The Expected Standard for the end of Year 2

Writing

The pupil can write a 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 and exclamation marks

•using sentences with different forms in their writing (statements, questions, exclamations and commands)

•using some expanded noun phrases to describe and specify

•using present and past tense mostly correctly and consistently

•using co-ordination (or / and / but) and some subordination (when / if / that / because)

•segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

•spelling many common exception words

•spelling some words with contracted forms

•adding suffixes to spell some words correctly in their writing e.g. *–ment*, *–ness*, *–ful*, *–less*, *–ly**

•using the diagonal and horizontal strokes needed to join letters in some of their writing

•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.

The Expected Standard for the end of Year 2

Reading

The pupil can:

•read accurately most words of two or more syllables
•read most words containing common suffixes
•read most common exception words.

In age-appropriate books, the pupil can:

•read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
•sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

•check it makes sense to them
•answer questions and make some inferences on the basis of what is being said and done.

The Expected Standard for the end of Year 2

Maths

•The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).

• The pupil can add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations.

• The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100).

• The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 − 33).

• The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).

• The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).

• The pupil can identify 1/3 , 1/4 , 1/2 , 2/4 , 3/4 and knows that all parts must be equal parts of the whole.

•The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).

• The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).

• The pupil can read the time on the clock to the nearest 15 minutes.

• The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).