

YEAR 2 INFORMATION



READING



Children on track should have finished the RWI scheme by January/February

Year 2

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation

In a book they can already read fluently, the pupil can:

- check that it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

CHILDREN NEED TO BE ABLE TO READ AND WRITE THESE INDEPENDENTLY

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

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

They searched Gran's house, upside down and inside out. They even looked all along the beach but they couldn't find Duck anywhere.

Lenny tried hard to be brave, but he missed Duck very much. Even though he had other lovely toys, none of them was the same as Duck.

Time passed and Lenny played with lots of different toys. He nearly forgot about the little duck with the orange beak and bright button eyes.

Nearly... but not quite.



3 Write **two** places that the family looked for Duck.

- 1. _____
- 2. _____

1 mark

4 Put ticks in the table to show which statements are **true** and which are **false**.

	True	False
They found Duck at the beach.		
Lenny missed Duck.		
Duck was the only toy Lenny had.		

1 mark

9

How can you tell Duck had been in the attic for a long time?

Write **two** ways.

1. _____
2. _____



1 mark

10

Look at the whole story.

Number the sentences below from 1 to 4 to show the order they happen in the story.

The first one has been done for you.

Lenny got a new toy.

1

Duck was found in the attic.

Duck was lost.

Lenny took Duck to the seaside.



1 mark

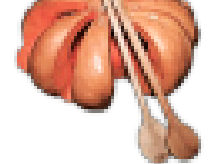
Around 20 years ago, a group of people in a country called Austria wanted to do something interesting with vegetables. They decided to turn them into musical instruments and play them in a band.



The people in the band make new instruments before each concert so every time they perform it sounds different. Sometimes, they will create a pumpkin drum, other times a leek violin. They have even made a horn from a pepper.



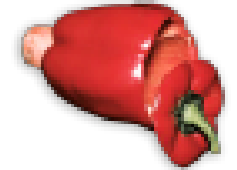
a drum



a pumpkin drum



a horn



a pepper horn

11 Where is the vegetable band from?

1 mark

12 The people in the band wanted to make musical instruments out of vegetables because they...

Tick **one**.

liked the taste of different vegetables.

☐

wanted to use leftover vegetables.

☐

grew more vegetables than they could eat.

☐

wanted to do something different with vegetables.

