Home learning support and national expectations—Year 2

Below is a selection of the key areas of learning that are national expectations for children to achieve by the end of Year 2. If you wish to support them with any additional home learning, these are the key areas that you can focus on.

Our home learning tasks are set by teachers weekly and include—
Reading ideally every night/spellings
1 English or 1 maths home learning per week
Practising times tables 2, 5 and 10

Spell and read words

My parent / carer thinks I can spell and read (tick the box next to the word):

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

Understanding prefixes and suffixes

My parent / carer thinks I can:

Change -y to -i before -ment (merriment)	Double consonant before -ing (pat = patting)	Drop -e before -est (nice = nicest)	
Change -y to -i before -less (penniless)	Double consonant before -ed (hum = hummed)	Drop -e before -y (shine = shiny)	
Change -y to -i before -ly (happily)	Double consonant before -er (sad = sadder)	Drop -e before -er (hike = hiker)	
Change -y to -i before -ful (plentiful)	Double consonant before -est (fat = fattest)	Drop -e before -ing (hike = hiking)	
Change -y to -i before -ness (happiness)	Double consonant before -y (run = runny)	Drop -e before -ed (hike = hiked)	
-es after y (try = tries)	-ness (sadness)	-less (hopeless)	
-ed after y (reply = replied)	-ful (careful)	- ly (badly)	
-er after y (copy =copier)	-ment (enjoyment)	-est after y (happy = happiest)	

Reading

Reading	My parent / carer thinks I can
3. I can read accurately words of two or more syllables that contain the same graphemes as above	
4. I can read words containing common suffixes	
5. I can read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word	
6. I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	
7. I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	
8. I can re-read these books to build up my fluency and confidence in word reading	

Comprehension	My parent / carer thinks I can
Develop pleasure in reading, motivation to read, vocabulary and understanding by:	
9. I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently	
10. I can discuss the sequence of events in books and how items of information are related	
11. I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	
12. I am being introduced to non-fiction books that are structured in different ways	
13. I can recognise simple recurring literary language in stories and poetry	
14. I can discuss and clarify the meanings of words, linking new meanings to known vocabulary; discussing my favourite words and phrases	
15. I am continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	
Understand both the books they can already read accurately and fluently and those they listen to by:	My parent / carer thinks I can
16. Drawing on what I already know or on background information and vocabulary provided by the teacher	
17. Checking that the text makes sense to me as I read and correcting inaccurate reading	
18. Making inferences on the basis of what is being said and done	
19. Answering and asking questions	

Spell and read sounds						
ge (charge)		kn (knock)	el (tunnel)	s (treasure)	a (want)	al (walk)
dge (badge)		gn (gnat)	al (metal)	tion (station)	a (squash)	all (ball)
g (giant)		wr (wrap)	il (pencil)	o (mother)	or (word)	
c (race)		le (apple)	y (cry)	ey (donkey)	ar (warm)	

Reading	
Word Reading	My parent / carer thinks I can
1. I can continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent	
2. I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	

20. Predicting what might happen on the basis of what has been read so far	
21. Participating in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say	
22. Explaining and discussing my understanding of books, poems and other material, both those that I listen to and those that I read for myself.	

