

Writing	Reading	Maths
<p><u>Sentence composition:</u></p> <ul style="list-style-type: none"> • identify and use noun phrases for description and specification • use adverbs to qualify verbs e.g. he ran slowly • demonstrate the correct and consistent use of tense • joins words or clauses using co-ordination e.g. or, and, but ... • joins clauses using subordination e.g. if, when, because ... <p><u>Punctuation:</u></p> <ul style="list-style-type: none"> • uses capital letters at the start of most sentences • uses capital letters for names (proper nouns) • use full stops, exclamation marks and question marks to demarcate most 	<p><u>Word meaning and decoding:</u></p> <ul style="list-style-type: none"> • uses the context of the text to support understanding of decodable but unfamiliar words • discusses word meanings, linking new meanings to those they already know • read most Year 2 words from the word list. • read word with common suffixes- s, ed, ing, ies • be able to read 90 words in one minute <p><u>Comprehension-retrieval:</u></p> <ul style="list-style-type: none"> • recalls main points with reference to the text (who, what, where, when, how and why) • is beginning to scan for a specific purpose 	<p><u>Number and place value:</u></p> <ul style="list-style-type: none"> • recognises the place value of each digit in a two-digit number • say 1 more and 1 less than a number up to 100 • partition one-digit numbers e.g. $7 = 4 + 3$ or $5 + 2$ or $6 + 1$ • read and write numbers to at least 100 in numerals and in words • partition two-digit numbers in different combinations of 10s and 1s e.g. $43 = 40 + 3$ or $30 + 13$ or $20 + 23$ or $10 + 33$ • identify and represent two-digit numbers using different representations such as number lines or base ten apparatus etc. <p><u>Addition and subtraction:</u></p>

End of Year 2 Expectations

sentences

- uses commas to separate items in a list
- uses apostrophes to mark where letters are missing in spelling
- can indicate possession by using the possessive apostrophe for singular nouns e.g. The boy's ball ...

Grammatical terms and word classes:

- identify nouns, adjectives and verbs
- identify and start to use different sentence types (statement, command, exclamation, question)
- spell most words from the Year 2 word list.
- spell longer words with suffixes, ed, ing, ment, ly, full, less, ness

Handwriting:

- form capital letters and digits on the correct size, orientation of correct size- half size, tall and hanging letters
- use spacing between words that

- reads closely to obtain specific information
- recognises and talks about the main differences between fiction and non-fiction texts

Comprehension-inference:

- discusses the actions of characters and expresses views on the basis of what is being said and done
- is beginning to identify the author's main purpose for writing
- makes predictions on the basis of what has been read so far
- summarise the main points from a passage or text

- fluently recall addition facts to 10 and 20 and all the numbers in between e.g. $15 + 2 = 17$
- fluently recall subtraction facts to 10 and 20 and all the numbers in between e.g. $14 - 3 = 11$
- use addition number bonds to 10 and 20 to derive related facts to 100 using multiples of 10 e.g. $70 + 30 = 100$
- add a two-digit number and 1s using concrete objects or pictorial representations
- subtract a two-digit number and 1s using concrete objects or pictorial representations
- add 2 two-digit numbers using concrete objects or pictorial representations
- subtract 2 two-digit numbers using concrete objects or pictorial representations where no regrouping is required e.g. $74 - 32$

End of Year 2 Expectations

reflects the size of letters

- start using some of the diagonal and horizontal strokes needed to join letters

- subtract 2 two-digit numbers using concrete objects or pictorial representations where regrouping is required e.g. $63 - 36$

Multiplication and division:

- recognise repeated addition represented as multiplication equations and division
- calculate mathematical statements for multiplication using the 2, 5 and 10 times tables
- calculate mathematical statements for division using the 2, 5 and 10 times tables
- recall and use multiplication and division facts for the 2, 5 and 10 times tables

Fractions:

- understand that the denominator denotes the number of equal parts the whole is divided into and the numerator denotes the number of

End of Year 2 Expectations

equal parts represented

- recognise, find and name a $\frac{1}{2}$ as 1 of 2 equal parts of a length, shape, set of objects or quantity
- recognise, find and name a $\frac{1}{4}$ as 1 of 4 equal parts of a length, shape, set of objects or quantity

Measurement:

- chooses and uses appropriate standard units to estimate and measure length and height (m/cm using rulers, metre sticks, tape measure etc.). Can then compare.
- uses the symbol p for pence and £ for pounds when combining amounts to make a particular value e.g. $20p + 5p = 25p$, $£2 + £1 = £3$
- solves simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Geometry:

End of Year 2 Expectations

- identifies and describe the properties of 2D and 3D shapes, including number of sides (including in different orientations)

Oracy

Physical:

- use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea
- speak clearly and confidently in a range of contexts

Linguistic:

- adapt how they speak in different situations according to audience
- use sentence stems to signal when they are building on or challenging others' ideas
- use newly learnt vocabulary in an appropriate way

Cognitive:

- ask questions to find out more about a subject
- build on others' ideas in discussions
- make connections between what has been said and their own and others' experiences.

Social and emotional:

End of Year 2 Expectations

- encourage everyone to contribute
- develop an awareness of audience, e.g. what might interest a certain group
- confident delivery of short pre- prepared material.