☐

1 mark

13 Why does every concert sound different?

1 mark

14 Draw **three** lines to match each vegetable to the instrument made from it.

vegetable

instrument

pumpkin

violin

leek

horn

pepper

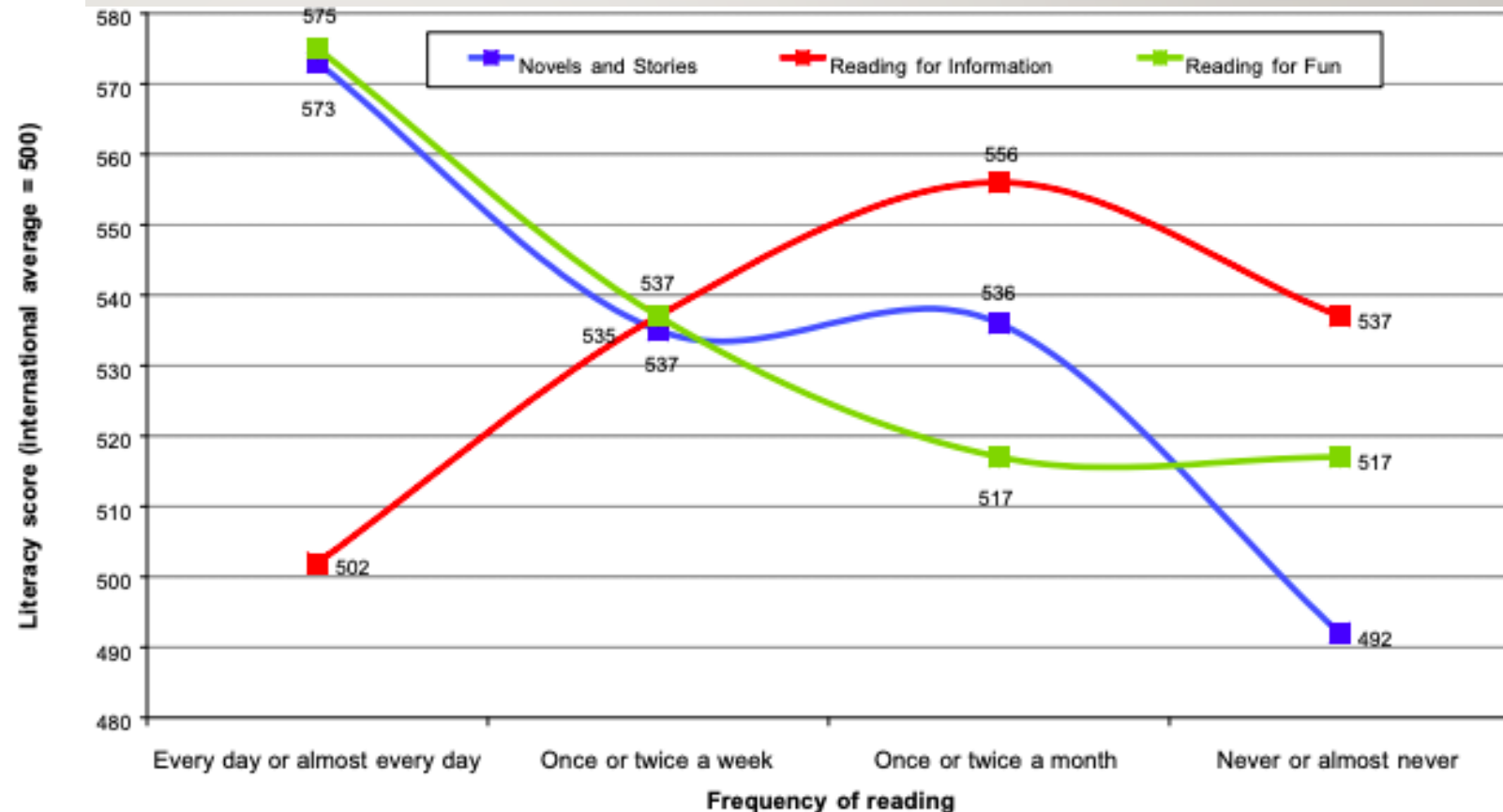
drum

1 mark

- Reading attainment and writing ability;
- Text comprehension and grammar;
- Breadth of vocabulary;
- Positive reading attitudes;
- Greater self-confidence as a reader;
- Pleasure in reading in later life;
- General knowledge;
- A better understanding of other cultures;
- Community participation; and
- A greater insight into human nature and decision-making.

IMPORTANCE OF READING AT HOME

TAKEN FROM GOV WEBSITE



WRITING

Year 2
Working at the expected standard
The pupil can, after discussion with the teacher, • 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 (e.g. or / and / but) and some subordination (e.g. 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 relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.

Year 2
Working at greater depth within the expected standard
The pupil can, after discussion with the teacher • 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 (e.g. –ment, –ness, –ful, –less, –ly)* • use the diagonal and horizontal strokes needed to join some letters.

CHILDREN NEED TO BE ABLE TO READ AND WRITE THESE INDEPENDENTLY

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

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

Missing one dragon

Last seen flying out of forest school on Monday night. He has a silver tummy, black body and black feet. It will breath fire at you and eat you up! If seen then please report on 069 3066 1300 999 013. If seen and not reported you will be locked in jail for three years! You will be rewarded £900 or 309306 bucks if you report. Whatever you do do not shoot it! Its claws are silver so it is easy to be seen. [REDACTED] class 3 year 2.

EXPECTED

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~^{snack}. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a sicky position party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favorite part of the day was identifying the trees.

GREATER DEPTH

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a kricky, old and wooden house. They got there precios money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy beause she is too old and in return ^{get} some money?"

"Sure," replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

GREATER DEPTH

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet ^{cat} behaviour.

