



Y2 End of Year Expectations

Reading Comprehension

I can talk about and give an opinion on a range of texts.	I can discuss the sequence of events in books and how they relate to each other.	I can use prior knowledge, including context and vocabulary, to understand texts.	I can retell stories, including fairy stories and traditional tales.
I can read for meaning and check that the text makes sense. I go back and re-read when it doesn't.	I can find recurring language in stories and poems.	I can talk about my favourite words and phrases in stories and poems.	I can recite some poems by heart, with appropriate intonation.
I can answer and ask questions.	I can make predictions based on what I have read.	I can draw (simple) inferences.	

Word Reading

I can decode automatically and fluently.	I can read words with common suffixes.	I can read common exception words.	I can read accurately words of two or more syllables that contain
I can blend sounds in words that contain the graphemes we have learnt.	I can recognise and read alternative sounds for graphemes.	I can read and comment on unusual correspondence between grapheme and phoneme.	I read most words quickly and accurately when I have read them before without sounding out and
I can read most suitable books accurately, showing fluency and confidence.			

Writing Transcription

I am learning to spell more words with contracted forms (couldn't, can't).	I am learning to segment spoken words into phonemes and represent these by graphemes, spelling many correctly.	I am learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.	I am learning to spell common exception words.
I am learning the possessive apostrophe (singular) [for example, the girl's book].	I can add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly.	I can write from memory simple sentences dictated by the teacher .	I can distinguish between homophones and near-homophones (bare and bear be and bee).

Composition

I can write narratives about personal experiences and those of others (real and fictional).	I can write about real events and I can write poetry.	I can write for different purposes.	I can plan by saying out loud what I am going to write about.
I can write down ideas and/or key words, including new vocabulary, sentence by sentence.	I can make simple additions, revisions and corrections to my writing by evaluating it with the teacher and other pupils.	I can reread to check that writing makes sense and that verbs, to indicate time, are used correctly and consistently, including verbs.	I can proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).
I can read aloud what I've written with appropriate intonation to make the meaning clear.			

Handwriting and presentation

I can form lower-case letters of the correct size relative to one another	I am starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	I can write 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
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Vocabulary, grammar and punctuation

I can use sentences with different forms: statement, question, exclamation, command	I can use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	I can use expanded noun phrases to describe and specify [for example, the blue butterfly]	I can use the present and past tenses correctly and consistently, including the progressive form (I am, you are, He is)
I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	I can use some features of written Standard English		

Maths - Addition and Subtraction

I can choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting).	I can select a mental strategy appropriate for the numbers involved in the calculation.	I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	I understand subtraction as take away and difference (how many more, how many less/fewer)
I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.	I can recall and use number bonds for multiples of 5 totalling 60 (to support telling time to the nearest 5 minutes)	I can add and subtract numbers using concrete objects, pictorial representations and mentally.	I can add and subtract numbers including: A two-digit number and ones A two-digit number and tens Two two-digit numbers Adding three one-digit numbers
I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	I can solve problems with addition and subtraction including with missing numbers: - Using concrete objects and pictorial representations, including those involving numbers, quantities and measures. - Applying their increasing knowledge of mental and written methods.		

Fractions

I understand and use the terms numerator and denominator.	I understand that a fraction can describe part of a set.	I understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be.	I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
I can write simple fractions for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	I can count on and back in steps of $\frac{1}{2}$ and $\frac{1}{4}$.		

Geometry—position and direction

I can order/ arrange combinations of mathematical objects in patterns/ sequences.	I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter half and three-quarter turns (clockwise and anti-clockwise).
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Multiplication and Division

I understand multiplication as repeated addition.	I understand division as sharing and grouping and that a division calculation can have a remainder.	I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
I can derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10).	I can derive and use halves of simple two-digit even numbers (numbers in which the tens are even).	I can calculate mathematical statements for multiplication using repeated addition and division within the multiplication tables and write them using the multiplication (x), division (\div) and equals (=) signs.	I can solve problems involving multiplication and division (including those with remainders) using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Measurement

<p>I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity and volume (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p>	<p>I can compare and order lengths, mass, volume/ capacity and record the results using $>$, $<$ and $=$.</p>	<p>I can recognise and use symbols for pounds (£) and pence (p).</p>	<p>I can combine amounts to make a particular value.</p>
<p>I can find different combinations of coins that equal the same amounts of money.</p>	<p>I can compare and sequence intervals of time.</p>	<p>I can tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p>	<p>I know the number of minutes in an hour and the number of hours in a day.</p>
<p>I can solve simple problems in a practical context involving addition and subtraction of money of the same unit.</p>			

Statistics

<p>I can compare and sort objects, numbers and common 2D and 3D shapes and everyday objects.</p>	<p>I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p>	<p>I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.</p>	<p>I can ask and answer questions about totalling and comparing categorical data.</p>
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Place Value

I can count in steps of 2, 3 and 5 from 0 and in tens from any number forward and backward.	I can read and write numbers to at least 100 in numerals and in words.	I can recognise the place value of each digit in a two-digit number (tens and ones).	I can identify, represent and estimate numbers using different representations, including the number line.
I can partition numbers in different ways (e.g. $23 = 20 + 3$ and $23 = 10 + 13$)	I can compare and order numbers from up to 100; use the $<$ and $>$ and $=$ signs.	I can find 1 or 10 more or less than a given number.	I can round numbers to at least 100 to the nearest 10.
I understand the connection between the 10 multiplication table and place value.	I can describe and extend simple sequences involving counting on or back in different steps.	I can use place value and number facts to solve problems.	