

Dr Walker's C of E Primary School



## An Exceptional Place to Flourish

Though your beginning was small,  
your future will flourish indeed.  
Job 8:7

# Year 2 National Curriculum Objectives

## Maths National Age Related Expectation – YEAR 2

<b>Number – number and place value</b>
count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
recognise the place value of each digit in a two-digit number (tens, ones)
identify, represent and estimate numbers using different representations, including the number line
compare and order numbers from 0 up to 100; use and = signs
read and write numbers to at least 100 in numerals and in words
use place value and number facts to solve problems
<b>Number – addition and subtraction</b>
solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>• using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>• applying their increasing knowledge of mental and written methods</li> </ul>
recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
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>
show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
<b>Number – multiplication and division</b>
recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs
show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, incl. problems in contexts
<b>Number – fractions</b>
recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ & $\frac{1}{2}$
<b>Measurement</b>
choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
compare and order lengths, mass, volume/capacity and record the results using $>$ , $<$ & $=$
recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
find different combinations of coins that equal the same amounts of money
solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
compare and sequence intervals of time
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
know the number of minutes in an hour and the number of hours in a day
<b>Geometry – properties of shapes</b>
identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]

	compare and sort common 2-D and 3-D shapes and everyday objects
	<b>Geometry – position and direction</b>
	order and arrange combinations of mathematical objects in patterns and sequences
	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>Statistics</b>
	interpret and construct simple pictograms, tally charts, block diagrams and simple tables
	ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
	ask and answer questions about totalling and comparing categorical data

## Mathematics Appendix 1: Examples of formal written methods for addition, subtraction, multiplication and division

This appendix sets out some examples of formal written methods for all four operations to illustrate the range of methods that could be taught. It is not intended to be an exhaustive list, nor is it intended to show progression in formal written methods. For example, the exact position of intermediate calculations (superscript and subscript digits) will vary depending on the method and format used.

For multiplication, some pupils may include an addition symbol when adding partial products. For division, some pupils may include a subtraction symbol when subtracting multiples of the divisor.

### Addition and subtraction

789 + 642 becomes

$$\begin{array}{r} 789 \\ + 642 \\ \hline 1431 \\ \small{1 \quad 1} \end{array}$$

Answer: 1431

874 – 523 becomes

$$\begin{array}{r} 874 \\ - 523 \\ \hline 351 \end{array}$$

Answer: 351

932 – 457 becomes

$$\begin{array}{r} \phantom{0}^8 \phantom{0}^{12} \phantom{0}^1 \\ 932 \\ - 457 \\ \hline 475 \end{array}$$

Answer: 475

932 – 457 becomes

$$\begin{array}{r} \phantom{0}^1 \phantom{0}^1 \\ 932 \\ - 457 \\ \hline 475 \\ \small{5 \quad 6} \end{array}$$

Answer: 475

### Short multiplication

24 × 6 becomes

$$\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \\ \small{2} \end{array}$$

Answer: 144

342 × 7 becomes

$$\begin{array}{r} 342 \\ \times 7 \\ \hline 2394 \\ \small{2 \quad 1} \end{array}$$

Answer: 2394

2741 × 6 becomes

$$\begin{array}{r} 2741 \\ \times 6 \\ \hline 16446 \\ \small{4 \quad 2} \end{array}$$

Answer: 16 446

### Long multiplication

24 × 16 becomes

$$\begin{array}{r} \phantom{2}^2 \\ 24 \\ \times 16 \\ \hline 240 \\ 144 \\ \hline 384 \end{array}$$

Answer: 384

124 × 26 becomes

$$\begin{array}{r} \phantom{1}^1 \phantom{2}^2 \\ 124 \\ \times \phantom{1}26 \\ \hline 2480 \\ \phantom{2}744 \\ \hline 3224 \\ \hline 1 \phantom{1} \end{array}$$

Answer: 3224

124 × 26 becomes

$$\begin{array}{r} \phantom{1}^1 \phantom{2}^2 \\ 124 \\ \times \phantom{1}26 \\ \hline 744 \\ 2480 \\ \hline 3224 \\ \hline 1 \phantom{1} \end{array}$$

Answer: 3224

### Short division

98 ÷ 7 becomes

$$\begin{array}{r} 14 \\ 7 \overline{) 98} \\ \underline{7} \phantom{0} \\ 28 \\ \underline{28} \\ 0 \end{array}$$

Answer: 14

432 ÷ 5 becomes

$$\begin{array}{r} 86 \text{ r } 2 \\ 5 \overline{) 432} \\ \underline{40} \phantom{0} \\ 32 \\ \underline{30} \\ 2 \end{array}$$

