

Year 2

Autumn Term



In this booklet you will find Reading, Writing, Maths and basic skills expectations for this term.

Please use this to support your child at home to meet these milestones.

Reading



Word reading

*'Read with expression'
Get into character!*

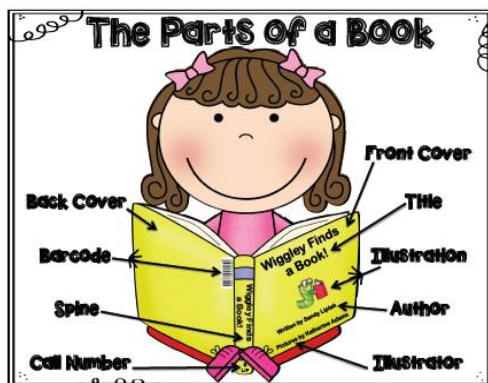
- Use phonemes to help read unfamiliar texts (digraphs, trigraphs and split digraphs).
- Can read accurately by blending the sounds in words that contain the alternative sounds for known graphemes.
- Can begin to check reading makes sense.
- Can begin to use the punctuation in a story to read with expression.
- Can read a range of Common Exception Words.

Year 2 Common Exception Words						
after	child	every	half	move	plant	whole
again	children	everybody	hold	Mr	poor	who
any	Christmas	eye	hour	Mrs	pretty	wild
bath	class	fast	improve	old	prove	would
beautiful	climb	father	kind	only	should	
because	clothes	find	last	parents	steak	
behind	could	floor	many	pass	sugar	
both	cold	gold	mind	past	sure	
break	door	grass	money	path	told	
busy	even	great	most	people	water	

Whole Scheme Sound Mat															
a	e	i	o	u	ai	ay	igh	oa	oo	ou	ow	oy	ph	sh	th
ae	ee	ii	oo	uu	ai	ay	igh	oa	oo	ou	ow	oy	ph	sh	th
oo	oo	ow	oi	oi	oi	oi	oi	oi	oi	oi	oi	oi	oi	oi	oi
b	c	ch	ck	d	f	ff	g	h	j	ge	ll	ll	ll	ll	ll
ph	ck	ck	ck	ck	ck	ck	ck	ck	ck	ck	ck	ck	ck	ck	ck
gn	ng	p	qu	r	ss	sh	t	th	th	th	th	th	th	th	th
v	w	x	y	z	zz	x	son	sure							

Comprehension

- Can talk about the plot, setting and characters of familiar and unfamiliar stories.
- Can sequence and understand the events in a book.
- Can make predictions about what may happen next in a story.
- Identify and discuss how a book is organised – Fiction and Non-Fiction.
- Begin to identify a range of punctuation seen in books.
- Know the names of the different parts of book.



Writing



verb
adverb
noun
pronoun
adjective
vowel
consonant

Vocabulary, Grammar and punctuation (Organisation and purpose)

- Leave clear spaces between words.
- Can write a sequence of sentences that follow on from each other – fiction and non-fiction.
- Can begin to write various types of sentence **e.g. statement, question and command.**
- Can use a range of punctuation correctly **e.g. Full stops, capital letters, question marks, exclamation marks.**
- Can begin to use expanded noun phrases to add description to their writing e.g. **the dark spooky woods**

Composition

- Can plan out what they will write about before writing it e.g. detailing character, setting and plot.
- Can read back what they have written and begin to make simple additions or corrections to make it even better.

Transcription (Spelling and Handwriting)

- Break down spoken words into phonemes for spelling familiar and unfamiliar words.
- Can form lower-case letters of the right size to one another – not mixing upper and lower-case letters within words.
- Correctly form all lower case letters using lead outs and begin to join some letters.
- Use simple suffixes including 'ing', 'ed' and 'er' e.g. playing, played and player.
- Use regular plural such as 's' and 'es.' e.g. dog, dogs or wish, wishes.

