

By the end of Year 2 we expect your child to be able to do the following to be at Age Related Expectations in **Reading**:

- Use phonic knowledge to segment and blend unknown words quickly and accurately.
- Read most words on sight accurately (see separate list).
- Use phonic knowledge to read words with alternative sounds (e.g. knowing that in the word 'cake' the /a-e/ makes the /ai/ sound)
- Read words with 2 or more syllables
- Read words with different endings: ment, less, ly, ness, ing etc.
- Read with confidence and fluency.
- With books matched to their ability; read most words accurately without undue hesitation.
- Regard reading as a pleasurable activity.
- Demonstrate an understanding of a wide range of poetry, stories, and non-fiction that is read independently, and of more challenging books that are listened to; participating in discussions and listening to others.
- Retell events in books and understand how they relate to each other.
- Retell a wide range of stories, fairy stories and traditional tales.
- Recognise how non fiction books are structured differently.
- Recognise simple recurring literary language in stories and poetry.
- Share favourite words and phrases, and clarify the meaning of new words through discussion, and by making links to known vocabulary.
- Learn and recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear.
- Demonstrate understanding of what is read independently, or listened, by drawing on own knowledge, and information and vocabulary provided.
- Construct meaning whilst reading independently, self-correcting where the sense of the text is lost.
- Make predictions on what has been read.
- Ask and answer questions appropriately, including those based on inference of what is said and done, and those based on prediction on the basis of what has been read so far.

By the end of Year 2 we expect your child to be able to do the following to be at Age Related Expectations in **Writing**:

- Write for different purposes including fiction, real events and poetry.
- Plan and draft their work; writing down ideas, vocabulary and key words they would like to include for their final piece.
- Discuss their work once it is completed; checking their grammar, spelling and punctuation, and correcting any errors.
- Re-read their work, checking it makes sense and correcting any errors.
- Use capital letters for almost all proper nouns
- Use adjectives, adverbs and expanded noun phrases
- Write correctly in the past and present tense
- Use a range of conjunctions (and, so, but, because, when, if, etc)
- Write grammatically correct sentences including statements, questions, exclamations and commands.
- Use punctuation including: capital letters, full stops, exclamation marks, question marks, commas and apostrophes.
- Write from memory, sentences dictated by an adult.
- Spell words correctly that have been sent home during the year for spelling tests.
- Segment words carefully considering the new ways they have been taught to write different phonemes, e.g. /ee/ happy, Charlie, plead.
- Spell words correctly with suffixes including words ending with ment, ness, ful, less, ly, er, est.
- Hold a pencil comfortably and correctly.
- Form almost all lower case letters, capital letters and digits correctly with legible handwriting.
- Use joined up handwriting.
- Use finger spaces between words.

By the end of Year 2 we expect your child to be able to do the following to be at Age Related Expectations in **Maths**:

- Read and write numbers to at least 100 in numerals and words.
- Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forwards and backwards.
- Use place value (tens and ones) to compare and order numbers up to 100.
- Partition 2 digit numbers into different combinations of tens and ones, e.g. 23 is 2 tens and 3 ones or is 1 ten and 13 ones.
- Use knowledge of place value (including  $\lt$  and  $\gt$ ) and number facts and use them to solve problems.
- Recall and use addition and subtraction facts for all numbers up to 20 fluently.
- Relate number facts to 10 to adding and subtracting multiples of 10 within 100.
- Begin to recall and use addition and subtraction facts to 100.
- Add and subtract numbers mentally, including: a 2-digit number and 1s, a 2-digit number and 10s, 2-digit numbers, which do not involve bridging a 10, adding 3 single-digit numbers.
- Add and subtract numbers using objects, pictorial representations and the written methods including: a 2-digit number and 10s, adding 2, 2-digit numbers, simple cases of subtracting 2-digit numbers, adding 3 single-digit numbers.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- Solve simple 2-step problems with addition and subtraction, applying increasing knowledge of mental and written methods.
- Show that subtraction can't be done in any order.
- Use estimation to check their answers are reasonable.
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables using the appropriate signs ( $\times$ ,  $\div$  and  $=$ ).
- Begin to recall and use multiplication and division facts for the 2 and 5 multiplication tables using appropriate signs.
- Solve simple problems involving multiplication and division.
- Recognise odd and even numbers to at least 100. Explain how they know a particular number is odd or is even.
- Make connections between multiplication and division by 2 and doubling and halving and use these to reason about problems and calculations.
- Show that multiplication of 2 numbers can be done in any order
- Understand multiplication as repeated addition.
- Recognise, find, name and write fractions of a half of a length, shape, set of objects or quantity.
- Begin to find  $\frac{1}{3}$  and  $\frac{1}{4}$  of a small set of objects.
- Express simple problems using fraction notation and solve them.
- Recognise the equivalence of  $\frac{2}{4}$ s and  $\frac{1}{2}$  in practical contexts and when counting in fractions.
- Identify  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$
- *And also meet measurement, geometry and statistics objectives.*

## Dereham Church Infant and Nursery School Age Related Expectations for Year 2



Please come and talk to your child's class teacher if you would like more clarity on any of the information provided. We are more than happy to help.

Expectations in blue are the key expectations and MUST have been achieved to be at the expected standard.