Answer: 86 remainder 2

496 ÷ 11 becomes

$$\begin{array}{r} 45 \text{ r } 1 \\ 11 \overline{) 496} \\ \underline{44} \phantom{0} \\ 56 \\ \underline{55} \\ 1 \end{array}$$

Answer:  $45\frac{1}{11}$

### Long division

432 ÷ 15 becomes

$$\begin{array}{r} 28 \text{ r } 12 \\ 15 \overline{) 432} \\ \underline{30} \phantom{0} \\ 132 \\ \underline{150} \\ 12 \end{array}$$

Answer: 28 remainder 12

432 ÷ 15 becomes

$$\begin{array}{r} 28 \\ 15 \overline{) 432} \\ \underline{30} \phantom{0} \quad 15 \times 20 \\ \phantom{1}32 \phantom{0} \quad 15 \times 8 \\ \underline{150} \\ 12 \end{array}$$

$$\frac{12}{15} = \frac{4}{5}$$

Answer:  $28\frac{4}{5}$

432 ÷ 15 becomes

$$\begin{array}{r} 28.8 \\ 15 \overline{) 432.0} \\ \underline{30} \phantom{0} \\ 132 \\ \underline{150} \\ 120 \\ \underline{150} \\ 0 \end{array}$$

Answer: 28.8

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# **English National Age Related Expectation – YEAR 2**

## **READING**

<b>READING</b>
<b>Reading – word reading</b>
continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
read accurately words of two or more syllables that contain the same graphemes as above
read words containing common suffixes
read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
re-read these books to build up their fluency and confidence in word reading
<b>Reading – comprehension</b>
develop pleasure in reading, motivation to read, vocabulary and understanding by: <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>
understand both the books that they can already read accurately and fluently and those that they listen to by: <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>
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
explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

# English National Age Related Expectation – YEAR 2

## WRITING

<b>Writing – transcription</b>
<b>Spelling (see English Appendix 1)</b>
spell by: <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>earning the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>distinguishing between homophones and near-homophones</li> </ul>
add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
apply spelling rules and guidance, as listed in English Appendix 1
write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
<b>Handwriting</b>
form lower-case letters of the correct size relative to one another
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
write capital letters and digits 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.
<b>Writing – composition</b>
develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul>
consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul>
make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>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-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul>
read aloud what they have written with appropriate intonation to make the meaning clear
<b>Writing – vocabulary, grammar and punctuation</b>
develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>
learn how to use: <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2 in English Appendix 2</li> <li>some features of written Standard English</li> </ul>
use and understand the grammatical terminology in English Appendix 2 in discussing their writing

# English National Age Related Expectation – YEAR 2

## VOCABULARY, GRAMMAR AND PUNCTUATION

<b>Word</b>	<ul style="list-style-type: none"><li>• Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>].</li><li>• Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less.</li><li>• (A fuller list of <b>suffixes</b> can be found on page 46 in the year 2 spelling section in English Appendix 1).</li><li>• Use of the <b>suffixes</b> –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into <b>adverbs</b>.</li></ul>
<b>Sentence</b>	<ul style="list-style-type: none"><li>• <b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (<i>using or, and, but</i>).</li><li>• Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>].</li><li>• <b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</b></li></ul>
<b>Text</b>	<ul style="list-style-type: none"><li>• Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing.</li><li>• Use of the <b>progressive form of verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>].</li></ul>
<b>Punctuation</b>	<ul style="list-style-type: none"><li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>.</li><li>• Commas to separate items in a list.</li><li>• <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>].</li></ul>
<b>Terminology for pupils</b>	<ul style="list-style-type: none"><li>• noun, noun phrase</li><li>• statement, question, exclamation, command</li><li>• compound, suffix</li><li>• adjective, adverb, verb</li><li>• tense (past, present)</li><li>• apostrophe, comma</li></ul>



# English National Age Related Expectation – YEAR 2

## **SPELLING**

- Revision of work from year 1.
- As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

## **WORD LIST**

a	every	many	put	your
after	everybody	me	said	
again	eye	mind	says	
any	fast	money	school	
are	father	most	she	
ask	find	move	should	
bath	floor	Mr	so	
be	friend	Mrs	some	
beautiful	full	my	steak	
because	go	no	sugar	
behind	gold	of	sure	
both	grass	old	the	
break	great	once	there	
busy	half	one	they	
by	has	only	to	
child	he	our	today	
children	here	parents	told	
Christmas	his	pass	was	
class	hold	past	water	
climb	hour	path	we	
clothes	house	people	were	
cold	I	plant	where	
come	improve	poor	who	
could	is	pretty	whole	
do	kind	prove	wild	
door	last	pull	would	
even	love	push	you	

