

End of year expectation for Year 2



This page provides information for parents and carers on the end of year expectations for children at St Barnabas.

The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

Reading

I can read words quickly because I know how to sound out all parts of a word.

I read by blending together the sounds I know and can read out within a word.

I can read words with two or three syllables.

I can read words with common word endings, such as -ing and -ed.

I can read a range of unusual words from our word lists.

I can read most words quickly and accurately.

When I see a word I have not read before, I can sound out the word without help from an adult.

When I re-read my books, I become better and better at reading the text.

I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.

When I read, I am able to tell you about things in the order they happen and if they are connected.

I can tell you about all the different stories I have read.

I enjoy finding out about non-fiction books and how they are set out.

I can recognise simple language patterns in stories and poems.

I discuss the meaning of words.

I am happy to tell you my favourite words and phrases from my reading.

I can say out loud a number of poems I have learnt.

I understand the books I can read.

I check what I am reading makes sense as I read through it.

I can tell you why certain things happen in a book or why a character says the things they do.

I can answer and ask questions about what I have read.

I like to guess what happens next in a story, using what I already know has gone on before.

I take turns to discuss and listen to others about what I have read.

I can explain and discuss what has happened in books that either I have read or have been read to me.

Writing

I can spell words correctly by saying them out loud.

I am learning new ways for spelling words which sound the same but have different meanings.

I know how to spell words that do not follow a spelling pattern.

I can spell more words by using 'rules' I already know.

I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.

I can show I know the difference between homophones and near-homophones in my spelling.

I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.

I can spell the words correctly in my Year 2 spelling list.

I can write out a sentence told to me by my teacher and use the correct punctuation.

When I write, my letters are the same size.

I am learning which letters to join up in my handwriting, and which ones are best left unjoined.

I can write letters and numbers that are the right way round and the right size.

I know where to leave spaces between words.

I am beginning to write stories about things that have happened to me or other people.

I am able to write longer stories about real things that have happened.

I can write my own poems.

I like to write for different purposes, for example, for my teacher, myself or for a class assembly.

Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.

I think about what I am going to write by writing down my ideas and important words which will help me.

I can write down brief descriptions about what I want to include in my writing, before I begin.

I can make changes in my writing by listening to what others have to say about it.

Once finished, I will re-read my work to make sure it makes sense.

I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.

I can read aloud my work in a way which helps people understand it.

I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.

I can use commas correctly when making a list of things.

I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.

I am learning to write sentences which convey different meaning for different purposes.

I am able to write more interesting sentences by adding further detail.

I try to write in the present or past tense when writing.

I can use words such as when, if, that, because, or, and or but when I write sentences.

I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.

I can add -ful and -less to words to make adjectives.

I know what changes happen to the meaning of words when I add -er, -est and -ly to words.

When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.

I am able to write more interesting sentences by adding further detail.

Spoken Language

I listen and respond appropriately to adults and his peers up to the standard of spoken language expected by the end of Year 2.

I can ask relevant questions to extend my understanding and knowledge up to the standard of spoken language expected by the end of Year 2.

I use relevant strategies to build my vocabulary up to the standard of spoken language expected by the end of Year 2.

I can articulate and justify answers, arguments and opinions up to the standard of spoken language expected by the end of Year 2.

I give well-structured descriptions, explanations and narratives for different purposes, including for expressing my feelings up to the standard of spoken language expected by the end of Year 2.

I can keep my attention and join in actively in group conversations, staying on topic and initiating and responding to comments up to the standard of spoken language expected by the end of Year 2.

I use spoken language to develop understanding through speculating, hypothesising,

imagining and exploring ideas up to the standard of spoken language expected by the end of Year 2.

I speak audibly and fluently with an increasing command of Standard English up to the standard of spoken language expected by the end of Year 2.

I join in in discussions, presentations, performances, role play, improvisations and debates up to the standard of spoken language expected by the end of Year 2.

I can gain, maintain and monitor the interest of a listener up to the standard of spoken language expected by the end of Year 2.

I consider and evaluate different viewpoints, attending to and building on the contributions of others up to the standard of spoken language expected by the end of Year 2.

Mathematics

I can count forward and backward in steps of 2, 3, and 5 from 0, and make jumps in tens from any number.

