Year 2 English Age-Related Expectations

<u>Writing</u>	<u>Reading</u>
Demarcates most sentences with capital letters and full stops and with some use of question marks and exclamation marks	Reads accurately most words of two or more syllables
Uses sentences with different forms in their writing (statements, questions, exclamations and commands)	Reads most words containing common suffixes
Uses some expanded noun phrases to describe and specify	Reads most common exception words
Uses present and past tense mostly correctly and consistently	In age-appropriate books, reads words accurately and fluently without overt sounding and blending, i.e., at over 90 words per minute
Uses co-ordination (or / and / but) and some subordination (when / if / that / because)	Sounds out most unfamiliar words accurately, without undue hesitation
Segments spoken words into phonemes and represents these by graphemes, spelling many correctly	Can read a familiar book accurately and fluently and check it makes sense to them.
Spells many common exception words	Answers questions and makes some inferences on the basis of what is being said and done
Spells some words with contracted forms	
Adds suffixes to spell some words correctly in their writing (e.g., –ment, –ness, –ful, –less, –ly)	
Uses the diagonal and horizontal strokes needed to join letters in some of their writing	
Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	
Uses spaces between words that reflect the size of the letters	

Year 2 Maths & Science Age-Related Expectations

Maths	Science	
Partitions two-digit numbers into different combinations of tens and ones; this may include using apparatus (e.g., 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones)	Asks simple questions that can be tested (e.g., about the local environment and how organisms depend on each other)	Planning Investigations
Adds 2 two-digit numbers within 100 (e.g., 48 + 35) and demonstrates their method using concrete apparatus or pictorial representations	Suggests different ways of collecting evidence to answer a question (e.g., testing the suitability of materials for different purposes)	Planning Investigations
Uses estimation to check that their answers to a calculation are reasonable (e.g., knowing that 48 + 35 will be less than 100)	Examines objects carefully to note key features (e.g., using a hand lens)	Conducting Experiments
Subtracts mentally a two-digit number from another two-digit number when there is no regrouping required (e.g., 74 – 33)	Conducts simple tests (e.g., setting up comparative tests to show that plants need light and water)	Conducting Experiments
Recognises the inverse relationships between addition and subtraction and uses this to check calculations and work out missing number problems (e.g., Δ – 14 = 28).	Uses different types of scientific enquiry (e.g., observing changes over time; noticing similarities, difference and patterns; carrying out simple comparative tests and using secondary sources of information)	Conducting Experiments
Recalls and uses multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g., knowing they can make 7 groups of 5 from 35 blocks and writing 35 ÷ 5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins)	With assistance, draws and labels diagrams (e.g., recording plants changing over time, starting from seed or bulb)	Recording Evidence
Identifies 1/3, ¼, ½, 2/4, ¾ and knows that all parts must be equal parts of the whole		Recording Evidence
Uses different coins to make the same amount (e.g., uses coins to make 50p in different ways; works out how many £2 coins are needed to exchange for a £20 note)	Identifies and groups key outcomes from enquiry (e.g., describing conditions in different habitats and how these affect the numbers and types of organisms)	Report Finding

Reads scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g., reads the temperature on a thermometer or measures capacities using a measuring jug)		
Reads the time on the clock to the nearest 15 minutes	Collects data to be able to answer questions (e.g., seeing how the shapes of some materials can be changed)	Predictions and Conclusions
Describes properties of 2-D and 3-D shapes (e.g., describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square)	Answers enquiry questions based on data and ideas using scientific language (e.g., helps decide how the properties or certain materials can make them a good choice for a specific purpose)	