Maths

I can read scales in divisions of ones, twos, fives and tens
I can partition any two-digit number into different combinations of tens and ones, explaining my thinking verbally, in pictures or using apparatus
I can add and subtract any 2 two-digit numbers using an efficient strategy, explaining my method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)
I can recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships
I can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
I can identify 1/4, 1/3 , 1/2 , 2/4, 3/4, of a number or shape, 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 the time on a clock to the nearest 15 minutes
I can name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Greater Depth Criteria
I can read scales where not all numbers on the scale are given and estimate points in between
I can recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
I can use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ▢; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)
I can solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
I can read the time on a clock to the nearest 5 minutes
I can describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Writing

I can write simple, coherent narratives about personal experiences and those of others (real or fictional)
I can write about real events, recording these simply and clearly
I can demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
I can use present and past tense mostly correctly and consistently
I can use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
I can spell many common exception words*
I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
I can use spacing between words that reflects the size of the letters.

Greater Depth Criteria
I can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
I can make simple additions, revisions and proof-reading corrections to their own writing
I can use the punctuation taught at key stage 1 mostly correctly
I can spell most common exception words
I can add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)
I can use the diagonal and horizontal strokes needed to join some letters.

Reading

I can read accurately most words of two or more syllables
I can read most words containing common suffixes*
I can read most common exception words.*
In age-appropriate books,
I 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
I can sound out most unfamiliar words accurately, without undue hesitation.
In a book that they can already read fluently,
I can check it makes sense to them, correcting any inaccurate reading
I can answer questions and make some inferences
I can explain what has happened so far in what they have read.

Greater Depth Criteria
I can make inferences
I can make a plausible prediction about what might happen on the basis of what has been read so far
I can make links between the book they are reading and other books they have read.

Swavesey Primary School

Leap into learning
challenge, explore and achieve together

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 minimum expectations 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. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.