



End of Year Expectations for Year 2

Reading

- I can read accurately most words of two or more syllables.
- I can read most words containing common suffixes such as 'ed' and 'ing'.
- I can read most common exception words.
- In age-appropriate I can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.
- I can sound out most unfamiliar words accurately, without undue hesitation.
- In a familiar book I can already read accurately and fluently, I can check it makes sense to me.
- I can answer questions and make some inferences on the basis of what is being said and done.

Writing

- I can write about my own and others' experiences (real and fictional), after talking to my teacher.
- I can punctuate most sentences with capital letters and full stops and with some use of question marks and exclamation marks.
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- I am learning to write sentences which convey different meaning for different purposes. (statements, questions, exclamations and commands).
- I can make my writing more interesting by using some expanded noun phrases to describe and specify
- I can use the present and past tense mostly correctly and consistently.
- I can use words such as when, if, that, because, or, and or but when I write sentences. I can spell words correctly by saying them out loud.
- I know how to spell words that do not follow a spelling pattern
- I can spell some words with contracted forms.
- I can add suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly.
- I can use the diagonal and horizontal strokes needed to join letters in some of my writing.
- I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- I can use spacing between words that reflects the size of the letters.

Maths

- I can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).

- I can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.
- I can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).
- I can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).
- I can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).
- I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).
- I can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and know that all parts must be equal parts of the whole.
- I can use different coins to make the same amount.
- I can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- I can read the time on the clock to the nearest 15 minutes.
- I can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).