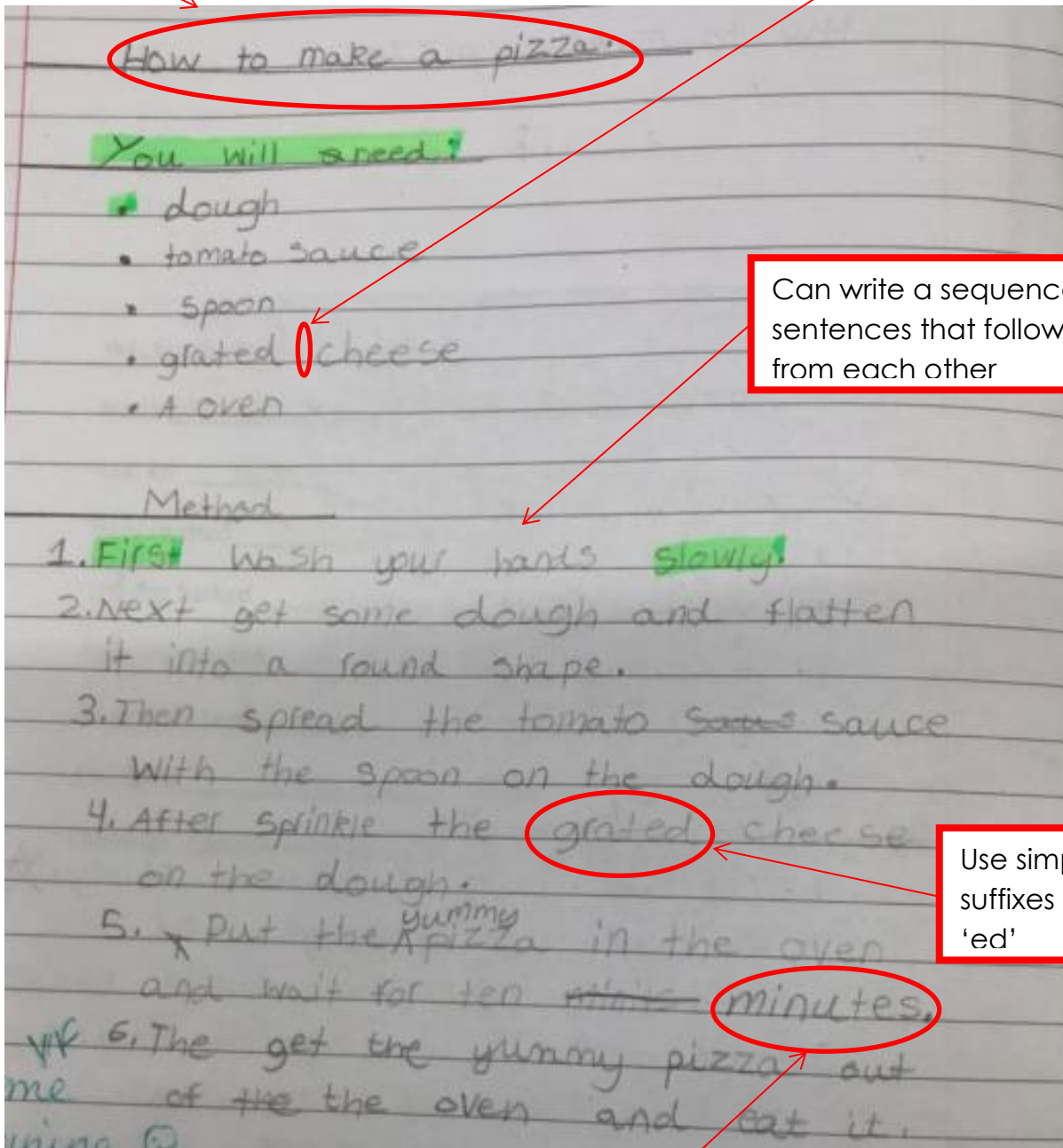
Writing



Examples of children's writing by the end of the Autumn term.

