



# West Dean CE Primary School

## End of Year Expectations for Year 2



This booklet provides information on the end of year expectations for children in our school.

These are the National Curriculum requirements which we will assess learning against.

Anything you can do at home to help your children will make a huge difference.

For example, as you help your children with homework and target work, if they show that they understand or can do one of these things, then please make a brief note of it, adding the date.

You may also spot their learning at other times, such as when you are shopping or travelling.

In addition to this, you may be able to help children develop the all-important **learning behaviours** required for children to achieve their best in school.

These are included in this pack.

Simply talking to your children and encouraging them to explain their thinking is really valuable.

We are sure you will be able to provide excellent speaking and listening opportunities at home!

Please don't worry about your handwriting or how to record things – the space is just for your notes/jottings! We really do value what the children achieve outside school as well as in the classroom. We will take a look each half term and it will really help to give us another view of the children's learning so that we can work in partnership with you all at home to tailor our teaching to suit the children's needs.

All the expectations will be worked on throughout the year and will be the focus of direct teaching as well as opportunities for application and consolidation.

NB: the 'a,b,c' lettering is just for ease of reference: there is no order or hierarchy.

Please take care of this booklet.

We will collect it in a week before the end of each half term.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

In addition to this, you may be able to help children develop the all-important **learning behaviours** required for children to achieve their best in school. These are included in this pack. Work on oracy will be extremely helpful and we include the primary school objectives below.

You will be able to provide excellent speaking and listening opportunities at home!

<b>Speaking and Listening Expectations Year 1-6</b>	
<b>a</b>	listen and respond appropriately to adults and their peers
<b>b</b>	ask relevant questions to extend their understanding and knowledge
<b>c</b>	use relevant strategies to build their vocabulary
<b>d</b>	articulate and justify answers, arguments and opinions
<b>e</b>	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
<b>f</b>	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
<b>g</b>	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
<b>h</b>	speak audibly and fluently with an increasing command of Standard English
<b>i</b>	participate in discussions, presentations, performances, role play/improvisations and debates
<b>j</b>	gain, maintain and monitor the interest of the listener(s)
<b>k</b>	consider and evaluate different viewpoints, attending to and building on the contributions of others
<b>l</b>	select and use appropriate registers for effective communication

## Reading Expectations Year 2

a	continue to apply phonic knowledge & skills to decode words until embedded & reading is fluent	
b	read accurately by blending the sounds in words especially recognising alternative sounds for graphemes	
c	read accurately words of two or more syllables that contain the same graphemes as above	
d	read words containing common suffixes	
e	read further common exception words, noting unusual correspondences between spelling and sound and where they occur	
f	read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	
g	read aloud books closely matched to their phonic knowledge, sounding out new words accurately, automatically & without hesitation	
h	reread these books to build up their fluency and confidence in word reading	
i	<p><b>develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></p> <ul style="list-style-type: none"> <li>•listening to, discussing and expressing 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</li> <li>•discussing the sequence of events in books and how items of information are related</li> <li>•becoming increasingly familiar with &amp; retelling a wider range of stories, fairy stories &amp; traditional tales</li> <li>•being introduced to non-fiction books that are structured in different ways</li> <li>•recognising simple recurring literary language in stories and poetry</li> <li>•discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>•discussing their favourite words and phrases</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	
j		
k		
l		
m		
n		
o		
p		
q		<p><b>understand books they can already read accurately &amp; fluently, &amp; those they listen to by:</b></p> <ul style="list-style-type: none"> <li>•drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>•checking that the text makes sense to them as they read, and correcting inaccurate reading</li> <li>•making inferences on the basis of what is said/ done</li> <li>•answering and asking questions</li> <li>•predicting what might happen on the basis of what has been read so far</li> </ul>
r		
s		
t		
u		
v		
w	participate in discussion about books, poems etc that are read to them and those they can read, taking turns, listening to what others say	
	explain and discuss their understanding of books, poems etc as above	

