

Mathematics:

Number:

- I can read and write all numbers to at least 100 in numerals and words.
- I recognise odd and even numbers to 100.
- I can count in steps of 2, 3 and 5 from 0.
- I recognise and can define the place value of each digit in a 2-digit number.
- I can compare and order numbers from 0 to 100 using the $<$ $>$ and $=$ signs.
- I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- I can name the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ and can find fractional values of shapes, lengths and numbers.
- I can recall and use multiplication and division facts for the 2, 5 and 10x tables.
- I can solve problems involving addition, subtraction, multiplication and division, using arrays, repeated addition and multiplication and division facts.
- I can add and subtract two 2-digit numbers.
- I can add three 1-digit numbers.

Measurement, Geometry and Statistics:

- I can choose and use appropriate standard units to estimate length, height, temperature and capacity.
- I can tell and write the time to 5 minute intervals.
- I recognise and can use the symbols £ and p when solving problems involving addition and subtraction of money.
- I can describe the properties of 2D and 3D shapes to include edges, vertices and faces.
- I can interpret and construct pictograms, tally charts, block diagram and simple tables.
- I can use mathematical vocabulary to describe position, direction and movement.



Petersfield Church of England (A) Primary School

End of Year Expectations: Year 2

This booklet provides information for parents/carers on the end of year expectations for children at Petersfield and Nationally. The National Curriculum outlines these expectations as being the minimum requirements that all children should meet during year 2. These expectations build on those of year 1.

This is the average 'age related expectation' that children should achieve. There will be some children who are exceeding this and some who are still working towards them. This will be the case in every year group.

Throughout the school year, pupils will meet and revisit these learning objective as part of their learning. Any extra support you can provide in helping your child to achieve these expectations is greatly valued.

If you have any queries regarding these expectations or would like support in knowing how to help your child with these, please see your child's class teacher(s).

Reading:

Word Reading:

- I can read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.
- I can read accurately words that contain two or more syllables.
- I can read words accurately and fluently without overt sounding and blending.
- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
 - I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can recognise alternative sounds for graphemes.

Comprehension:

- I read a range of fiction, poetry, plays, and non-fiction texts.
- I can discuss the texts that I read.
- I can read aloud and independently, taking turns and listening to others.
- I can explain how non-fiction books are structured in different ways and can use them effectively.
- I can explain some of the different types of fiction books.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have.
- I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- I can use a dictionary to check the meaning of unfamiliar words.
- I can explain how structure and presentation contribute to the meaning of texts.
- I can use non-fiction texts to retrieve information.
- I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Writing:

Spelling:

- I can segment spoken words into phonemes and record these as graphemes.
- I can spell words with alternative spellings.
- I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- I can identify phonemes in unfamiliar words and use syllables to divide words.

Handwriting:

- I can form lower-case letters of the correct size.
- I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Composition:

- I can write narratives about personal experiences and those of others, both real and fictional.
- I can write for different purposes, including real events.
- I can plan and discuss the content of writing and record my ideas.
- I am able to orally rehearse structured sentences or sequences of sentences.
- I can evaluate my writing independently, with friends and adults.
 - I can proof-read to check for errors in spelling, grammar and punctuation.

Sentence structure:

- I can use subordination (when, if, that, because) and co-ordination (or, and, but).
- I can use expanded noun phrases.
- I can say how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

Text structure:

- I consistently use the present tense and past tense correctly.
- I can use the progressive forms of verbs in the present and past tense.

Punctuation:

- I use capital letters for proper nouns and the personal pronoun 'I'.
- I correctly use question marks and exclamation marks,
- I can use commas to separate items in a list.
- I can use apostrophes to show where letters are missing and to mark singular possession in nouns.