

Year 2 maths and reading expectations

Working at the expected standard:

I can partition two-digit numbers into different combinations of tens and ones.

I can add 2 two-digit numbers within 100.

I can use estimation to check that my answers to a calculation are reasonable.

I can subtract mentally a two-digit number from another two-digit number.

I can recognise the inverse relationships between addition and subtraction.

I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.

I can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and know that all parts must be equal parts of the whole.

I can use different coins to make the same amount.

I can read scales in divisions of 1s, 2s, 5s and 10s.

I can read the time on the clock to the nearest 15 minutes.

I can describe properties of 2D and 3D shapes including vertices, symmetry and faces.

Working at the expected standard:

I can accurately read most words of two or more syllables.

I can read most words containing common suffixes.

I can read most common exception words.

I can read words accurately and fluently without much sounding and blending, in a reading book.

I can sound out most unfamiliar words accurately, without much hesitation, in a reading book.

I can check a familiar book that I can already read, makes sense.

In a familiar book that I can already read accurately and fluently, I can answer questions and make some inferences on the basis of what is being said and done.

Year 2 writing expectations

The pupil can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- | | |
|------------------------------------|----------------------------------|
| • demarcating most sentences with: | • capital letters and full stops |
| • and with some use of | • question marks |
- using present and past tense mostly correctly and consistently
 - using co-ordination (or / and / but)
 - using some subordination (when / if / that / because)
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others
 - spelling many common exception words*
 - writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
 - using spacing between words that reflects the size of the letters.

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Common Exception Words

Year 2

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