

Reading

Word Reading

- I can apply knowledge of suffixes (-ness, -er, -ment, -ful, -less, -est, -ly) added to root words to read aloud and to understand the meaning of unfamiliar words.
- I can read common words quickly and accurately without overt sounding and blending.
- I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
- I can use tone, intonation and expression when reading aloud to a range of audiences.

Comprehension

- I read a range of fiction, poetry, plays and non-fiction texts.
- I can discuss the texts that I read.
- I can explain some of the different types of fiction books.
- I can explain how non-fiction books are structured in different ways and use them to retrieve information.
- I can ask relevant questions to get a better understanding of a text.
- I can predict what might happen based on details I have
- I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.
- I can identify the main point of a text.
- I can explain how structure and presentation contribute to the meaning of texts.



Writing

Spelling

- I can segment spoken words into phonemes and record these as graphemes, as well as recognising alternative spellings and alternative phonemes.
- I can spell longer words using suffixes '-ment', '-ness', '-er', '-ful', '-less', '-est', '-ly'.

Handwriting

- I can write with consistency in size and proportion of letters.
- I can use cursive handwriting that is neatly joined with clear tall letters and letters with tails.

Composition

- I can write for different purposes, including real events.
- I can plan and discuss the content of writing.
- I am able to orally rehearse and sequence structured sentences.
- I can proof-read and evaluate my writing independently, with friends and adults.

Sentence structure

- I can use subordination (because, when) and co-ordination (and, so).
- Use expanded noun phrases (the shimmering, blue light).
- I use the present tense and past tense correctly.

Punctuation

- I use capital letters for proper nouns and the pronoun 'I'.
- I correctly use ? and !
- I can use apostrophes for contracted forms (don't, can't) and singular possession (Sarah's, Year Two's).
- I can use commas to separate items in a list (I went to the shop and I bought an apple, a banana and a yoghurt).



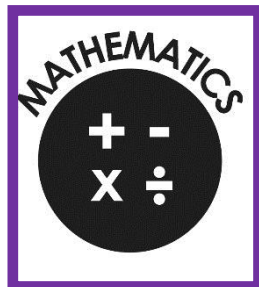
Mathematics

Number

- I can read and write all numbers to at least 100 in numerals and words (18 - eighteen).
- I can recognise odd and even numbers to 100.
- I can count in steps of 2, 3 and 5 from 0.
- I can count on/backwards in 10s from any given number.
- I can recognise and can define the place value of each digit in a two-digit number.
- I can compare and order numbers from 0 to 100 using the $<$, $>$ and $=$ signs.
- I can recognise, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$, and can write fractional values of shapes, lengths and numbers.
- I can recall and use multiplication and division facts for the 2, 5 and 10 times tables.
- I can add and subtract numbers using pictorial representations (a two-digit number and ones; a two-digit number and tens; two two-digit numbers; and adding three one-digit numbers).
- I can solve problems involving addition, subtraction, multiplication and division.
- I understand and can use commutivity in relation to addition, subtraction, multiplication and division.

Measurement and Geometry

- I can choose and use appropriate standard units to estimate length (cm/m), height (cm/m), temperature ($^{\circ}\text{C}$), and mass (g/kg).
- I can tell and write the time to five minute intervals.
- I can recognise and use the symbols £ and p when solving money problems.
- I can describe the properties of 2D and 3D shapes (edges, vertices and faces).



St Bernadette's
Catholic Primary School

End of Year Expectations For Year 2

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Obviously, all children learn at their own pace so not all will be secure with the end of year expectations. The areas your child may need support with, will be addressed in Year 3.

We would appreciate your support by reading daily, with your child, for approximately 10 minutes and to help your child with their confidence counting in multiples of 2, 3, 5 and 10. If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please come and have a chat with me
Thank you!