I know what each digit means in two-digit numbers such as 24.

I can find and show numbers on a number line.

I can order numbers up to 100 and tell you which numbers are bigger or smaller.

I use the greater than, less than and equals signs in maths and know what they mean.

I can read and write numbers to 100 in digits and words.

I solve problems using number facts such as $18+2=20$ and what I know about the value of digits in a number.

I answer addition and subtraction maths problems using objects or pictures to help me work it out.

I can solve addition and subtraction problems and work out how I answer it on paper or show you how I did it in my head by explaining step by step.

I answer problems with addition and subtraction using my number facts to 20 and other number facts up to 100.

I can add and subtract numbers such as $34 - 8$ or $52 + 5$ using objects or pictures to help.

I add and subtract two-digit numbers using objects to help me.

I can add or subtract numbers such as $42 - 22$ or $56 + 29$ using objects or pictures to help me.

I can add or subtract three numbers such as $2 + 5 + 9$.

I know that adding two numbers together can be done in any order but subtracting numbers can only be done in one order.

I can check my answers or solve missing number problems by doing an inverse check.

I know my 2 and 5 and 10 times tables by heart and can tell whether a number is odd or even.

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| I use multiplication (\times), division (\div) and equals (=) signs when writing out my times tables. |
| I know that the multiplication of two numbers can be done in any order, but that the division of numbers can only be done in one order. |
| I can solve multiplication and division problems using times table facts and objects or pictures to help me. |
| I can find $\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{2}{4}$ or $\frac{3}{4}$ of a shape, length or set of objects. |
| I can write simple fractions sentences such as $\frac{1}{2}$ of 6 = 3 and know that $\frac{2}{4}$ equals $\frac{1}{2}$. |
| I can choose, use and measure the correct unit to measure length or height in any direction (m/cm); weight (kg/g); temperature ($^{\circ}\text{C}$); or capacity (litres/ml). |
| I can compare and order lengths, weight and capacity and then record the results using symbols for greater than, less than and equals. |
| I know and use the symbols for pounds (£) and pence (p) and can add together different amounts of money, such as 253p and £2. |
| I can find different combinations of coins that equal the same amounts of money. |
| I have solved money problems such as how much change do I get from 50p if I buy an apple for 35p? |
| I can put the time of events in order. |
| I can 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. |
| I know there are 60 minutes in an hour and 24 hours in a day. |
| I can describe the properties of some 2-D shapes, including the number of sides they have and facts about their symmetry. |
| I can describe the properties of some 3-D shapes, including the number of edges, faces and vertices they have. |
| I can tell you which 2-D shapes appear as the faces on 3-D shapes, such as triangles on a pyramid. |
| I can compare 2-D and 3-D shapes with everyday objects around me. |
| I can order combinations of mathematical objects in patterns and sequences. |
| I can describe my position, direction and movement, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions. |
| I can read and construct picture graphs, tally charts and tables. |
| I can sort objects into categories and tell you how many objects are in each category and show which category has the most. |
| I work on sorting objects and can answer questions about the groups of objects I have sorted. |

Science

I can ask simple questions and know that there can be more than one answer.

I can use simple equipment to look very closely at things so I can understand them better.

I can test things in simple ways.

I can identify different things in Science and can group similar ones together.

I use what I have seen and think to help me when I answer questions.

I can find information and write it down which helps me when I have to answer questions.

I can explore and compare the differences between things that are living, dead, and things that have never been alive.

I can identify that most living things live in places which suit their basic needs. I can describe how different kinds of animals and plants, need different types of places to live and that they depend on each other.

I can identify and name a variety of plants and animals in their habitats, including micro-habitats.

I understand the simple food chain and can identify and name different sources of food. I can describe how animals obtain their food from plants and other animals.

I know and can describe how seeds and bulbs grow into mature plants.

I know that plants need water, light and a suitable temperature to grow and stay healthy.

I know that animals, including humans, have babies which grow into adults.

I know that animals, including humans, need water, food and air to survive.

I know that exercise, eating the right amounts of different types of food, and hygiene are all important for humans.

I know which everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard are suitable for particular uses.

I know how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.