



End of Year Expectations for Year 2 2017 - 2018 Assessment Framework



This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

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.

'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to



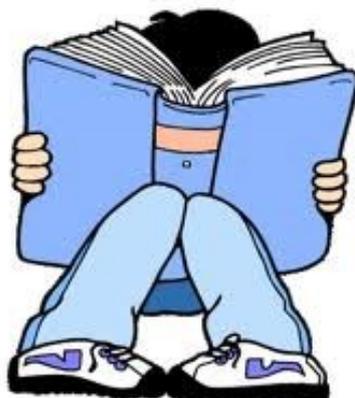
Working at the expected standard :

- Read accurately most words of two or more syllables
- Read most words containing common suffixes*
- Read most common exception words*
- Read words accurately and fluently without overt sounding and blending, eg. At over 90 words per minute.
- Sound out most unfamiliar words accurately, without undue hesitation.
- Check it makes sense to them
- Answer questions and make some inferences on the basis of what is being said and done.

Working at greater depth within the expected standard :

- Make inferences on the basis of what is said and done
- Predict 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.

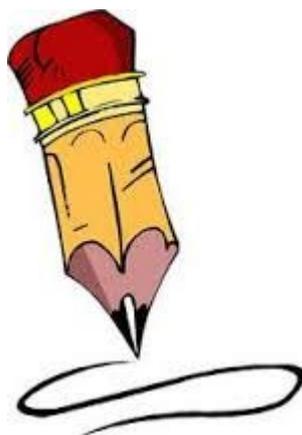
* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix)





Working at the expected standard :

- 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 (eg. or / and / but) and some subordination (eg. 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 relationships to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters.



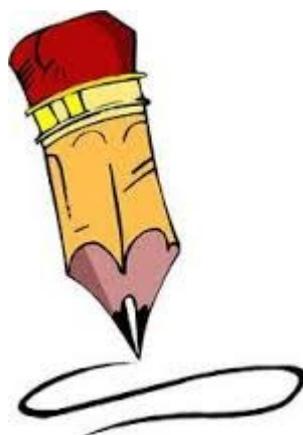


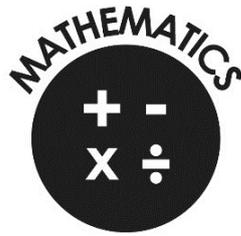
Working at greater depth :

- 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 (eg. -ment, -ness, -ful, -less, =ly)*
- Use the diagonal and horizontal strokes needed to join some letters.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix)

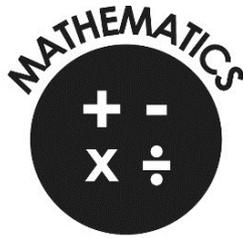
[^] This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2)





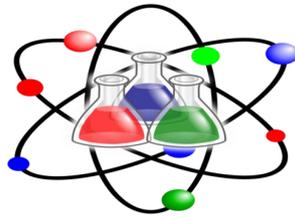
Working at the expected standard :

- Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (eg. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones)
- Add two-digit numbers within 100 (eg. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations
- Use estimation to check that their answers to a calculation are reasonable (eg. knowing that $48 + 35$ will be less than 100)
- Subtract mentally a two-digit number from another two-digit number when there is no regrouping required (eg. $74 - 33$)
- Recognize the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (eg. $\Delta - 14 = 28$)
- 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 (eg. Knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins)
- 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
- Use different coins to make the same amount (eg. use coins to make 50p in different ways; 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 (eg. 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 2D and 3D shapes (eg. 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).



Working at greater depth :

- Reason about addition (eg. that the sum of 3 odd numbers will always be odd)
- Use multiplication facts to make deductions outside known multiplication facts (eg. A pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92, as it is not a multiple of 5)
- Work out mental calculations where regrouping is required (eg. $52 - 27$; $91 - 73$)
- Solve more complex missing number problems (eg. $14 + \square - 3 = 17$; $14 + \Delta = 15 + 27$)
- Determine remainders given known facts (eg. Given $15 \div 5 = 3$ and has a remainder of 0, pupil recognizes that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left)
- Solve word problems that involve more than one step (eg. “which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuit with 10 in each packet?”)
- Recognize the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (eg. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$)
- Find and compare fractions of amounts (eg. $\frac{1}{4}$ of £ 20 = £ 5 and $\frac{1}{2}$ of £8 = £4, so $\frac{1}{4}$ of £20 is greater than $\frac{1}{2}$ of £8)
- Read the time on the clock to the nearest 5 minutes
- Read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given
- Describe similarities and differences of shape properties (eg. finds 2 different 2D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them)



Science

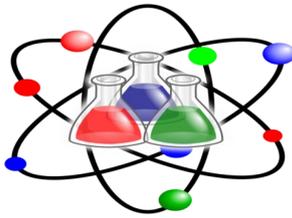
Working at the expected standard :

Working scientifically

- Ask their own questions about what they notice
- Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including :
 - Observing changes over time
 - Noticing similarities, differences and patterns]
 - Grouping and classifying things
 - Carrying out simple comparative tests
 - Finding things out using secondary sources of information
- Use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

Science content

- Name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- Describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- Describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- Identify whether things are alive, dead or have never lived
- Describe and compare the observable features of animals from a range of groups
- Group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- Describe seasonal changes



Science

- Name different plants and animals and describe how they are suited to different habitats
- Use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.