First of all I ^{am} ~~am~~ ^{so} sorry bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ~~would~~ ^{will} be very disappointed and upset because of it.

Second of all from this day forward I will be a good citizen, and be treated much better, because I am more respectful. I ^{will} also try not to ~~scrath~~ scratch any more furniture like your favourite chair and the couch.

Working at expected standard for Year 2 using pictures and apparatus to explain thinking:
Read scales in divisions of ones, twos, fives and tens (in number lines or practically).
Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally.
Add any 2 two-digit numbers using an efficient strategy, explaining their method verbally.
Subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally.
Recall all number bonds to and within 10.
Use known number bonds to reason with and calculate bonds to and within 20.
Use the inverse relationship to write associated facts up to 20.
Recall multiplication and division facts for 2, 5 and 10.
Use known facts to solve simple problems, demonstrating an understanding of commutativity as necessary.
Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$ & $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole.
Use different coins to make the same amount.
Read the time on an analogue clock to the nearest 15 minutes.
Compare and order measurements using =, < and >.
Name 2-D shapes (incl pentagon, hexagon, octagon, decagon)..
Describe properties of 2-D shapes (e.g. number of sides, vertices, right angles and symmetry).
Name 3-D shapes (incl cone, cylinder, triangular prism).
Describe properties of 3-D shapes (e.g. number of edges, vertices and faces).
Ask and answer questions by counting number of objects in 2, 5, 10.

MATHS

Working at greater depth within Year 2

Read and estimate points on a scales where not all numbers are given.
Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.
Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.
Solve unfamiliar word problems that involve more than one step.
Read the time on an analogue clock to the nearest 5 minutes.
Describe similarities and differences of 2-D and 3-D shapes, using their properties.
Ask and answer questions about totalling and comparing categorical data.



EXAMPLES

Section 1

Find the missing numbers:

$$25 + \boxed{} = 100$$

$$\boxed{} + 52 = 100$$

Section 2

What's my number?

???

I have 2 digits.

I am even.

My tens digit is half of 16.

My ones digit is between 3 and 6.

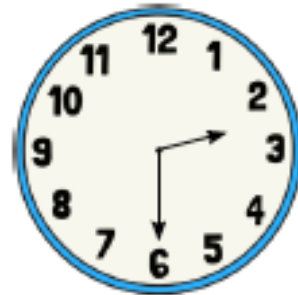
Section 3

I have 42 sweets and I share them between my 2 friends. How many will they each have?



Section 5

What time is the clock showing?



Section 7

Write down 2 facts about triangles.

.....

.....

.....

.....

.....

Section 4

Make £2.30 using the fewest number of coins.

Section 6

Write these numbers in words:

251

.....

310

.....

446

.....

Section 8

I have 12 shoes. I want to put each pair into its own box. How many boxes will I need?



EXAMPLES

Section 1

Use the correct sign **< or >** to make these true:

15 20 13 8

Section 2

What are the missing numbers?

0	5	10			25	30	
---	---	----	--	--	----	----	--

Section 3

Billy has 34 football cards. Max has 22 more. How many cards has Max got?



Section 4

Which number is the odd one out?
Explain how you know.

18 26
82 15 74

.....

.....

Section 6

Dance class starts at half past 9. It takes half an hour to get there. What time does Kim need to set off, to get there on time?

Section 7

How much juice is in the jug?



Section 8

Are these correct? If not, can you make them right?

$$12 + 52 = 74$$

$$106 - 13 = 91$$

$$48 - 15 = 33$$

Section 5

Kate eats $\frac{1}{4}$ of a pizza. What fraction of the pizza is left?



SATS

ARITHMETIC AND REASONING PAPER

7

$5 \times 6 =$



1 mark

8

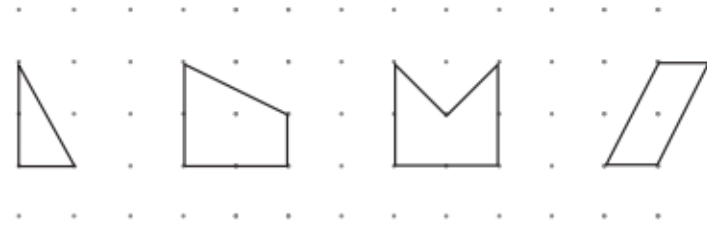
$98 + 4 =$



1 mark

18

Tick the shape that has a line of symmetry.