Can begin to write various types of sentence **e.g. statement**

Clear spaces between words



Can write a sequence of sentences that follow on from each other

Use simple suffixes including 'ed'

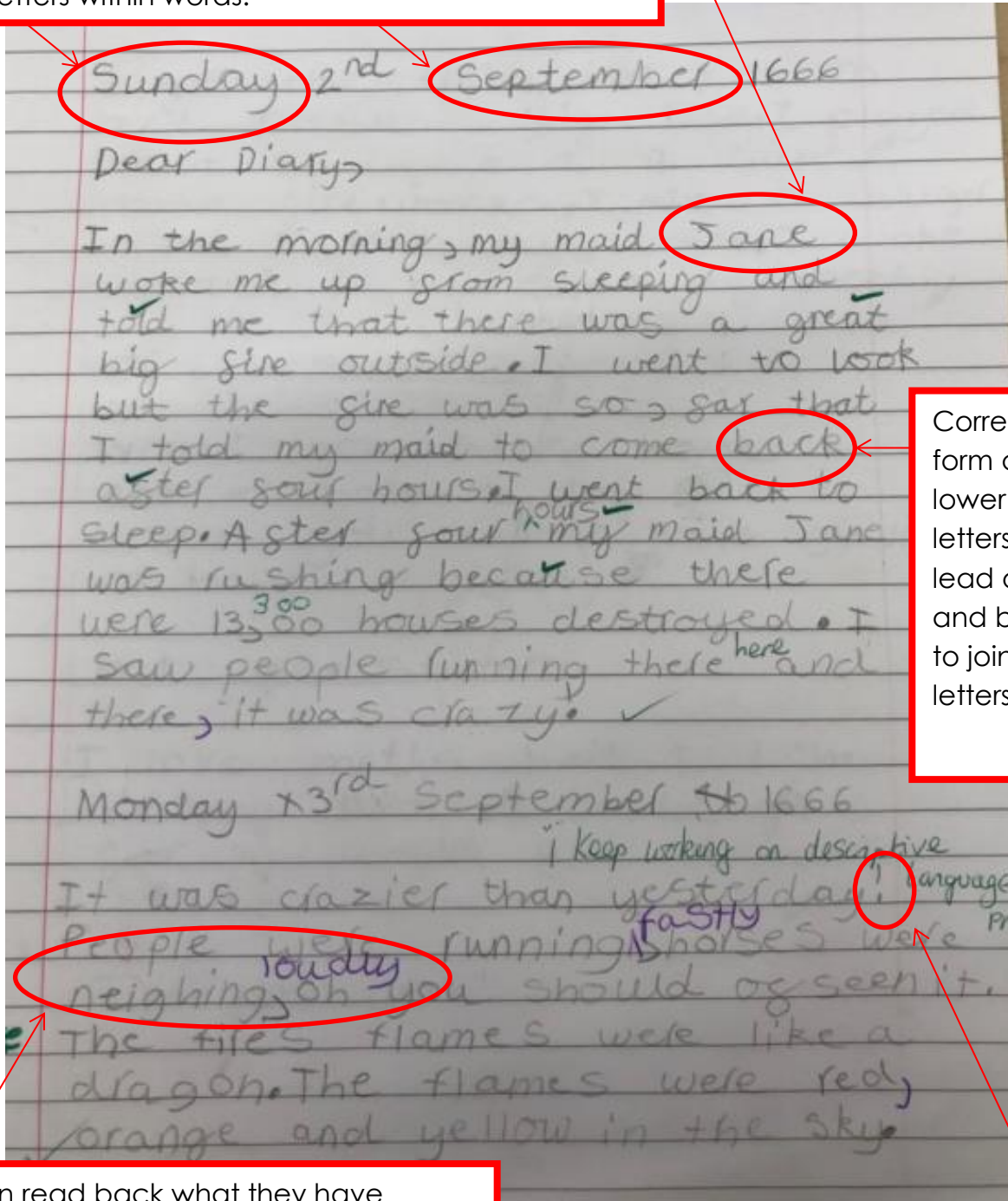
Use regular plural such as 's'

Writing



Examples of children's writing by the end of the Autumn term.

Can form lower-case letters of the right size to one another – not mixing upper and lower-case letters within words.



