Race Leys Infant School

Year 2
End of Year Expectations
for Parents

At the end of Year 2 these are the statements our children will be assessed against. They will be either assessed as

- 'Working Towards the expected standard'
- 'Working At the expected standard'
- 'Working at Greater Depth within the expected standard'

To achieve the standard children MUST be confidently achieving all statements. We will assess the children using a broad range of evidence, which will come from our day-to-day work in the classroom including our topic work.

READING

Working Towards the expected standard

- read accurately by blending the sounds in words
- read accurately some words of two or more syllables
- read many common exception words
- read aloud many words quickly and accurately
- sound out many unfamiliar words accurately.
- answer questions in discussion with the teacher and make simple inferences.

Working at the expected standard

- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words
- read most words accurately without overt sounding and blending
- fluently read 90+ words per minute
- sound out most unfamiliar words accurately
- Check a text makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Working at a greater depth within the expected standard

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

WRITING

Working Towards the expected standard

- write sentences that are sequenced to form a short narrative (real or fictional)
- write sentences with some capital letters and full stops
- use phonics to spell some words correctly
- spell some common exception words
- form lower-case letters correctly
- use spacing between words

Working at the expected standard

- write simple narratives about personal experiences and those of others (real or fictional)
- write about real events,
- write sentences with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use some conjunctions (or / and / but when / if / that / because) to join clauses
- use phonics to spell many words correctly
- spell many common exception words
- form capital letters, lower case letters and digits correctly

Working at a greater depth within the expected standard

- write for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions to their own writing
- proof-read their writing for corrections
- use full stops, question marks, exclamation marks and apostrophes correctly
- spell most common exception words correctly
- add suffixes to spell most words correctly in their writing (e.g. – ment, – ness, –ful, –less, –ly)
- use the diagonal and horizontal strokes needed to join some letters.

MATHS

Working Towards the expected standard

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones
- add and subtract two-digit numbers and ones (e.g. 23 + 5 and 16 − 5)
- add and subtract two-digit numbers and tens (e.g. 46 + 20 and 88 − 30)
- recall at least four of the six number bonds for 10 and reason about associated facts
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes and describe some of their properties

Working at the expected standard

- read scales in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones,
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 − 17)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20,
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems
- identify ¼, ½ 1/3 2/4 and ¾ of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes

Working at a greater depth within the expected standard

- read scales where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10
- reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 +)
- solve 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?') read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes