

# Marine Park First School



## End of Year Expectations

### Year 2

- We hope that parents will find the following information useful in supporting their child's progress throughout Y1.
- This booklet outlines the 2014 National Curriculum minimum expectations a child should meet by the end of Y2 in Reading, Writing and Maths.
- NB - This curriculum will not come into effect until September 2015 for Y2 pupils. Until then, pupils in Y2 will be following the previous national curriculum

## Reading

### Word Reading

- I can use the sounds I know to decode words automatically and my reading is fluent
- I can read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters
- I can read words of two or more syllables that contain sounds I have been taught
- I can read words containing common suffixes
- I can read further common exception words and see where the sounds do not match
- I can read most words quickly and accurately without needing to sound and blend words I have seen before
- I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses
- I can re-read books sounding out new words correctly to improve my speed and confidence

### Comprehension

- I can enjoy and understand books by listening and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself
- I can enjoy reading and discussing the order of events in books and how items of information are related
- I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others
- I can enjoy reading by recognising repeated themes and ideas in stories and poems
- I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know
- I can talk about my favourite words and phrases
- I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer
- I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading
- I can spot if a word has been read wrongly by following the sense of the text
- I can say how the characters might feel in a story I have read or heard on the basis of what is said and done
- I can ask and answer simple questions about the books or stories I am reading
- I can say what might happen next in a story based on what has happened so far
- I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say
- I can explain what I think about books, poems and other material that I have read or heard

# Writing

## Transcription

### Spelling

- I can break down spoken words into their sounds and write them mostly correctly
- I can learn new spellings by using words I already know how to spell
- I can spell common exception words
- I can spell words which have been shortened
- I can spell words which use an apostrophe to show possession e.g. the girl's book
- I can spell words that sound the same but are spelt differently e.g. buy, bye, by
- I can add the endings -ment, -ness, -ful, -less, -ly to spell longer words
- I can use simple spelling rules
- I can write the correct spellings and punctuation in simple sentences I hear my teacher say
- I can use the prefixes un-, dis-, mis-, re-, pre-
- I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited

[\(see this link for spelling details\)](#)

## Transcription

### Handwriting

- I can write lower-case letters that are all the same size
- I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left unjoined
- I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters
- I can use spacing between words that fits with the size of the letters

# Writing

## Composition

- I can write about things I have done and things that others have done
- I can write a long piece of text about a real event in one go
- I can write poetry
- I can write for different purposes, writing long and short pieces of work
- I can plan my writing by writing down my ideas or talking about them
- I can plan my writing by writing down ideas and/or key words and new vocabulary
- I can plan my writing by writing down my ideas or talking about them for each sentence
- I can change my writing and make corrections after I have spoken to a teacher or another child about it
- I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time
- I can proof read my work and check for spelling, punctuation and grammar errors
- I can read my work aloud with confidence using the tone of my voice to make the meaning clear

## Vocabulary, Punctuation and Grammar

- I can make new words by adding -ness and -er at the end of a word.
- I can make new words by putting two words together e.g. whiteboard, superman
- I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless
- I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly
- I can use these words in my writing: when, if, that, because, or, but
- I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon
- I can tell if a sentence is a question, command, exclamation or a statement
- I can use the correct tense in my writing
- I can use the correct verb form to indicate actions in progress in the present time or in the in past e.g. she is drumming, he was shouting
- I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end
- I can use commas when I am writing a list
- I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat
- I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, tense (past, present), apostrophe and comma

[\(see this link for grammar details\)](#)

# Mathematics

## Number and place value

- I can count to and past 100, forwards and backwards starting from any number
- I can count, read and write numbers to 100 in numerals and count in jumps of 2, 5 and 10s
- I can identify one more and one less, given a starting number
- I can find and show numbers using objects and pictures including number lines and use: equal to, more than, less than (fewer), most, least
- I can read and write numbers from 1 to 20 in numbers and words

## Addition and Subtraction

- I can solve problems with addition and subtraction including those involving numbers, quantities and measures by using objects or pictures
- I can answer simple addition and subtraction questions in my head as well as by writing them down
- I can use addition and subtraction facts to 20 quickly and work out similar facts to 100
- I can add and subtract a two digit number and a one digit number mentally and when using objects, number lines and pictures
- I can add and subtract a two digit number and tens mentally and when using objects, number lines and pictures
- I can add and subtract 2 two digit numbers mentally and when using objects, number lines and pictures
- I can add and subtract 3 one digit numbers mentally and when using objects, number lines and pictures
- I can show that adding 2 numbers can be done in any order but subtraction cannot
- I can show that subtraction is the opposite of addition and use this to check my work

## Multiplication and Division

- I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers
- I can answer multiplication and division problems within tables using  $\times$ ,  $\div$  and  $=$
- I can show that multiplying 2 numbers can be done in any order but division cannot
- I can answer questions involving  $\times$  and  $\div$  mentally and with objects

## Fractions

- I can find, name and write fractions of a length, shape, set of objects or amount, including  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$
- I can write simple fractions facts such as  $\frac{1}{2}$  of 6 = 3 and  $\frac{2}{4} = \frac{1}{2}$

# Mathematics

## Measurement

- I can choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales
- I can compare amounts using these signs:  $>$ ,  $<$  or  $=$
- I can use the £ sign and p sign. I can use notes and coins to make a particular amount
- I can find different ways for coins to add up to an amount
- I can add and subtract money and give change
- I can put different events in order and compare them
- I can tell the time to 5 minutes. I can tell when it is quarter past or quarter to an hour. I can draw these on a clock
- I can tell you how many minutes are in an hour and how many hours are in a day

## Geometry – properties of shapes

- I can notice and explain the properties of 2-D shapes e.g. the number of sides and line symmetry
- I can notice and explain the properties of 3-D shapes e.g. the number of edges, vertices and faces
- I can spot 2-D shapes on the surface of 3-D shapes such as a circle on a cylinder and a triangle on a pyramid
- I can compare and sort common 2-D and 3-D shapes and everyday objects

## Geometry – position and direction

- I can order mathematical objects in patterns and sequences
- I can use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line

## Statistics

- I can read and draw simple pictograms, tally charts, block diagrams and simple tables
- I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- I can ask and answer questions about totalling and comparing grouped data

## Science

### Working scientifically across all areas

- I can ask questions and know they can be answered in different ways
- I can watch closely using equipment
- I can do tests
- I can name and group
- I can use my observations and ideas to suggest answers to questions
- I can collect and record data to help answer questions

## Biology

### Living things and their habitats

- I can explain the differences between things that are living, dead and have never been alive
- I can explain that most living things live in habitats which suit them and depend on each other
- I can explain some plants and animals in their habitats including micro habitats
- I can explain how animals get their food from plants and other animals using a simple food chain

### Animals, including humans

- I can explain that animals including humans have babies which grow into adults
- I can explain the needs of animals including humans for survival
- I can explain the importance of exercise, eating healthily and keeping clean

## Plants

- I can explain how seeds and bulbs grow into plants
- I can explain how plants need food, water and a suitable temperature to grow and stay healthy

## Science

## Chemistry

### Materials

- I can say why I would choose a particular material for a particular job
- I can explain how objects made from some materials can be changed