

# Welcome to Year 2



## Year 2 – What to expect?

- Continue the National Curriculum related assessments begun by the Year One teachers.
- This is a 'can do' curriculum and we gather evidence through the children's independent work End of Key Stage tasks in Maths/Reading (Quizzes).
- Kept low key to prevent children/adults becoming anxious.
- You will receive the results with the annual report.
- The test results **do not determine** the final judgement. It is a very small part of the assessment process.
- We assess them in a variety of ways so PLEASE DO NOT WORRY, as it does not define your child! It is more important for your child to enjoy learning and to improve.

## What are the expected standards?

- The terminology used:
  - On/Not on track to meet expectations
  - Age Related Expectations:
  - (Working towards/at/at greater depth)

Teachers use the standards to assess whether children are on track or not on track to meet age related expectations.

They will either be:

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth

## Reading standards

### **Working towards the expected standard**

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\*
- read many common exception words\*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences

### **Working at the expected standard**

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<sup>1</sup> books, the pupil 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<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation

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

- check it 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 greater depth**

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible 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 Standards

### **Working towards the expected standard**

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

### **Working at the expected standard**

The pupil can, after discussion with the teacher:

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

### **Working at greater depth**

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words\*
- 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.

Example of a 'Working At' piece of writing:

### Piece E: Description

My dragon is a fire dragon. his  
breath can make cars sise like dinamite.  
Ifx you make him angry, he will  
breath rings of fire at you.  
~~When~~ ~~when~~ he flys; he lights up  
the sky it like the sun. He <sup>H</sup> lives  
in the center of the sun. ~~When~~ <sup>W</sup> when he  
~~goes~~ goes to sleep the fire un <sup>the</sup> the  
sun goes out. He can turn things to  
stone, make people catch fire and make things  
explode. He can also turn any thing into  
food. When he gets angry he will throw you  
in the sun!

**Piece G: Recount**

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~ <sup>snack</sup>. Next we went into the woods. Vicki gave us a mira  
It was very scary because it was like you were walking in the sky!  
Then we had to guide our friends to a tree  
After that we had a sticky position party  
mine was disgusting. Finally it was lunch time!  
After lunch we were pond dipping our group  
found a nest. Last of all we sorted out  
animals. Finally it was home time.  
The trip was great! my favorite part of the  
day was identifying the trees.

## Maths Standards

### Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources<sup>1</sup> to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ )
- recall at least four of the six<sup>2</sup> number bonds for 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $4 + 6 = 10$  and  $10 - 6 = 4$ )
- 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 from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

<sup>1</sup> For example, base 10 apparatus.

<sup>2</sup> Key number bonds to 10 are:  $0+10$ ,  $1 + 9$ ,  $2 + 8$ ,  $3 + 7$ ,  $4 + 6$ ,  $5 + 5$ .

### Working at the expected standard

The pupil can:

- read scales\* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- 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, recognising other associated additive relationships (e.g. If  $7 + 3 = 10$  then  $17 + 3 = 20$ ; if  $7 - 3 = 4$  then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ )
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ , 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, including number of sides, vertices, edges, faces and lines of symmetry.

### Working at greater depth

The pupil can:

- 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 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g.  $29 + 17 = 15 + 4 + \square$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc)
- 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?')
- read the time on a clock to the nearest 5 minutes
- 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).

## How will we meet the learning needs for your child?

- We have worked very closely with the Year 1 Team to ensure we know the knowledge and skills your child has acquired in Year 1 and their 'Next Steps' to work in Year 2.
- Don't worry if your child is not at the expected standard or you feel they could work above the expected standard.
- Our job is to make sure that the work is differentiated so that regardless of your child's attainment, they are still able to be successful in their learning every day that we have them in Year 2!
- We want them to be happy and enjoy learning and we will strive to make sure they make progress from whatever point they start in Year 2. We want them and you to feel that they are getting better at things and achieving success!

## What can you do to help?

- A parent planner will be available on the website to give you a brief idea of what the children are currently learning and an overview of the topic.
- Within Year Two our main focus is reading. Please try to read for at least 10 mins every day. (Reading Challenge)
- Spellings – we will be sending home weekly spellings for the children to learn at home. No formal test, but we will give the children the opportunity to demonstrate that they have learnt their words. The words will be differentiated as appropriate.
- There will be a ‘Home Learning’ task each term which we encourage all children to complete. This will be on a ‘Choice board’ to encourage the children to make their own independent learning choices. (They must do at least one but can do more if they wish).
- Handwriting – correct formation