## Writing Expectations Year 2

a	<b>Spell a variety of words by:</b> •segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
b	•learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
c	•learning to spell common exception words
d	•learning to spell more words with contracted forms
e	•learning the possessive apostrophe (singular) [for example, the girl's book]
f	•distinguishing between homophones and near-homophones
g	add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
h	apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a>
i	write from memory simple dictated sentences that include words using the GPCs, common exception words and punctuation taught so far
j	form lower-case letters of the correct size relative to one another
k	join letters using diagonal and horizontal strokes needed and understand which letters, when adjacent to one another, are best left unjoined
l	write capital letters and digits of the correct size, orientation & relationship to one another & to lower-case letters
m	use spacing between words that reflects the size of the letters
n	<b>develop positive attitudes towards and stamina for writing by:</b> •writing narratives about personal experiences and those of others (real and fictional)
o	•writing about real events
p	•writing poetry
q	•writing for different purposes consider what they are going to write before beginning by:
r	•planning or saying out loud what they are going to write about
s	•writing down ideas and/or key words, including new vocabulary
t	•encapsulating what they want to say, sentence by sentence

u	<b>make simple additions, revisions and corrections to their own writing by:</b> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> </ul>
v	<ul style="list-style-type: none"> <li>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul>
w	<ul style="list-style-type: none"> <li>proofreading to check for errors in spelling, grammar and punctuation (eg, ends of sentences punctuated correctly)</li> </ul>
x	read aloud what they have written with appropriate intonation to make the meaning clear
y	learn how to use both familiar and new punctuation correctly - see <a href="#">English appendix 2</a> , including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
z	<b>learn how to use:</b> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> </ul>
za	<ul style="list-style-type: none"> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> </ul>
zb	<ul style="list-style-type: none"> <li>the present and past tenses correctly and consistently, including the progressive form</li> </ul>
zc	<ul style="list-style-type: none"> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul>
zd	<ul style="list-style-type: none"> <li>the grammar for year 2 in English appendix 2</li> </ul>
ze	<ul style="list-style-type: none"> <li>some features of written Standard English</li> </ul>
zz	use and understand the grammatical terminology in <a href="#">English appendix 2</a> in discussing their writing

## Mathematics Expectations Year 2

a	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward
b	recognise the place value of each digit in a two-digit number (tens, ones)
c	identify, represent and estimate numbers using different representations, including the number line
d	compare and order numbers from 0 up to 100; use $<$ , $>$ and $=$ signs
e	read and write numbers to at least 100 in numerals and in words
f	use place value and number facts to solve problems
g	<p>solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> <li>- using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>- applying their increasing knowledge of mental and written methods</li> </ul>
h	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
i	<p>add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>- a two-digit number and ones</li> <li>- a two-digit number and tens</li> <li>- two two-digit numbers</li> <li>- adding three one-digit numbers</li> </ul>
j	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
k	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems
l	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
m	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs
n	show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
o	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
p	recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or

	quantity	
q	write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	
r	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	
s	compare and order lengths, mass, volume/capacity and record the results using $>$ , $<$ and $=$	
t	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	
u	find different combinations of coins that equal the same amounts of money	
v	solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	
w	compare and sequence intervals of time	
x	tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	
y	know the number of minutes in an hour and the number of hours in a day	
z	identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line	
za	identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	
zb	identify 2-D shapes on the surface of 3-D shapes [for example a circle on a cylinder and a triangle on a pyramid]	
zc	compare and sort common 2-D and 3-D shapes and everyday objects	
zd	order and arrange combinations of mathematical objects in patterns and sequences	
ze	use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	
zf	interpret and construct simple pictograms, tally charts, block diagrams and simple tables	
zg	ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	
zh	ask and answer questions about totalling and comparing categorical data	

## Learning Behaviours

	<b>Fantastic Elastic Brains</b> .....	<b>I.....</b>	
<b>a</b>	....persevere	....am resilient and I don't give up when faced with tricky things. I try different approaches to find what works.	
<b>b</b>	....are independent	....can work well alone, focusing on the task and ignoring disruptions. I am self-confident and can make my own decisions.	
<b>c</b>	..collaborate	....work well in a team or with a partner, sharing ideas and compromising where needed. I am supportive of others and I'm a good listener.	
<b>d</b>	....create	....am imaginative and come up with original ideas. I am adaptable and will think of alternative suggestions to problems	
<b>e</b>	....are curious	....ask lots of questions and am keen to find out the answer to problems. I enjoy discovering and exploring new things.	
<b>f</b>	....join up their thinking	....make links between ideas and spot similarities and relationships. I can apply my learning to different settings.	
<b>g</b>	....love a challenge	....enjoy a challenge and have a belief that I can learn and improve with effort. I am open-minded and flexible.	
<b>h</b>	....think bigger	....make plans and follow them, thinking carefully about the next steps. I am strategic, organised, prepared and analytical.	
<b>i</b>	....adapt	....am flexible and can change my ideas or actions when I get feedback or find a better way.	