**Longton Primary School**

 

**YEAR 2**

**Parents Guide to the National Curriculum**

**2014**

READING

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| Year  Group | Word Reading |
| Y2 | * Apply phonic knowledge and skills to read words until they can be read without sounding out and reading becomes fluent * Read accurately by blending the sounds in words * Read accurately words of two or more syllables that contain alternative sounds for the grapheme ( written symbol) e.g. ou in shoulder, roundabout, grouping * Read words that contain common suffixes ( word endings) –ness, -ment, -ful, -ly * Read common exception words (appendix 1) * Read frequently encountered words quickly and accurately without obvious sounding out and blending * Read aloud books that are matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation * Re-read books to build up fluency and confidence * Use tone and expression when reading aloud * Read longer and less familiar texts independently |

**Reading**

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| Comprehension |
| **Develop pleasure in reading by:**   * Listening to a variety of books at a higher level than at which they can read independently. This should include stories, non- fiction and poems ( modern and classic) * Sequencing and discussing the main events in stories * Learning and reciting a range of poems using appropriate expression * Retelling a range of stories, fairy tales and traditional tales * Reading a range of non- fiction texts including information, explanations, instructions, recounts and reports * Discussing how information is organized in non- fiction texts e.g. text boxes, sub- headings, contents, bullet points, glossary, diagrams * Identifying, discussing and collecting favourite words and phrases * Recognising repetitive language within a text or poem e.g. run, run as fast as you can * Making personal reading choices and be able to give reasons for choices   **Understand books that they can read accurately and fluently and those that they listen to by:**   * Discussing key vocabulary in the text * Using knowledge of words to work out the meaning of unfamiliar words e.g. horror, horrified * Using previous knowledge and asking questions e.g. What do we know?, What do we want to know? What have we learned? * Checking that texts make sense whilst reading and self correcting * Making predictions using evidence from the text * Making inferences ( reading between the lines) about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?   **Taking part in discussions about what is read to them, taking turns and listening to what others say by:**   * Listening to what other people say * Taking turns * Giving opinions and backing them up with reasons e.g Was Goldilocks a good or bad character? * Considering other points of view   **Explaining clearly what they have understood of what is read to them**   * Showing understanding of texts by being able to answer questions related to who, what, where, when, why, how |

**WRITING**

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| Year  Group | Composition | |
| 2 | Vocabulary, grammar and punctuation | Composition |
| * Say, write and punctuate simple and compound sentences ( two or more simple sentences joined by a comma or connective e.g. The dog barked, and the cat meowed.) * Use different types of sentence:  1. Statement : The small boy ran quickly down the road. 2. Question: How are you feeling today? 3. Command: Go and put your coat on your peg. 4. Exclamation: Help, I’m going to fall!  * Use commas to separate items in a list * Use apostrophes for contracted forms (to replace missing letters) e.g. don’t, can’t, wouldn’t, you’re, I’ll * Use time connectives, when, while, as, before, after, e.g. We went out to play when we had finished our Maths. * Use connectives for reason, so, if, then, for, unless, because. E.g. I put my coat on because it was raining. * Use verbs * Use the past tense * Use the present tense * Use nouns * Use adjectives * Add the suffixes –ful or – less to create adjectives e.g. playful, careful, careless, hopeless * Use the suffixes –er and –est to create adjectives e.g. faster, fastest * Use the suffix –ly to turn adjectives into adverbs e.g. slowly, gently, carefully | * Plan and discuss what to write about * Use specific text type features to write for different audiences and purposes e.g. to instruct, inform, entertain, explain, discuss , persuade * Write about real and fictional events * Write simple poems * Edit and improve their own writing * Proof read work to check for mistakes in spelling, grammar and punctuation * Read aloud writing with expression to make meaning clear |

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| Year  Group | Transcription | |
| 2 | Spelling | Handwriting |
| * Break spoken words into sounds ( phonemes) and represent these by written letters (graphemes) * Learn new ways of spelling phonemes for which one or more spellings are already known e.g. a in hay and a in paint * Learn some common homophones e.g. there, their, they’re * Learn to spell more contracted words e.g. can’t, hasn’t * Add the suffixes –ness and –er to create nouns e.g. happiness, sadness, teacher, baker * Add the suffixes –ful or –less to create adjectives e.g. playful, careful, careless, hopeless * Use the suffixes –er and –est to create adjectives * Use the suffix –ly to turn adjectives into adverbs * Write from memory simple dictated sentences that include punctuation and words learned so far | * Form lower case letters of the correct size * Use capital letters correctly * Write capital letters of the correct size * Start to use some of the diagonal and horizontal stokes need to join letters |

**Key Learning in Mathematics – Year 2**

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| **Number – number and place value** | **Number – addition and subtraction** | **Number – multiplication and division** |
| * Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward * Read and write numbers to at least 100 in numerals and in words * Recognise the place value of each digit in a two-digit number (tens, ones e.g. 32 = 3 tens and 2 ones) * Identify, represent and estimate numbers * Partition numbers in different ways (e.g. 23 = 20 + 3 and 23 = 10 + 13) * Compare and order numbers from 0 up to 100; use <, > and = signs * Find 1 or 10 more or less than a given number * Round numbers to at least 100 to the nearest 10 * Use place value and number facts to solve problems | * Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting) * Select a mental strategy appropriate for the numbers involved in the calculation * Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot * Understand subtraction as take away and difference (how many more, how many less/fewer) * Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 * Recall and use number bonds for multiples of 5 totalling 60 (to support telling time to nearest 5 minutes) * Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:   - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers   * Recognise and use the inverse (opposite) relationship between addition and subtraction and use this to check calculations and solve missing number problems * Solve problems with addition and subtraction including with missing numbers: - | * Understand multiplication as repeated addition * Understand division as sharing and grouping and that a division calculation can have a remainder * Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot * Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers * Derive and use doubles of simple two-digit numbers (numbers in which the ones total less than 10) * Derive and use halves of simple two-digit even numbers (numbers in which the tens are even) * Calculate mathematical statements for multiplication using repeated addition) and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs * Solve problems involving multiplication and division (including those with remainders), using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |
| **Number – fractions** |
| * Understand and use the terms numerator and denominator * Understand that a fraction can describe part of a set * Understand that the larger the denominator is, the more pieces it is split into and therefore the smaller each part will be * Recognise, find, name and write fractions , , and of a length, shape, set of objects or quantity * Write simple fractions for example, of 6 = 3 and recognise the equivalence of and * Count on and back in steps of and |
| **Measurement** |
| **Geometry – properties of shapes** | * Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity and volume (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels * Compare and order lengths, mass, volume/capacity and record the results using >, < and = * Recognise and use symbols for pounds (£) and pence (p) * Combine amounts to make a particular value * Find different combinations of coins that equal the same amounts of money * Compare and sequence intervals of time * Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times * Know the number of minutes in an hour and the number of hours in a day * Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change and measures (including time) |
| * Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line * Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces * Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] |
| **Geometry – position and direction** |
| * Order/arrange combinations of mathematical objects in patterns/sequences * Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) |
| **Statistics** |
| * Compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects * Interpret and construct simple pictograms, tally charts, block diagrams and simple tables * Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity * Ask and answer questions about totalling and comparing categorical data |

Based on Lancashire guidance

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Appendix 1

Year 2 Common Exception Words

door, floor, poor, because, find, kind, mind, behind, child, children\*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas –