

Year 2 Reading Key Objectives

1	Read fluently using decoding skills
2	Read accurately by blending, including alternative sounds e.g. g in giraffe and g in goat
3	Read multisyllable words containing known sounds
4	Read common suffixes (-ment, -ness, -ful, -less, -ly)
5	Read exception words (see Year 2 spelling list in booklet)
6	Read most words quickly and accurately without overt sounding and blending
7	Discuss and express views on a wide range of poetry, stories and non-fiction
8	Recognise simple recurring literary language in stories and poetry
9	Perform poetry learnt by heart with appropriate expression
10	Discuss and clarify the meanings of words
11	Discuss the sequence of events in books
12	Draw conclusion on the basis of what is being said and done in a book
13	Ask and answer questions about a text
14	Predict what might happen based on reading a piece of text so far
15	Explain and discuss a range of reading e.g. fiction, non-fiction, poetry



Year 2 Writing Key Objectives

1.	Break words into sounds for spelling
2.	Use the possessive apostrophe e.g. it is Claire's pencil
3.	Spell some words with apostrophes e.g. can't is cannot
4.	Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly
5.	Form lower-case letters of the correct size relative to one another
6.	Write capital letters of appropriate size
7.	Write for different purposes e.g. a letter or a story
8.	Read aloud using appropriate intonation (pitch of voice)
9.	Use noun phrases to add description e.g. the mysterious castle
10.	Use four main types of sentence appropriately (statement, question, exclamation or command)
11.	Use present and past tense correctly
12.	Use a range of conjunctions e.g. because, when, if, that, or, but
13.	Use appropriate punctuation - . , ! ?
14.	Use commas for lists



Year 2 Maths Key Objectives

1.	Count in steps of 2, 3 and 5 and 10
2.	Recognise place value in two-digit numbers (how many tens and how many ones the number has)
3.	Compare and order numbers up to 100 using $>$, $<$ and $=$ (more than, less than and equal to e.g. $14 < 26$)
4.	Recall and use number addition/subtraction facts to 20, and derive related facts
5.	Add and subtract mentally and with one and two-digit numbers
6.	Understand and use the inverse relationship between addition and subtraction (e.g. $16 + 5 = 21$ and $21 - 5 = 16$)
7.	Know the multiplication and division facts for the $2\times$, $5\times$ and $10\times$ tables
8.	To solve problems involving multiplication and division
9.	To recognise odd and even numbers
10.	Recognise, find, name and write the fractions $1/3$, $1/4$, $1/2$ and $3/4$ of a size, shape or quantity
11.	Write simple fraction facts, e.g. $1/2$ of $6 = 3$
12.	Tell the time to the nearest 5 minutes, including using the vocabulary 'quarter to' and 'quarter past'
13.	Describe properties of 2-D shapes, including number of sides and symmetry
14.	Describe properties of 3-D shapes, including number of edges, vertices and faces
15.	To use mathematical vocabulary to describe position, direction and movement e.g. forwards, backwards



Year 2 Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p>	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>
<p>The /s/ sound spelt c before e, i and y</p>		<p>race, ice, cell, city, fancy</p>
<p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p>	<p>The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.</p>	<p>knock, know, knee, gnat, gnaw</p>
<p>The /r/ sound spelt wr at the beginning of words</p>	<p>This spelling probably also reflects an old pronunciation.</p>	<p>write, written, wrote, wrong, wrap</p>
<p>The /l/ or /əl/ sound spelt -le at the end of words</p>	<p>The -le spelling is the most common spelling for this sound at the end of words.</p>	<p>table, apple, bottle, little, middle</p>



Year 2 Spelling (continued)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt –el at the end of words	The –el spelling is much less common than –le. The –el spelling is used after m, n, r, s, v, w and more often than not after s .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The y is changed to i before –es is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before –ed, –er and –est are added, but not before –ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). Exception: The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (‘or’) is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday



Year 2 Spelling (continued)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /z/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p>Exceptions:</p> <p>(1) <i>argument</i></p> <p>(2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.</p>	<p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p>
Contractions	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't - cannot</i>).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p>	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section



Year 2 Spelling (continued)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	<p>Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea.</p>	<p>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 – and/or others according to programme used.</p> <p>Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>



Year 2 Grammar & Punctuation

Sentence Structure

1	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
2	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
3	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Text Structure

1	Correct choice and consistent use of present tense and past tense throughout writing
2	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]

Punctuation

1	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
2	Commas to separate items in a list
3	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

Terminology for Pupils

1	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
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