# Oxford Owl Writing Assessment

STANDARD 3		Year 2		
	Can communicate ideas and meaning confidently in a series of sentences of at least a paragraph in length. (May not be accurate, but mainly 'flows' as it has lost the 'list like' form typical of some early writing.)			
	Can control use of ascenders/descenders and upper/lower case letters in handwriting.			
	Can write in three or more text forms with reasonable accuracy. (If the writing is a narrative, simple report or recount of a known story, this cannot be ticked as they should already know these three text forms. If it is another genre, it can be ticked).			
	Can provide enough detail to interest the reader (e.g. is beginning to provide additional information or description beyond a simple list).			
	Can vary the structure of sentences to interest the reader (e.g. questions, direct speech or opening with a subordinate clause, etc.).			
	Can sometimes use interesting and ambitious words (they should be words not usually used by a child of that age, and not a technical word used in a taught context only, e.g. 'volcano' in geography or 'evaporate' in science).			
	Can usually sustain narrative and non-narrative forms (can write at length – close to a side of A4 at least – staying on task).			
	Can match organization to purpose (e.g. showing awareness of the structure of a letter, openings and endings, the importance of the reader, organizational devices, beginnings of paragraphing, etc.).			
	Can usually maintain the use of basic sentence punctuation (full stops followed by capital letters) in a piece close to a side of A4 in length. (May be on a shorter piece or may not be accurate to achieve the 'Developing' category.)			
	Can spell most common words correctly and most of the Years R, 1 & 2 High Frequency Words, and the Year 1 & 2 words in the National Curriculum. Appendix 1.			
	Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words. (If all the spelling is correct in a long enough piece to provide secure evidence, tick this criterion.)			
	Can use connectives other than 'and' to join two or more simple sentences, thoughts, ideas, etc. (e.g. but, so, then, or, when, if, that, because).			
	Can use a range of punctuation, mainly correctly, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma (at least in lists), apostrophe for simple contraction and for singular possession (at least), e.g. 'John's dog...', 'The cat's bowl...'.			
	Can make their writing lively and interesting (e.g. provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect, etc.).			
	Can link ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing...).			
	Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one, e.g. a title: 'Big Billy Goat Gruff').			
	Structures basic sentences correctly, including capitals and full stops in a longer piece (one error is acceptable).			
	Can use accurate and consistent handwriting (in print at a minimum, can show consistent use of upper/lower case, ascenders/descenders, size and form).			
	Begins to show evidence of joined handwriting.			
	Uses past and present tenses correctly.			
	Can produce close to a side (or more) of A4 writing that is clear and coherent with one or more strong features.			
<b>ASSESSMENT SCORE</b>				
<b>0-5</b>	Not yet working at this Standard (review against Standard 2)	<b>Working BELOW ARE</b>		
<b>6-9</b>	Developing	<b>Working TOWARDS ARE</b>		
<b>10-16</b>	Secure	<b>Working AT ARE</b>		
<b>17-21</b>	Advanced	<b>Greater Depth</b>		
<b>Children with 18 or more ticks may be assessed against Standard 4.</b>				

## **Essential Standard 2 skills**

### **The following skills must be secured as a priority in Year 2/P3:**

- Produce a paragraph or more of developed ideas independently that can be read without help from the child. The outcome may be more like spoken than written language but must not be a retelling.
- Write one or more sentences extended by the use of 'and' or another conjunction and two or more sentences showing the correct use of full stops and capital letters.
- Usually spell most CVC words and most common words from the Reception and Year 1 word lists correctly.
- Produce letter shapes which are mainly accurate, with clear spaces between most words.

### **Standard 3: Year 2/P3 – end of year expectation**

By the end of Year 2/P3, children should be able to:

- Produce close to a side (or more) of A4 writing that is clear and coherent with one or more strong features, responding mainly correctly to stimulus and purpose (not in a retelling, narrative or poem).
- Write sentences which show some variety, at least in the words with which they open, and which include some descriptive language and/or detail, including adjectives, adverbs and associated expanded phrases.
- Use some ambitious words for their age (occasional misuse is acceptable).
- Spell all CVC and most common words on the Year R, 1 and 2 word lists correctly, plus most simple compound words. Spelling of unknown complex words should be phonetically logical.
- Use simple past and present tenses mainly correctly.
- Correctly use three or more different connectives and three or more different types of punctuation, with most sentences demarcated with final punctuation followed by a capital letter.
- Produce handwriting which is controlled, mainly regular in size and becoming neat. There may be evidence of joining.

Children are expected to be a 'Secure Standard 3' by the end of Year 2 in order to be on track to meet national expectations at the end of KS1.