Correctly form all lower case letters using lead outs and begin to join some letters.

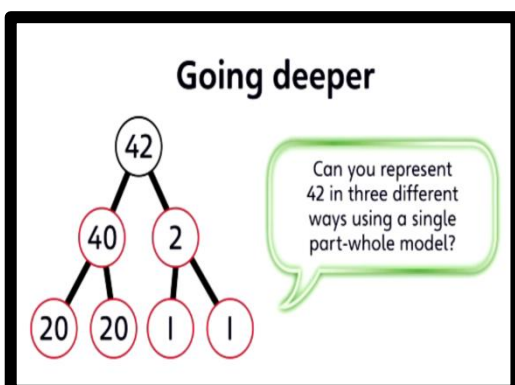
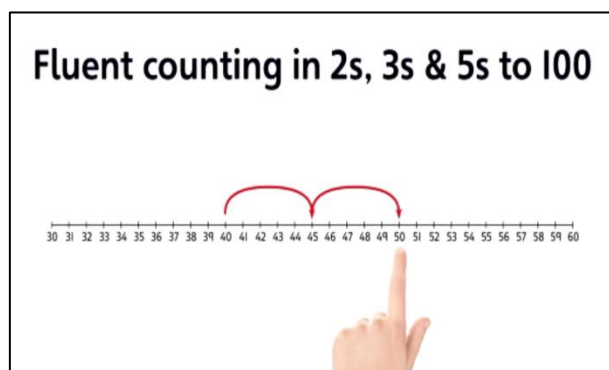
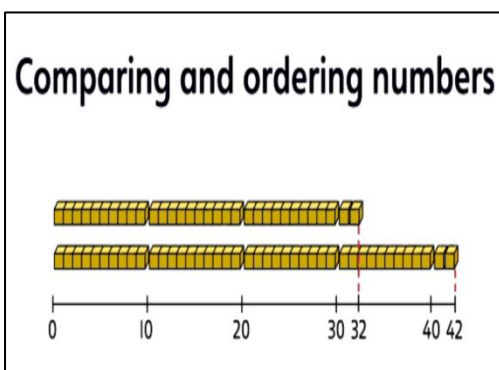
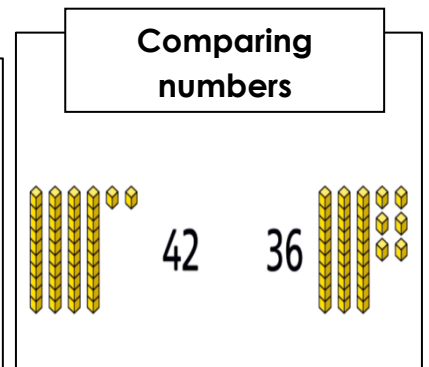
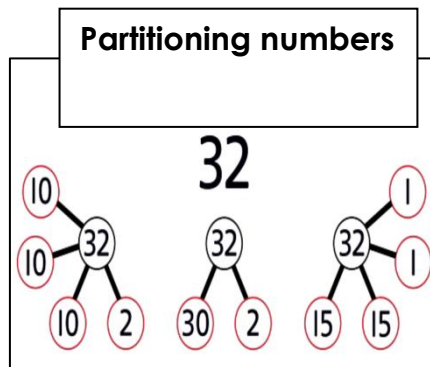
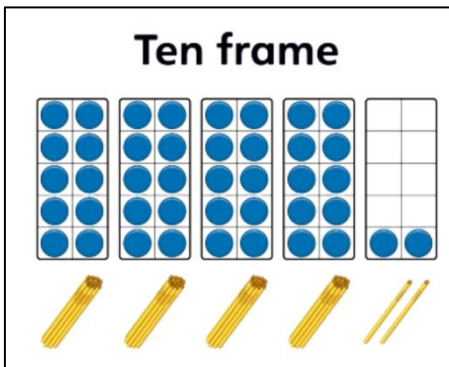
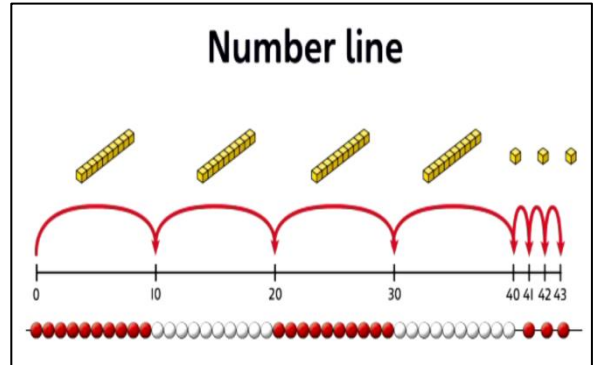
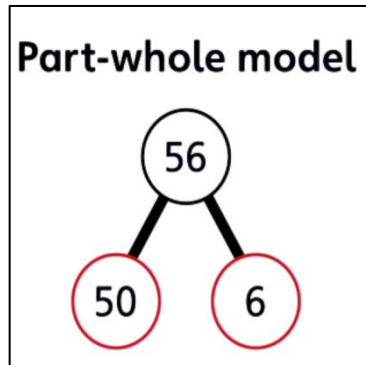
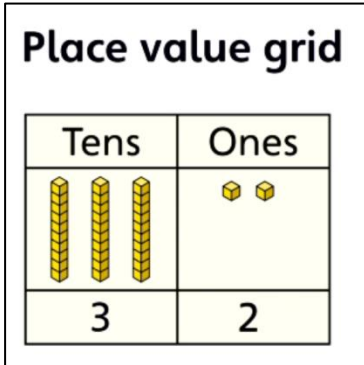
Can read back what they have written and begin to make simple additions or corrections to make it even better.

