

* Continue to build up a repertoire of poems learnt by heart, appreciating these and recite some, with appropriate intonation to make the meaning clear
* Check that the text makes sense to them as they read, and correcting inaccurate reading
* Make inferences on the basis of what is being said and done
* Answer and ask questions
* Predict what might happen on the basis of what has been read so far
* Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, take turns and listen to what others say
* Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

**Writing**

The expectations for the end of the year are that your child will…

* Write different kinds of sentence: 

statement, question, exclamation, command.

* Use expanded noun phrases to add description and specification.
* Write using subordination (when, if, that, because) and co-ordination (or, and, but).
* Correct and consistent use of present tense & past tense.
* Correct use of verb tenses.
* Write with correct and consistent use of:

capital letters; full stops; question marks and exclamation marks

* Use commas in a list.
* Use apostrophe to mark omission and singular possession in nouns.
* Write under headings.
* Write lower case letters correct size relative to one another.
* Show evidence of diagonal and horizontal strokes to join handwriting.
* Secure with year group phonic expectations.
* Read ahead to help with fluency and expression.
* Comment on plot, setting & characters in familiar/ unfamiliar stories.
* Recount main themes and events.
* Comment on structure of the text.
* Use commas, question marks & exclamation marks to vary expression.
* Read aloud with expression and intonation.
* Recognise commas in lists
* Use an apostrophe of omission and possession (singular noun)
* Identify past/present tense and why the writer has used a tense.
* Use content and index to locate information.

Listening to your child read, talking to them about stories and reading to them is still one of the most advantageous and positive things that parents can do to support their child. We feel that this is an essential part of a child’s development and recommended that children read their book at least three times in order to develop fluency and understanding.

**Reading**

**Word Reading**

The expectations for the end of the year are that your child will…

* Continue to apply phonic knowledge and skills as the route to sound out words (We call this Fred talk as part of the RWI programme. Children are able to Fred talk green words – words that the child should be able to sound out because they have been taught all the sounds in them) until automatic decoding has become embedded and reading is fluent
* Read accurately by blending the sounds in words that contain the sounds taught so far, especially the sounds where they are represented by more than one spelling (See the complex speed sound chart below)
* Read accurately words of two or more syllables and read words that contain common suffixes
* Read further common exception words (we call these red words in RWI), noting unusual correspondences between spelling and sound and where these occur in the word
* Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
* Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
* Reread these books to build up their fluency and confidence in word reading

 

**Comprehension**

Our aim is to develop pleasure in reading, motivation to read, vocabulary and understanding. The expectations for the end of the year is that your child will;

* Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
* Discuss the sequence of events in books and how items of information are related
* Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
* Be introduced to non-fiction books that are structured in different way
* Recognise simple recurring literary language in stories and poetry
* Discuss and clarify the meanings of words, linking new meanings to known vocabulary
* Discuss their favourite words and phrases



**Flintham**

**Primary School**

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**End of Year Expectations**

**Year 2**

This booklet provides information for parents and carers on some of the end of year expectations for our children. The National Curriculum identifies these expectations as essential for children to make continued progress across each key stage.

Any extra support parents can provide in helping children to achieve these is of great benefit to the child. 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.

FPS wholeheartedly promotes the development of the whole child. It is important to acknowledge that alongside these national expectations we encourage families to continue to nurture their children as they always have done.

Providing the sporting, social, musical and other enriching experiences beyond our school environment is crucial to their personal development and holds equal value in our school culture.

**Mathematics**

* Compare and order numbers up to 100 and use < > =.
* Read and write all numbers to 100 in digits & words.
* Say 10 more/less than any number to 100.
* Count in steps of 2, 3 & 5 from zero and in 10s from any number (forwards and backwards).
* Recall and use multiplication & division facts for 2, 5 & 10 tables.
* Recall and use +/- facts to 20.
* Derive and use related facts to 100.
* Recognise place value of any 2-digit number.
* Add & subtract:
* 2-digit numbers & ones
* 2-digit numbers & tens
* Two 2-digit numbers
* Three 1-digit numbers
* Recognise and use inverse (+/-).
* Calculate and write multiplication & division calculations using multiplication tables.
* Recognise, find, name and write 1/3; 1/4; 2/4; 3/4.
* Write and recognise equivalence of simple fractions.
* Tell time to five minutes, including quarter past/to

 

Our children have access to a new resource, 1 minute maths via the White Rose Maths app. It does not require the internet or a log in. Accessing this everyday through the app can really support a child to develop their mathematical confidence.

The children also have access to Times Table Rock Stars to help them practice their times tables.