



Year 2 National Expectations

These are the things that we expect children in Year 2 to be able to do by the end of the year. We will be working towards securing these concepts and skills across the year.

Expectations for Reading	
Word Reading	To apply phonic knowledge and skills as the route to decoding words until automatic decoding has become embedded and reading is fluent
	To read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds or graphemes
	To read accurately words of two or more syllables that contain the same graphemes as above
	To read words containing common suffixes
	To read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
	To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
	To read aloud books closely matched to their improving phonics knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
	To re-read these books to build up their fluency and confidence in word reading
Comprehension	To 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
	To discuss the sequence of events in books and how items of information are related
	To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
	To read a range of non-fiction texts that structure in different ways
	To recognise simple recurring literary language in stories and poetry
	To discuss and clarify the meaning of words, linking new meanings to known vocabulary
	To discuss their favourite words and phrases
	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
	To draw on what they already know or on background information and vocabulary provided
	To check that the text makes sense to them as they read and correct inaccurate reading
	To make inferences on the basis of what is being said and done
	To answer and ask questions
To predict what might happen on the basis of what has been read so far	

Children should be encouraged to read for pleasure and to develop their motivation for reading by experiencing wide range of engaging, interesting and relevant texts that are read to them and that they can read for themselves. They should participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. Children should also explain their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Expectations for Writing

Sentence	To use conjunctions for coordination (e.g. or, but, and, however)
	To use conjunctions for subordination (e.g. when, if, that, because, so)
	To expand noun phrases for description and specification
	To use adverbs within sentences to describe when, where and how something has take place
Text	To choose correctly and consistently use present tense and past tense throughout writing
	To use the progressive form of verbs in the present and past tense to mark actions in progress
Punctuation	To use capital letters, full stops, question marks and exclamation marks to demarcate sentences
	To use commas to separate items in a list
	To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns
Spelling	To spell words by segmenting them into phonemes and representing these using correct graphemes
	To learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling
	To learn to spell common exception words
	To distinguish between homophones and near homophones
	To use apostrophes in spellings
Handwriting	To add prefixes and suffixes
	To form lower-case letters of the correct size relative to one another
	To start joining letters by using the appropriate diagonal and horizontal strokes and understand which letters, when adjacent to one another, are best left unjoined
	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
Composition	To use spacing between words that reflects the size of the letters
	To develop positive attitudes towards and stamina for writing
	To consider what they are going to write before beginning
	To make simple additions, revisions and corrections to their own writing
Composition	To read aloud what they have written with appropriate intonation to make the meaning clear

Expectations for Maths

Number and Place Value	To count in steps of 2, 3 and 5 from 0, and in tens from any number, forward or backward
	To recognise the place value of each digit in a two-digit number (tens and ones)
	To identify, represent and estimate numbers using different representations, including the number line
	To compare and order numbers to 100 using <, > and = signs
	To read and write numbers to at least 100 in numerals and in words
	To use place value and number facts to solve problems
Addition and Subtraction	To solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures
	To solve problems with addition and subtraction applying their increasing knowledge of mental and written methods
	To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
	To add and subtract numbers using concrete objects, pictorial representations, and mentally including: a two-digit number and a one-digit number, a two-digit number and a multiple of 10, two-digit numbers, three one-digit numbers
	To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
	To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems
Multiplication and Division	To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
	To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs
	To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
	To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts
Fractions	To recognise, find and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity
	To write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
Measure	To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
	To compare and order lengths, mass, volume/capacity and record the results using <, > and =
	To recognise and use symbols for (£) and pence (p); combine the amounts to make a particular value
	To find different combinations of coins that equal the same amounts of money
	To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
	To compare and sequence intervals of time

Geometry	To identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line
	To identify and describe the properties of 3D shapes, including the number of edges, vertices and faces
	To identify 2D shapes on the surface of 3D shapes, for example a circle on a cylinder and a triangle on a pyramid
	To compare and sort common 2D and 3D shapes and everyday objects
	To order and arrange combinations of mathematical objects in patterns
	To use mathematical vocabulary to describe position, direction and movement including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise), and movement in a straight line
Statistics	To interpret and construct simple pictograms, tally charts, block diagrams and simple tables
	To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
	To ask and answer questions about totalling and comparing categorical data