Can use a range of punctuation correctly e.g. exclamation marks.

Maths

Number and place value

- Read and write numbers to 100.
- Understand the place value of each digit to 100
- Be able to order and compare numbers to 100
- Use different ways to make numbers to 100 e.g. grouping stones, straws.
- Recognise sequences of number including odd and even numbers
- continue a number sequence that increases or decreases in regular steps
- Count in 2s, 3s, 5s and 10s e.g. using groups of objects to support.

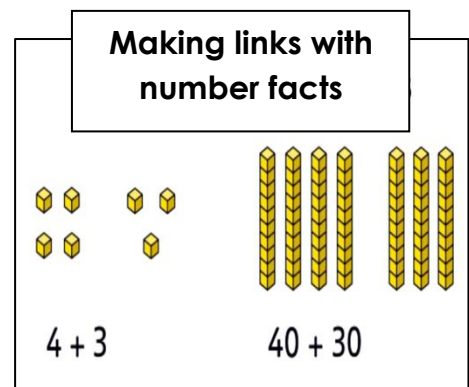
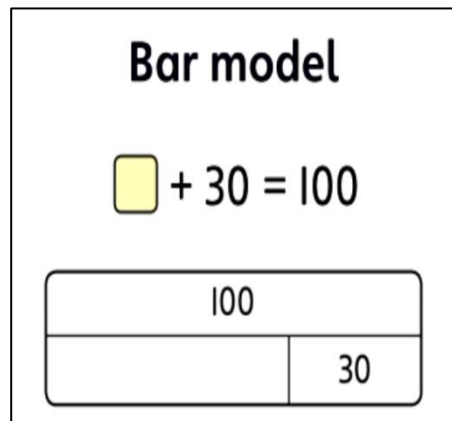


Key Vocabulary

tens	ones
place value	Place value grid
partition	part
whole	more
fewer	fewest
greatest	smallest

