



*Year Two
End of Year
Expectations*



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

Message from the Head of Primary

The information you will find documented in this booklet forms the expectations against which your child will be assessed 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 the extent to which 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

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

SPEAKING AND LISTENING EXPECTATIONS

Children will be able to...

- Usually include relevant information, vary voice and intonation, sequence and sustain talk with an increased range of vocabulary
- Often listen carefully and respond appropriately with relevant questions
- Usually speak in an audible, clear voice
- Start to adapt speech to different situations
- Engage in role play and develop simple characters, situations and well known stories through Talk/Drama for Writing
- Make simple evaluations of a performance

READING EXPECTATIONS

Children will be able to...

Decoding and Reading Aloud

- Apply phonic knowledge and skills consistently to decode age appropriate texts fluently and accurately
- Begin to recognise and decode alternative sounds for graphemes, words of two or more syllables, words with common suffixes and most common exception words
- Sound out unfamiliar words accurately when reading aloud, and read with confidence and fluency
- Self-correct where the sense of the text is lost
- Recite and know by heart a range of texts using talk for writing techniques

Comprehension

- Make inferences about/on what has been read
- Ask and answer questions appropriately including those based on inference and prediction
- Ask and answer simple questions about texts that are read to them using some evidence from pictures and words
- Use context to help infer the meaning of a word.

Structure and Language

- Identify sequences of events in texts and give simple explanation of how events relate
- Recognise different structures of fiction and non-fiction books
- Make simple comparisons between different texts including a range of fiction and non-fiction texts

WRITING EXPECTATIONS

Children will be able to...

- Identify similarities and differences between an increasing range of texts

Planning

- Plan or say out loud what they are going to write about
- Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing
- Capture ideas using simple planning formats e.g. story maps, story mountains, 'boxing' up, single bubble

Drafting

- Convey meaning through encapsulating what they want to say sentence by sentence
- In narrative, communicate ideas and meaning through sustained narrative using the structure of beginning, middle and end
- In non-narrative material, match organisation to purpose, e.g. simple letter structure
- Structure sentences correctly including full stops and capital letters and experiment with a wider range of punctuation e.g. exclamation marks and question marks.
- Use a connective other than 'and' (e.g. after, then, next, at last, also) to join two simple sentences and begin to link events and ideas to create flow
- Begin to show awareness of the reader through providing additional detail, using humour or punctuation for effect
- Use interesting and adventurous vocabulary

Editing – Spelling, Punctuation and Grammar

- Evaluate their own word choices, grammar and punctuation through discussion with others
- Group similar ideas together
- Re-read their own writing to check for meaning, grammar and spelling errors
- Spell high frequency words, phonetic words and common exception words to Phase 5
- Use phonetically plausible strategies to spell unknown polysyllabic words

Handwriting

- Form and orientate lower case letters accurately, starting and finishing in the correct place. For example, upper/lowercase, ascenders/descenders used consistently. Begin to use joined up handwriting
- Maintain some consistency in the size and spacing of digits and letters throughout pieces of writing
- Use spacing appropriately between words

MATHS EXPECTATIONS

Children will be able to...

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, Subtraction, Multiplication and Division

- 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
- 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