Year 2 Reading Key Objectives

1	Read fluently using decoding skill
2	Read accurately by blending, including alternative sounds for graphemes
3	Read multisyllable words containing known graphemes
4	Read common suffixes
5	Read exception words
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 intonation
10	Discuss and clarify the meanings of words
11	Discuss the sequence of events in books
12	Make inferences on the basis of what is being said and done
13	Ask and answer questions about a text
14	Predict what might happen based on reading so far
15	Explain and discuss understanding of a range of reading

Year 2 Writing Key Objectives

1.	Break words into phonemes for spelling
2.	Know some spellings which use variations of standard phonemes
3.	Use the possessive apostrophe
4.	Spell some words with contracted forms
5.	Use suffixes to spell longer words, including -ment, -ness, -less, -ful, -ly
6.	Form lower-case letters of the correct size relative to one another
7.	Write capital letters of appropriate size
8.	Write for different purposes
9.	Read aloud using appropriate intonation
10.	Use noun phrases
11.	Use four main types of sentence appropriately
12.	Use present and past tense correctly
13.	Use some coordinating and subordinating conjunctions
14.	Use appropriate demarcation punctuation
15.	Use commas for lists

Year 2 Maths Key Objectives

1.	Count in steps of 2s, 3s and 5s, and steps of 10
2.	Recognise place value in two-digit numbers
3.	Compare and order numbers up to 100 using <, > and =
4.	Recall and use number addition/subtraction facts to 20, and derive related facts
5.	Add and subtract mentally and with objects one- and two-digit numbers
6.	Understand and use the inverse relationship between addition and subtraction
7.	Know 2×, 5× and 10× tables, including recognising odd & even numbers
8.	Calculate mathematical statements using x and ÷ symbols
9.	Recognise, find, name and write 1/3, 1/4, 1/2 and 3/4 of size, shape or quantity
10.	Write simple fraction facts, e.g. 1/2 of 6 = 3
11.	Combine amounts of money to make a value, including using £ and p symbols
12.	Tell the time to the nearest 5 minutes, including drawing clocks
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.	Interpret and construct simple tables, tally charts and pictograms

Year 2 Science Key Objectives

1	Use simple equipment for observations
2	Link ideas and answers to observations
3	Collect information to help to answer scientific questions
4	Describe how some plants and animals are suited to different habitats
5	Describe how animals obtain food by eating plants or other animals
6	Describe the basic needs for plant growth (light, water, appropriate temperature)
7	Describe the basic needs of humans and other animals (water, food, air)
8	Describe different uses of materials according to their properties

Year 2 Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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	The letter j is never used for the /dʒ/ sound at the end of English words. 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).	badge, edge, bridge, dodge, fudge
	After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –**ge** at the end of a word.	age, huge, change, charge, bulge, village
	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.	gem, giant, magic, giraffe, energy
		jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt –le at the end of words	The –**le** spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
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 *skiing* and *taxiing*.	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**: *being*.	hiking, hiked, hiker, nicer, nicest, shiny

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
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: *mixing, mixed, boxer, sixes*.	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
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of **–s** (*donkeys, monkeys,* etc.).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	**a** is the most common spelling for the /ɒ/ ('h<u>o</u>t') 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 /ʒ/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful , –less and –ly	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. **Exceptions**: (1) *argument* (2) root words ending in **–y** with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. *can't – cannot*). *It's* means *it is* (e.g. *It's* raining) or sometimes *it has* (e.g. *It's* been raining), but *it's* is never used for the possessive.	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
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

Year 2 Spelling (cont'd)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Common exception words	Some words are exceptions in some accents but not in others – e.g. *past*, *last*, *fast*, *path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /æ/, as in *cat*. *Great*, *break* and *steak* are the only common words where the /eɪ/ sound is spelt **ea**.	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. **Note:** 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

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