Writing	
Transcription: spelling	My parent / carer thinks I can
1.I can spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	
2. I can learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling inc a few common homophones	
3. I can spell common exception words	
4. I can spell more words with contracted forms and the possessive apostrophe (singular)	
5. I can distinguish between homophones and near homophones	
6. I can add suffixes to spell longer words e.g. –ment, –ness, –ful, –less, –ly	
7. I can apply spelling rules and guidelines for Stage 2	
8. I can write from memory simple dictated sentences including the words and punctuation taught so far	
Transcription: handwriting	My parent / carer thinks I can
9. I can form lower-case letters to the correct size relative to one another	
10. I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	
11. I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	
12. I can use spacing between words that reflects the size of the letters	
Writing: composition	My parent / carer thinks I can
13. I can develop positive attitudes towards and stamina for writing by: *writing narratives about personal experiences (real and fiction); real events; poetry and writing for different purposes*	
14. I can consider what I am going to write by: *planning/saying what I am going to write about; writing down ideas/key words/new vocab; encapsulating ideas sentence by sentence*	
15. I can make simple additions, revisions and corrections to my writing by: *evaluating writing with others; re-reading to check that it makes sense; proof-reading spelling, grammar, punct*	
16. I can read aloud what I have written with appropriate intonation to make the meaning clear	
Writing: vocabulary, grammar and punctuation	My parent / carer thinks I can
17. I have learned how to use correctly: full stops, capital letters, exclamation/question marks, commas for lists, apostrophe for contracted forms/possessive (singular)	
18. I have learned how to use sentences with different forms: statement, question, exclamation, command	
19. I have learned how to use expanded noun phrases to describe and specify	
20. I have learned how to use the present and past tenses correctly and consistently including in the progressive form	
21. I have learned how to use subordination using *when, if, that, because* and co-ordination using *or, and, but*	
22. I have learned how to use Y2 Grammar: using suffixes to form nouns *(-ness, -er)*; adjectives *(-ful, -less)* and adverbs *(-ly)*	
23. I have learned how to use some features of written Standard English	
24. I can use and understand the grammatical terminology for Stage 2	

Maths	
4. I can compare and order numbers from 0 up to 100; use <, > and = signs.	
5. I can read and write numbers to at least 100 in numerals and in words.	
Addition and subtraction	My parent / carer thinks I can
6. I can solve problems with addition and subtraction: using concrete objects and pictorial representations; applying their increasing knowledge of mental and written methods.	
7. I can recall and use add and subtract facts to 20 fluently, derive and use related facts up to 100.	
8. I can add and sub nos using concrete objects, pictorial representations, and mentally, including: a 2-digit no and 1s or 10s; two 2-digit numbers; adding three 1-digit numbers.	
9. I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	
10. I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.	
Multiplication and division	My parent / carer thinks I can
11. I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	
12. I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	
13. I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	
14. I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	
Fractions	My parent / carer thinks I can
15. I can recognise/find/name/write fractions ⅓, ¼, 2/4, ¾of a length, shape, set of objects, quantity.	
16. I can write simple fractions e.g. ½of 6 = 3 and recognise the equivalence of 2/4and ½.	
Measurement	My parent / carer thinks I can
17. I can choose/use appropriate stand units to estimate/measure length/height (m/cm); mass (kg/g); temp (°C); cap (litres/ml) to nearest unit, using rulers, scales, thermometers and measuring vessels.	
18. I can compare and order lengths, mass, volume/capacity and record the results using >, < and = .	
19. I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value and find different combinations of coins that equal the same amounts of money.	
20. I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	
21. I can compare and sequence intervals of time.	
22. I can 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.	
Geometry	My parent / carer thinks I can
23. I can identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line.	
24. I can identify and describe the properties of 3D shapes, inc the no. of edges, vertices and faces.	

Maths	
Place value	My parent / carer thinks I can
1. I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forward/backward.	
2. I can recognise the place value of each digit in a two-digit number (tens, ones).	
3. I can identify, represent and estimate numbers using different representations, inc. the number line.	

25. I can identify 2D shapes on the surface of 3D shapes, e.g. circle on a cylinder; a triangle on a pyramid.	
26. I can compare and sort common 2D and 3D shapes and everyday objects.	
27. I can order and arrange combinations of mathematical objects in patterns.	
28. I can use math vocab to describe position, direction & movement including rotation as a turn & in terms of right angles for ¼, ½, & ¾ turns (clock/anti-clockwise), and movement in a straight line.	
Statistics	My parent / carer thinks I can
29. I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	
30. I can 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.	