



## Year 2 Information for Parents

Parents asked for more information regarding how we assess the children and what the terms Emerging, expected and exceeding mean for each year group.

**Emerging**— **Yet to be secure** in the end of year expectations.

**Expected**— Secure in **the majority** of the end of year expectations.

**Exceeding**— Secure in **all the end of year expectations** and is able to use and apply their knowledge and skills confidently.

Each child is assessed in terms of how well (emerging, expected or exceeding) they have achieved in **all of the objectives** for each subject.

**Paddling**  
(emerging)

**Snorkelling**  
(expected)

**Diving**  
(exceeding)



# Year 2 Reading End Points

## **Phonics and word reading**

- Read a range of texts with fluency and expression
- Use commas, question marks and exclamation marks to vary expression
- Be secure at Phase 6 Phonics
- Read common exception words
- read words of two or more syllables accurately
- read words containing common suffixes (-ed, -ing, -y, -ness, -ful, -ment)
- self-correct inaccurate reading
- Recognise inverted commas (speech marks) and contractions (can't, don't)

## **Reading - comprehension**

- Continue to build up a repertoire of poems learnt by heart, stories and non-fiction texts
- Comment on plot, setting and characters in familiar and unfamiliar stories
- Ask and answer simple questions, and begin to make inferences and predictions
- Comment on the structure of the text discussing the sequence of events in books and how items of information are related
- Identify past and present tense
- Use content and index to locate information
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary

# Year 2 Writing End Points

## Purpose and Impact

- My ideas are interesting for stories
- My ideas are factual for non-fiction
- I sometimes include my view in writing
- I can include key features in my writing

## Structure and Shape

- I can include information and description to interest the reader
- I can order my writing using line breaks and numbers
- I can group my main ideas together

## Sentence Structure

- I can use statements, questions, exclamations and commands
- I can ask the reader a question
- I can include adventurous adjectives
- I can write long sentences
- I can write short sentences
- I can start sentences in different ways e.g. *One day...*
- I can include noun phrases e.g. *...big, red hat...*

## Tense

- I can use present and past tense e.g. *is drumming, was shouting*
- I can show actions in progress e.g. *they were jumping*

## Conjunctions/Complex Sentences

- I can write compound sentences that include 'or', 'and', 'but', 'so'
- I can use 'when', 'if', 'because' and 'that' in my sentences

## Writer's Techniques

- I can use rhyme for effect e.g. *Sally was slipping and flipping.*
- I can use repetition that follows story patterns e.g. *jump, jump as high as you can*

## Vocabulary

- I can choose appropriate words for my writing
- I can write sentences that include adjectives and adverbs
- I can use Year 2 ambitious words in my writing

## Adverbs/Adverbial Phrases

- I can use 'ly' adverbs in different positions in a sentence e.g. *quickly, carefully*

## Punctuation

- I can use full stops
- I can use commas
- I can use capital letters
- I can use apostrophes in words like *can't, we'll, should've*
- I can use exclamation and question marks
- I can use an apostrophe to show singular belonging to e.g. *the girl's bag*

## Spelling

- I can 'have a go' at spelling polysyllabic words
- I can use suffixes such as *\_ness, \_er* or compounds to create nouns
- I can use adjectives ending in *\_ful, \_less, \_er, \_est* e.g. *beautiful*
- I can turn adjectives into adverbs using 'ly' e.g. *'slow' into 'slowly*

## Handwriting

- I can form uppercase and lowercase letters that are the right size
- I can start to using some of the diagonal and horizontal strokes to join letters

# Year 2 Maths End Points

Number and Place Value	Number – Addition & Subtraction
<ul style="list-style-type: none"> <li>□ <b>count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward;</b></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>□ <b>compare and order numbers from 0 up to 100;</b></li> <li>□ <b>use &lt;, &gt; and = signs correctly;</b></li> <li>□ read and write numbers to at least 100 in numerals and in words;</li> <li>□ <b>use place value and number facts to solve problems.</b></li> </ul>	<ul style="list-style-type: none"> <li>□ <b>solve problems with addition and subtraction:</b> <ul style="list-style-type: none"> <li>□ <b>using concrete objects and pictorial representations, including those involving numbers, quantities and measures;</b></li> <li>□ <b>applying their increasing knowledge of mental and written methods;</b></li> </ul> </li> <li>□ <b>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (fluently up to 20);</b></li> <li>□ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:           <ul style="list-style-type: none"> <li>□ a two-digit number and ones;</li> <li>□ a two-digit number and tens;</li> <li>□ two two-digit numbers;</li> <li>□ adding three one-digit numbers;</li> </ul> </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>
Number – Fractions	Number – Multiplication and Division
<ul style="list-style-type: none"> <li>□ <b>recognise, find, name and write fractions <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity;</b></li> <li>□ write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>.</li> </ul>	<ul style="list-style-type: none"> <li>□ <b>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers;</b></li> <li>□ calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) 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>□ <b>solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</b></li> </ul>
Measurement	Geometry – Properties of shapes
<ul style="list-style-type: none"> <li>□ choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels;</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); combine amounts to make a particular value;</li> <li>□ find different combinations of coins that equal the same amounts of money;</li> <li>□ <b>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change;</b></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;           <ul style="list-style-type: none"> <li>□ know the number of minutes in an hour and the number of hours in a day.</li> </ul> </li> </ul>	<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, (for example, a circle on a cylinder and a triangle on a pyramid);</li> <li>□ <b>compare and sort common 2-D and 3-D shapes and everyday objects.</b></li> </ul>
Geometry – Position and Direction	Statistics
<ul style="list-style-type: none"> <li>□ order and arrange combinations of mathematical objects in patterns and sequences;</li> <li>□ <b>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).</b></li> </ul>	<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>□ <b>ask and answer questions about totalling and comparing categorical data.</b></li> </ul>

# Year 2 Science End Points

**Approaches to enquiry - I will be helped to develop my understanding of scientific ideas by using different types of scientific enquiry to answer my own questions.**

- I can observe changes over a period of time
- I can notice patterns
- I can group and classify things
- I can carry out simple comparative tests
- I can find things out using secondary sources of information

**Asking Questions - I will ask simple questions**

- I can begin to shape questions using different question stems
- I can ask questions about how and why objects, materials and living things:
  - change
  - are similar or different to each other
  - connect with each other
  - are made or work
- I can suggest questions to investigate

**Planning - I will be able to recognise that questions can be answered in different ways**

- With help:
  - I can suggest how to find things out
  - I can identify changes to observe and measure
  - I can identify patterns to observe and measure
  - I can identify variables to change and measure
  - I can identify sorting criteria
  - I can suggest how to take measurements
  - I can suggest next steps or a sequence of steps in a plan

**Collecting data - I will be able to observe closely, using simple equipment**

- I can choose and use appropriate simple equipment to make observations
- I can use non-standard units to collect observations

**I will be able to perform simple tests**

- I can choose and use appropriate simple equipment with increasing accuracy to collect comparative data
- I can use non-standard units to collect data

**I will be able to identify and classify**

- I can sort objects by observable and behavioural features
- I can make comparisons between simple features

**I will be able to gather data to help in answering questions**

- I can gather data to answer questions from a variety of sources including talking to people, simple books and electronic media, first hand observation and practical activity

**Presenting data - I will be able to record data to help in answering questions**

- I can talk about what has been found out and how
- I can record observations in word and pictures

- I can record observations and test results in simple prepared pictograms, tables, tally charts, bar charts and maps including ICT formats
- I can record sorting in sorting circles or tables