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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. |
| 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> | |