

All the information you
see this evening will
also be shared on
Seesaw and the school
website.

Reading and Writing in Year 2



End of Year Expectations (reading)

Word Reading

- 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
- Re-read these books to build up their fluency and confidence in word reading
- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word



End of Year Expectations (reading)

Comprehension

- listening to, discussing and expressing 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
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing the sequence of events in books and how items of information are related
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences and predictions based what is being said and done
- answering and asking questions

being introduced to non-fiction books that are structured in different ways



End of Year Expectations (writing)

Spelling

- 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

Handwriting

- 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



End of Year Expectations (writing)

Composition

- Write simple narratives about personal experiences and those of other, both fictional and Non-fictional
- Write simply and clearly about real events
- Demarcate most sentences with capital letters and full stops and use question marks appropriately when needed
- 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

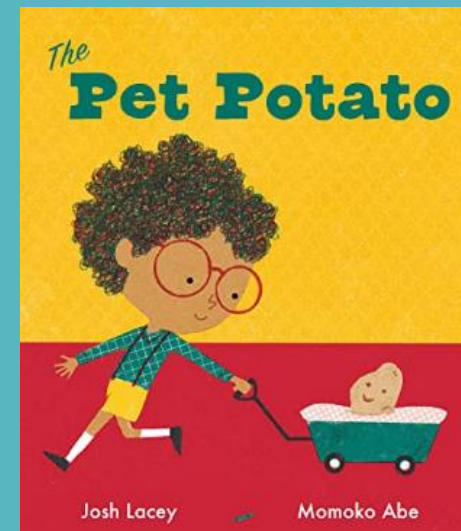
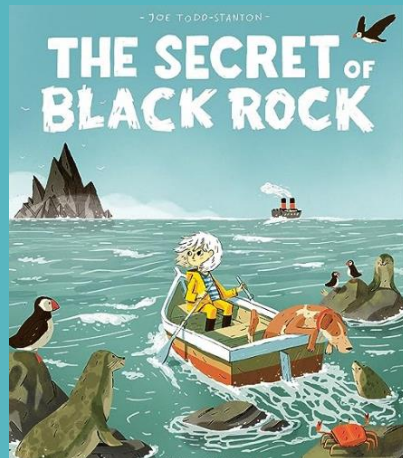
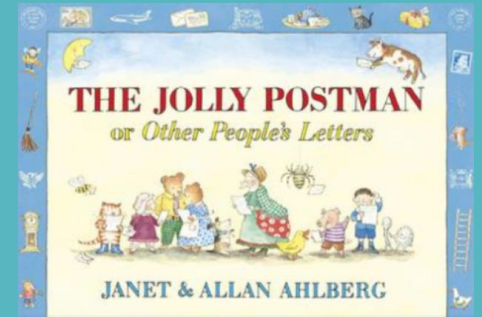
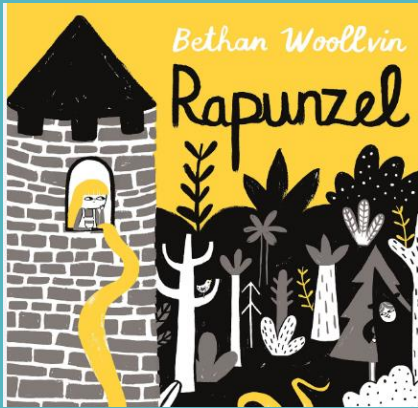


How will we teach these skills?

- Using modelled, shared, guided and independent writing lessons
- By incorporating speaking and listening into lessons to develop language
- Using learning challenges to help children understand what they are learning and why
- Teaching of spelling during phonic lessons
- Daily handwriting practise to develop letter formation
- Using the Power of Reading to inspire our writing and develop thinking through questioning and unfolding of stories
- Daily 'ERIC' (Everyone Reading In Class)
- Story time sessions at the end of every day
- Destination Reader lessons which will support the transition into Year 3

Books we will read this year

Please do not read these before we have.



Spelling

- All children in Year 2 will continue RWI Phonics learning initially to refresh their spelling skills
- Then as the children are ready, we use the Read Write Inc spelling programme which the children take part in daily
- Spelling houses are taught to all children in Year 2. You can find these on Seesaw or displayed weekly on the classroom window
- Please continue to practise these spellings at home



How can I help my child with reading or writing

- Daily reading, aim to read every day if you can! This does not have to be books from school.
- Read to your children!
- Ask them to help write shopping lists, cards, recipes ect
- Writing doesn't always have to be done on paper! Allow them to show their creativity with writing
- Have fun and play games with reading and writing common exception words



Maths in Year 2



End of Year Expectations

► Number

- To partition two-digit numbers into different combinations of tens and ones, explaining their method verbally, in pictures or using apparatus.
- To add and subtract any two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus.
- To recall all number bonds to and within 10 and use these to reason with. Calculate bonds to and within 20, recognising other associated additive relationships.
- To 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.
- To identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.



TITLE

10/9/2021

End of Year Expectations

► Space, Shape and Measure

- 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).
- 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).
- read the time on the clock to the nearest 15 minutes.
- 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).



How will we teach these mathematical skills?

- Using White Rose Maths resources to support children's learning, allowing them to deepen their knowledge of mathematical concepts and their fluency
- Use of a wide range of resources and representations, both concrete and pictorial
- Supporting children to choose their own resources and representations that best suit their learning style

How can you support your child?

- Bring maths into your daily routine! Ask children to count things for you, weigh food or helping with cooking
- Play shopping games to support their understanding of coins
- Expose them to analogue clocks whenever you can, breakfast, bed time ect
- Play games with your children, board games or any on [topmarks.co.uk](https://www.topmarks.co.uk)

