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| **Age related expectations at the end of Year 2** |
| **Reading** | **Writing** |
| *Word reading** Apply phonic knowledge and skills consistently to decode quickly and accurately.
* Decode alternative sounds for graphemes.
* Read words containing common suffixes such as: -ment, -less, -ness, -ful and –ly.
* Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.
* Read most words without overtly segmenting and blending, once they are familiar.
* Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.

*Comprehension** Fully engage with reading and take pleasure from books and texts.
* Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.
* Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say.
* Show understanding of texts read independently; self-correct.
* Know and retell a wide range of stories, fairy stories and traditional tales.
* Discuss the sequence of events in books, and how items of information are related.
* Make inferences on the basis of what is said and done; predict according to what has been read so far.
* Discuss and express views about a range of non-fiction texts which are structured in different ways.
* Discuss and clarify the meaning of new words; discuss favourite words and phrases.
* Recognise simple recurring literary language in stories and poetry.
* Recite a repertoire of poems learnt by heart, using appropriate intonation.
 | Vocabulary, Grammar and Punctuation* Write sentences with different forms: statements, questions, exclamations and commands.
* Write expanded noun phrases to describe and specify. E.g. the blue butterfly.
* Use the present tense and past tense correctly and consistently including the progressive form.
* Use when, if, that or because to write sentences.
* Use or, and or but to write sentences.
* Use capital letters, full stops, question marks and exclamation marks.
* Use commas to separate items in a list.
* Use apostrophes to mark where letters are missing.
* Understand the purpose of, and identify, nouns adjectives, adverbs and verbs.

Composition* Develop positive attitudes towards and stamina for writing.
* Write narratives about personal experiences and those of others. These might be real or fictional.
* Write about real events.
* Write simple poetry.
* Write for different purposes.
* Plan or say out loud what they are going to write about.
* Write down ideas or key words, including new vocabulary.
* Evaluate their writing with the teacher and other pupils.
* Re-read work to check that their writing makes sense.
* Proof-read to check for errors in spelling, grammar and punctuation.
* Read aloud what they have written with appropriate intonation to make the meaning clear. E.g. pausing at full stops.

Spelling* Segment spoken words into phonemes (sounds) and represent this with graphemes, spelling many correctly.
* Learn new ways of spelling sounds and learn some words with each spelling, including a few common homophones (e.g. see and sea)
* Learn to spell further common exception words.
* Spell correctly more words with contracted form. E.g. wasn’t, they’re, he’s.
* Know how to use the possessive apostrophe singular nouns. E.g. the girl’s book.
* Distinguish between homophones and near homophones. E.g. were and where.
* Add suffixes to spell longer words, including -ment, -ness, -ful, -less, - ly. E.g. enjoyment, useless, hopeful.

Handwriting* Form lower-case letters of the corrext size relative to one another.
* Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters and best left unjoined.
* 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.
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| **Age related expectations at the end of Year 2** |
| **Mathematics** | **Science** |
| *Number** Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
* Recognise the place value of each digit in a two-digit number (tens, ones).
* Identify, represent and estimate numbers using different representations, including the number line.
* Compare and order numbers from 0 up to 100; use and = signs.
* Read and write numbers to at least 100 in numerals and in words.
* Use place value and number facts to solve problems.

*Addition and Subtraction** Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods.
* Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
* Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers.
* Add three one-digit numbers.
* Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
* Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

*Multiplication and Division** Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
* Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.
* Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
* Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

*Fractions** Recognise, find, name and write fractions 1/2, 1/3, 1/4, 2/4, 3/4 of a length, shape, set of objects or quantity.
* Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and ½.

*Shape, Space and Measures* | *Living things and their habitats** Explore and compare the differences between things that are living, daed and things that have never been alive.
* Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants.
* Identify and name a variety of plants and animals in their habitats, including microhabitats.
* Describe how animals obtain their food from plants and other animals, using the ideas of a simple food chain, and identify and name different sources of food.

*Animals, including Humans** Notice that animals, including humans, have offspring which grow into adults.
* Find out about and describe the basic needs of animals, including humans, for survival.
* Describe the importance for humans f exercise, eating the right amounts of different types of food, and hygiene.

*Plants** Observe and describe how seeds and bulbs grow into mature plants.
* Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.

*Materials** Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and carboard for particular uses.
* Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

*Working Scientifically** Ask simple questions and recognise that they can be answered in different ways.
* Observe closely using simple equipment.
* Performing simple tests.
* Identifying and classifying
* Using observations and ideas to suggest answers to questions.
* Gathering and recording data to help in answering questions.
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| For further information, including the other subjects, follow the link below to access the national curriculum framework on the Department for Education website: <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4> |