



THE BRITISH SCHOOL  
OF BEIJING, SANLITUN  
A NORD ANGLIA EDUCATION SCHOOL

# Year Two End of Year Expectations

[www.bsbsanlitun.com](http://www.bsbsanlitun.com)

## Message from the Principal

The information you will find documented in this booklet forms the expectations that your child will be assessed against for reading, writing and maths. We have shared them with you so you are fully aware of what the 'End of Year Expectations' are for your child.

The following four point band will be used to judge how far your child has met each expectation throughout the year:

### Beginning

- Introduced but not yet fully developed
- Significant scaffolding needed
- Beginning to develop skills and knowledge
- Working with support
- Frequent misunderstandings

### Developing

- Improving knowledge, skills and understanding
- Signs of consolidation some of the time
- Can apply with scaffolding
- Misunderstanding may be present
- Needs practice and reinforcement
- Becoming more confident

### Meeting

- Secure
- Embedded and working independently
- Confident in concepts
- Concepts used and retained correctly the majority of the time in subjects and in context

### Exceeding

- Goes beyond expectations and has advanced understanding of the skills and concepts taught
- Applies skills and concepts confidently, coherently and independently in familiar and unfamiliar situations
- Accurate, sophisticated and precise

Teachers will share your child's progress with you at Parent Consultations and at the 'Primary Progress Report Meeting', which will take place in the middle of the academic year.

The End of Year Report will state the overall bands that your child has achieved.

# READING EXPECTATIONS

## Decoding and Sight Reading

- Apply phonic knowledge and skills to read age-appropriate texts fluently.
- Read accurately by blending all known phonemes, including alternative sounds for graphemes.
- Read 2 and 3 syllable words using known graphemes.
- Read words containing common suffixes and prefixes.
- Read further common exception words recognising unusual correspondences between spelling and sound.
- Read aloud with fluency and expression, taking account of punctuation.

## Comprehension

- Express views about a range of fiction, non-fiction and poetry.
- Recognise and discuss the sequence of events in books.
- Comment on the use of language in the text.
- Identify the features of non-fiction texts including language.
- Recognise recurring language in stories and poems.
- Discuss favourite words and phrases.
- Give opinions on books written on a similar theme.
- Check that a text makes sense to them, and know what to do if it does not.
- Make simple inferences based on what characters say and do.
- Predict what will happen next, giving reasons.
- Explain and discuss their understanding of books, poems and other materials.
- Use context to help infer the meaning of a word.

# WRITING EXPECTATIONS

## Spelling

- Segment words for spelling using phonetically plausible attempts.
- Spell common exception words.
- Learn the possessive apostrophe (e.g. the girl's book).
- Spell some common contractions.
- Use the suffixes -ment; -less; -ly.
- Recognise and spell homophones and near-homophones.

## Handwriting and Presentation

- Accurate sizing and orientation of letters with clear spacing in between words.
- Use of cursive writing consistently.

## Composition

- Demonstrates the features of a given text e.g. information text, instructions and poetry.
- Similar ideas are grouped together.
- Ideas sequenced appropriately.
- Can edit and improve a piece of writing.
- Attempts to start sentences in a variety of ways.

## Vocabulary, Grammar and Punctuation

- Uses full stops and capital letters correctly sometimes.
- Demonstrates awareness of exclamation marks, question marks, commas (in a list).
- Use expanded noun phrases for description.
- Common verbs used correctly in the present and past tense.
- Join clauses using simple subordinating (when, if, that, or because) and co-ordinating conjunctions (or, and, but).

# MATHS EXPECTATIONS

## Number and Place Value

- Read and write numbers to at least 100 in numerals and in words.
- Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs.
- Understand the place value of each digit in a number and use this to order numbers up to 100.
- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.

## Number - Addition and Subtraction

- Recall and use addition and subtraction facts to 10 and 20 fluently, and derive and use related facts up to 100.
- Know that addition of two numbers can be done in any order but subtraction cannot.
- Recognise that subtraction is the inverse of addition.
- Solve problems with addition and subtraction to include numbers quantities and measures.

## Number - Multiplication and Division

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.
- Recognise odd and even numbers.
- Know that multiplication of two numbers can be done in any order, division cannot.
- Solve problems involving multiplication and division.

## Number - Fractions

- Calculate fractions of numbers and shapes including  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$ , e.g.  $\frac{1}{2}$  of 6 = 3.
- Recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$  using number lines and through counting.

## Measurement

- Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Choose and use appropriate standard units to estimate and measure length (m/cm), capacity (l/ml) and mass (kg/g).
- Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$ .
- Tell and write the time on an analogue clock to five minutes,  $\frac{1}{4}$  past/to the hour and draw the hands on a clock face.
- Solve problems related to measure and time.

## Geometry - Properties of Shapes / Position and Direction

- 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.
- Order and arrange mathematical objects in patterns and sequences.
- Distinguish between straight and turning movements, including  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  turns (clockwise / anticlockwise).

## Statistics

- Interpret and construct pictograms, tally charts, block graphs and tables.
- Sort objects and classify them using more than one criterion into Carroll and Venn diagrams.
- Solve problems by interpreting data.