

EXPECTATIONS OF LEARNING AT THE END OF YEAR 2

WTS – working towards the expected standard

EXS – working at the expected standard

GDS – working at greater depth within the expected standard

READING Your child can:-	WTS	EXS	GDS
<i>read age-appropriate words accurately and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</i>	many	most	all
<i>read common exception words in the Year 2 curriculum</i>	many	most	all
<i>sound out most unfamiliar words accurately and fluently, without undue hesitation</i>	many	most	all
<i>answer questions about familiar texts</i>	with support	fluently	linking to other texts
<i>make inferences about what they have read</i>	simply	some	accurately
WRITING – (spelling, composition, punctuation, grammar) Your child can:-	WTS	EXS	GDS
<i>use real experiences or fictional ideas to write</i>	sequenced sentences in a short narrative	simple, coherent narratives	effectively & coherently for different purposes
<i>use punctuation taught at key stage 1</i>	capital letters and full stops sometimes	capital letters and full stops correctly	capital letters, and . ? ! , ' mostly correctly
<i>use present and past tense</i>	sometimes	mostly correctly	correctly
<i>join clauses using</i>	and	or/ and/ but when/ if/ that/because	or/ and/ but / when/ if/ that/because effectively
<i>spell words correctly by segmenting</i>	some	many	most
<i>spell common exception words correctly</i>	some	many	most
<i>adding suffixes correctly</i>	-ing -ed	-ing, -ed, -er, -est, -y	-ment, -ness, -ful, -less, -ly
<i>write capital and lower case letters at correct size and orientation</i>	sometimes	consistently	cursively

MATHS	WTS	EXS	GDS
Your child can:-			
<i>partition any two-digit number into tens and ones</i>	using resources to support them	using different combinations of tens and ones	explaining their thinking fluently
<i>add and subtract, explaining their method verbally, in pictures or using apparatus</i>	two-digit numbers + ones, and two-digit numbers + tens	any 2 two-digit numbers using an efficient strategy	solving word problems that involve more than one step
<i>recall number facts and reason about associated facts</i>	at least four of the six number bonds for 10	all number bonds to and within 10 using these to calculate bonds to and within 20	to solve more complex problems, explaining their thinking
<i>recall multiplication and division facts for 2, 5 and 10, using them to solve simple problems,</i>	count in twos, fives and tens from 0	demonstrating an understanding of commutativity as necessary	making deductions outside known facts
<i>identify fractions of a number or shape</i>	recall doubles and halves to 20	$\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, knowing that all parts of the whole must be equal	find and compare fractions of amounts
<i>use British coins to make an amount</i>	knowing the value of different coins	using different coins to make the same amount	paying for more than one item calculating the change
<i>read time on an analogue clock</i>	to nearest half hour	to nearest quarter hour	to nearest five minutes
<i>read scales in divisions of ones, twos, fives and tens</i>	in a practical situation	on a number line	estimating points in between
<i>name and describe properties of 2-D and 3-D shapes</i>	some	all	describing similarities and differences