

# Key Objectives for Year 2



## Reading, Writing & Maths

### READING (Y2 Curriculum)

Expectations for Year 2 children is that they have a **secure understanding** of the knowledge and skills listed below and can demonstrate this in their work:

Word Reading	<ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>Read words containing common suffixes.</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>Read most words <i>[at an instructional level 93-95%]</i> quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Re-read these books to build up their fluency and confidence in word reading.</li> </ul>
Comprehension 1	<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 and retelling a wider range of stories, fairy stories and 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>
Comprehension 2	<p><b>Understand both the books that they can already read accurately and fluently and those that 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 being said and 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>
Comprehension 2	<ul style="list-style-type: none"> <li>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.</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>

## WRITING & SPAG (Y2 Curriculum)

Expectations for Year 2 children is that they have a **secure understanding** of the knowledge and skills listed below and can demonstrate this in their work:

Spelling & Vocabulary	<ul style="list-style-type: none"> <li>• Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> <li>• Form nouns and adjectives using suffixes such as –ness, -er, -ful, -less and by compounding.</li> </ul>
Punctuation & Grammar	<ul style="list-style-type: none"> <li>• Form nouns and adjectives using suffixes –er, -est in adjectives and –ly to turn adjectives into adverbs.</li> <li>• Correct choice and consistent use of present tense and past tense throughout writing.</li> <li>• Use the progressive form of verbs in the present and past tense to mark actions in progress.</li> <li>• Subordination (using when, if that, because) and co-ordination (using or, and, but).</li> <li>• Expanded noun phrases for description and specification.</li> </ul>
Composition	<ul style="list-style-type: none"> <li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Commas to separate items in a list.</li> <li>• Apostrophes to mark where letters are missing (contracted forms) in spelling and to mark singular possession in nouns.</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>• Develop positive attitudes towards and stamina for writing by writing for different purposes.</li> <li>• Make simple additions, revisions and corrections to their own writing by re-reading 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> <li>• Proof-read to check for errors in spelling, grammar and punctuation.</li> </ul>
Terminology	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another.</li> <li>• Use spacing between words that reflects the size of the letters.</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use and understand: compound, suffix, tense (past, present), noun, noun phrase, statement, question, exclamation, command, adjective, adverb, verb, apostrophe, comma.</li> </ul>

## MATHS (Y2 Curriculum)

Expectations for Year 2 children is that they have a **secure understanding** of the knowledge and skills listed below and can demonstrate this in their work:

Number & Place Value	<ul style="list-style-type: none"> <li>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones).</li> <li>Identify, represent and estimate numbers using different representations, including the number line.</li> <li>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs.</li> <li>Read and write numbers to at least 100 in numerals and in words.</li> <li>Use place value and number facts to solve problems.</li> </ul>
Addition & Subtraction	<ul style="list-style-type: none"> <li>Solve problems with addition &amp; subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</li> <li>Recall and use addition &amp; subtraction facts: to 20 fluently; and derive and use related facts up to 100.</li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: TU and units, TU and tens, TU and TU, adding three one-digit numbers.</li> <li>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>
Multiplication & Division	<ul style="list-style-type: none"> <li>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</li> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> <li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>
Fractions	<ul style="list-style-type: none"> <li>Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math>, and <math>\frac{3}{4}</math> of a length, shape, and set of objects or quantity.</li> <li>Write simple fractions <i>for example</i>, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>
Measurement	<ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels: length / height in any direction (m/cm), mass (kg/g), temperature (°C), capacity (l/ml).</li> <li>Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</li> <li>Recognise and use symbols for pounds (£) and pence (p); and combine amounts to make a particular value</li> <li>Find different combinations of coins that equal the same amounts of money.</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> <li>Compare and sequence intervals of time.</li> <li>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.</li> <li>Know the number of minutes in an hour and number of hours in a day.</li> </ul>
Geometry: Properties of shape	<ul style="list-style-type: none"> <li>Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> <li>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</li> <li>Identify 2-D shapes on the surface of 3-D shapes [<i>for example, a circle on a cylinder and a triangle on a pyramid</i>].</li> <li>Compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>
Geometry: Position & Direction	<ul style="list-style-type: none"> <li>Order and arrange combinations of mathematical objects in patterns and sequences.</li> <li>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).</li> </ul>
Statistics	<ul style="list-style-type: none"> <li>Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</li> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</li> <li>Ask and answer questions about totalling and comparing categorical data.</li> </ul>

*At the end of the year, your child will be judged against all the above objectives using the scale below.*

End-of-year assessments:	
5	Working at Greater Depth
4	Working at the expected standard
3	Working towards the expected standard
2	Below the expected standard
1	Well below the expected standard

*In addition to this, Year 2 children sit their SATs tests (National Curriculum Tests). These are used to inform teacher assessment and we **do not** place undue pressure on our children. If you would like more information, please speak to your child's class teacher.*

