

Churchside Federation



End of year expectations for Year 2

The Year 2 Learner

Churchside Federation is a place where children's confidence is nurtured in a secure and happy environment, one where a strong sense of respect, honesty and kindness underpins all relationships. Alongside our Christian Values sits our Good To Be Green Behaviour System, linked to Learning Behaviours. Learning Behaviours are modelled and embedded across the school. Each class represents their Learning Behaviours in an age appropriate way.

We expect Year 2 children at our school to be curious and independent thinkers, use their imagination to generate ideas and ask sensible questions linked to their learning. They will listen to others' ideas, be willing to explain what they've learnt to someone else and pick the best time to talk to someone about their learning. A Year 2 child knows what helps them to learn well, will be happy to have a go at something that is new, taking time to read and understand a problem and will keep going even when it is hard. They will not allow themselves to get distracted easily, leave an activity and go back to it if it takes a long time to solve or has not been completed. They will recognize where their learning could have been better, are happy to and understand how they can make improvements and changes. They will consider the views of the group during discussions, explain why they prefer one idea rather than a different one and give clear instructions for others to follow. They should also be happy to follow instructions given to them by another team member. Finally they will know how their actions impact on others, be able to help others overcome a problem and make suggestions on how to solve a small problem. They will also use different strategies to stay calm and explain why others may feel the way they do.

This booklet contains expectations that have been identified by staff as being the minimum requirements for your child in order to ensure they make continued progress the following year. All the objectives will be taught and practised at school. Any extra support you can provide in helping your child achieve these will be greatly valued. If you have any queries about this booklet, or want support in knowing how best to help your child, please speak to their class teacher.

Speaking & Listening

- Listen to stories and their peers with increased concentration.
- Respond appropriately to adults and peers making links to what has been said.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build up a bank of adventurous vocabulary.
- Use well-structured descriptions, explanations and narratives, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on the topic.
- Gain and maintain the interest of the listener.
- Consider and evaluate the viewpoints of others.
- Speak audibly and fluently, articulating sentences clearly.

Mathematics

- Read scales in divisions of ones, twos, fives and tens
- Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognise other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$ and $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- Use different coins to make the same amount
- Read the time on a clock to the nearest 15 minutes
- Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Reading

Children can:

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words

In age-appropriate books, children can:

- read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, children can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

Writing

Children can, after discussion with the teacher:

- Write short stories which make sense, whether real or fictional.
- Write about real events, recording these simply and clearly.
- Use capital letters, full stops, finger spaces, question marks and exclamation marks regularly and correctly.
- Use 'and', 'or' and 'but' to join ideas and 'when', 'if', 'that', and 'because' to join clauses.
- Use past and present tense mostly correctly and consistently (go/went).
- Use correct letter formation of lower case letters, starting and ending in the correct place.
- Use correct formation of capital letters and numbers of the correct size, orientation and relationship to one another and to lower-case letters.
- Use spacing between words that reflects the size of the letters.
- Spell many Year 2 common exception words correctly.
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.

Handwriting

We encourage children to use the correct formation of letters starting and finishing in the correct place and children don't join the capital with the next letter:

The quick brown fox jumped over the lazy dog.

0 1 2 3 4 5 6 7 8 9

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Spelling

Year 2 Common Exception Words						
after	child	every	half	move	plant	whole
again	children	everybody	hold	Mr	poor	who
any	Christmas	eye	hour	Mrs	pretty	wild
bath	class	fast	improve	old	prove	would
beautiful	climb	father	kind	only	should	
because	clothes	find	last	parents	steak	
behind	could	floor	many	pass	sugar	
both	cold	gold	mind	past	sure	
break	door	grass	money	path	told	
busy	even	great	most	people	water	

The Primary School Journey