19

Write the next number sentence in the pattern.

$1 + 2 + 3 = 6$

$2 + 3 + 4 = 9$

$3 + 4 + 5 = 12$

$4 + 5 + 6 = 15$

$\square + \square + \square = \square$

HOW WE TEACH MATHS IN YEAR 2

ADDITION

ADDITION CROSSING 10S

$$35 + 12 =$$

Tens	Ones

$$47 + 35 =$$

Tens	Ones

HOW WE TEACH MATHS IN YEAR 2

SUBTRACTION

$$35 - 12 =$$

Tens	Ones

SUBTRACTING CROSSING 10S

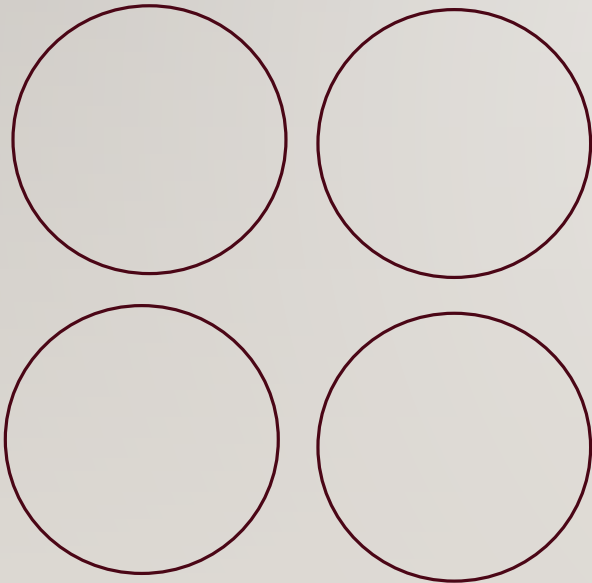
$$62 - 25 =$$

Tens	Ones

HOW WE TEACH MATHS IN YEAR 2

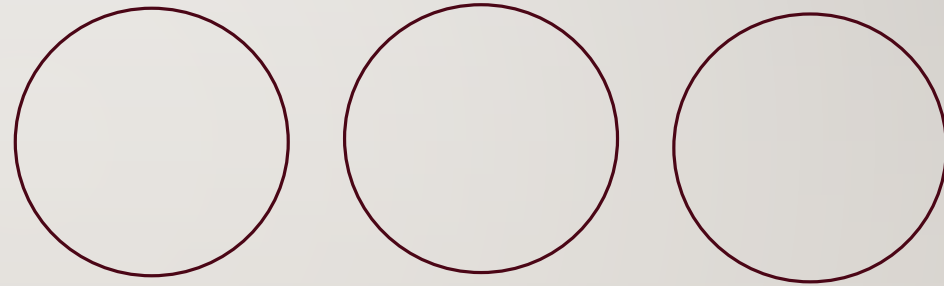
FRACTIONS

$$\frac{1}{4} \text{ OF } 12 =$$



DIVIDING

$$15 \div 3 =$$



HOW TO HELP AT HOME

TT rockstars – practice 2s 5s 10s and 3s timetables at home – tablets, phones, laptops

Reading with your child at least 3 times a week

Encouraging your child to complete their homework

Make spellings fun and into a game – treasure hunts, bingo, etc

If you want any more worksheets for your child to complete at home, please ask.

I can print out past SATs papers.



HOMEWORK

3 pieces of homework completed – 1 raffle ticket per piece completed

Each time reading is recorded in journal – 1 raffle ticket per record

Education Endowment Fund statistics:

- Homework has a positive impact on average (+ 5 months)
- Parental engagement has a positive impact on average of 4 months' additional progress.
- When a parents works 1:1 with a child at home, children typically make a greater impact (+5 months). Lower attaining pupils appear to benefit in particular.