	$7 \times 10 = 70$
$8 \times 2 = 16$	$8 \times 5 = 40$	$8 \times 10 = 80$
$9 \times 2 = 18$	$9 \times 5 = 45$	$9 \times 10 = 90$
$10 \times 2 = 20$	$10 \times 5 = 50$	$10 \times 10 = 100$
$11 \times 2 = 22$	$11 \times 5 = 55$	$11 \times 10 = 110$
$12 \times 2 = 24$	$12 \times 5 = 60$	$12 \times 10 = 120$

Quarter past one



## Writing:

- Write different kinds of sentence: statement, question, exclamation, command.
- Use expanded noun phrases to add description and specification.
- Write using subordination (when, if, that, because) and co-ordination (or, and, but).
- Correct and consistent use of present tense & past tense.
- Correct use of verb tenses.
- Write with correct and consistent use of: capital letters; full stops; question marks; exclamation marks
- Use commas in a list.
- Use apostrophe to mark omission and singular possession in nouns
- Write under headings.
- Write lower case letters correct size relative to one another
- Show evidence of diagonal and horizontal strokes to join handwriting

*This is what expected end of Year 2 writing may look like. Teachers assess a range of genres.*

### Molloy lost machine

You plug in the machine. Then <sup>you</sup> switch it on. The ~~for~~ Molloy base computer will go bleep, buzz, bleep and then you press a button on the key board. The Machine will ~~also start making~~ <sup>nothing</sup> you want. Before you do anything make sure you have plugged everything in properly. Then Switch on the TV box so you can watch every thing that is ~~perning~~ inside the machine!

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. <sup>It</sup> was really dark in the attic and there were really deep holes in the floor. Just then some thing caught his eye. <sup>It</sup> was some boxes either side each other. One was long and one was fat and the other was a silver case. Fred took <sup>them</sup> ~~down~~ <sup>down</sup> stairs. First he opened the silver one which had wires in it. <sup>Then</sup> he had opened all of them.

### Missing one dragon

Last seen flying out of forest school on Monday night. He has a silver tummy, black body and black feet. It will breath fire at you and eat you up! If seen then please report it to 01234 567890. If seen and not reported you will be in jail for three years! You will be rewarded £100 or 30936 bucks if you report. Whatever you do do not shoot it. Its claws are silver so it is easy to be seen. [REDACTED] class year 2.

## Ways to help at home

### Reading

- It is very important to continue to listen to your child read every day and to ask them questions about what they have read.
- The bookmarks give helpful ideas on ways to support your child's reading.
- Reading their book a second or third time is a very useful thing to do as their fluency, confidence and understanding increases on a subsequent read.
- Use the front cover to predict what the book might be about.
- Is it fiction or non-fiction? How do you know?
- Ask your child to read several pages then ask them questions which they can find the answer to within the text.
- Make a prediction about what might happen next.
- Ask your child inference questions which they will not find in the text e.g. how is ... feeling? How do you know?

- Ask them to explain what has happened so far in their own words.
- Ask your child what a word means.
- Ask your child which word on the page means ...
- Encourage them to have a go at an unknown word using their sounds and by using the context of the sentence.
- Encourage fluency in their reading.

### Maths

- Encourage counting in everyday contexts and in 2s, 5s and 10s where applicable, e.g. counting how many socks they are putting away in their drawer by counting in 2s.
- Finding one more or one less and 10 more or 10 less than a number within 100
- Solve simple addition and subtraction problems in real life contexts, e.g. There are 15 biscuits in the packet and 6 have been eaten. How many are left? Encourage counting forwards and backwards on fingers to solve
- Finding the number between 11 and 13 etc.
- Play Maths games—snakes and ladders and pairs etc.
- Go shopping with real money
- Start to tell the time
- Completing the weekly My Maths homework activities online which match the current learning in school

### Some really good questions to ask this term are (Autumn)

- What are the names of living things in your garden and in the park?
- Which habitats do you know?
- Which plants and animals live in those habitats?
- Why do they live there?
- Which animal group does that animal belong to? How do you know?
- Listen to a variety of music and ask: Why do you like/ not like it?
- Where in the world is Kenya? What is it like in Kenya? Can you find where Ash and Kenya are on a map?
- How does that puppet work? What is it made from? Which type of puppet is it?
- How are you feeling? - extending emotional vocabulary from happy/sad e.g. frustrated, cross, angry, miserable, delighted etc.
- Do you know what that word means? Extending vocabulary
- Play the Thesaurus game. Say a word (e.g. 'big'). How many words can they give you back that mean the same? (large, huge, gigantic etc.)
- **Spellings:** Helping your child with their spellings really helps as it gives them the building blocks on which to confidently shape their writing. If your child is writing at home do encourage them to spell their words correctly and then to make a plausible phonic guess for more difficult words. If it is really difficult just tell them the spelling or show it to them in the dictionary
- Practising the weekly set of spellings for the test on Fridays by using Look, Say, Cover, Write, Check on whiteboards, using coloured pens, in bubbles on the bath wall etc.