Addition and subtraction

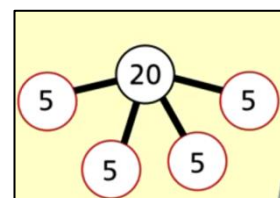
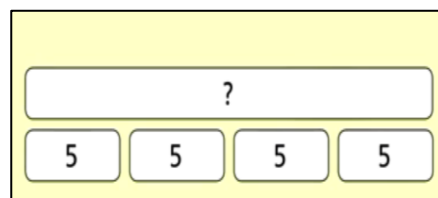
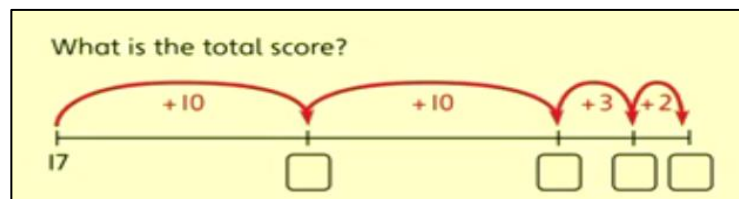
- Know and compare related number facts e.g. $2 + 3 = 5$ and $5 - 3 = 2$
- Know by heart all addition and subtraction facts for each number to 10
- Begin to understand subtraction as 'difference' and use a number line to record
- Add and subtract a two-digit number and ones
e.g. $23 - 2 = 21$, $26 + 3 = 29$
- Add and subtract two-digit numbers and tens
e.g. $23 + 10 = 33$, $57 + 10 = 67$ or $23 - 10 = 13$, $57 - 10 = 47$
- Use the symbols $+$ $-$ and $=$ to record number sentences
- Identify doubles and halves of numbers up to 20
- Solve word problems by using addition and subtraction knowledge



Word problems



24 children have their hand up.
6 of the children put their hand down.
How many children still have their hand up?



Key Vocabulary

Addition

Add

Altogether

Sum

how many more
number sentence

column

inverse

plus

total

increase

Subtract

Minus

Difference

how many less
number bonds

10 more

bar model

take away

reduce

fact family
number facts

10 less

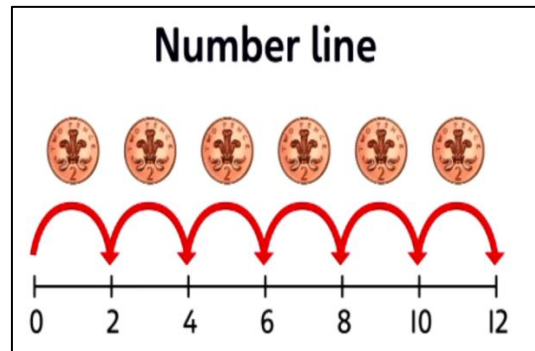
Money

- Know the value of different coins and notes
- adding and subtracting money using known counting methods
- Use mental calculation strategies to solve simple problems

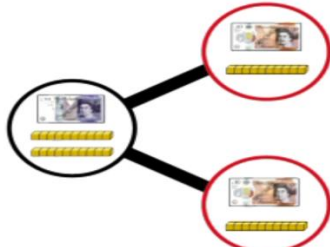
Recognising coins and notes



Number line



Part-whole model



Key Vocabulary

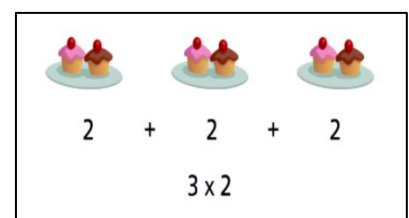
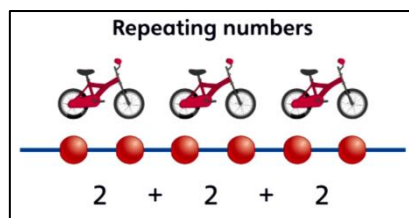
Pounds - £
Coins
Change
Total value

pence - p
notes
amount

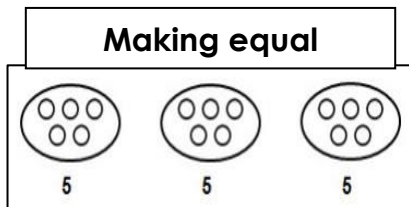
Multiplication and division

- Make equal groups
- Begin to understand multiplication as repeated addition of equal groups
- Create multiplication number sentences
- Use and make arrays to count multiples
- 2, 5, 10 times tables

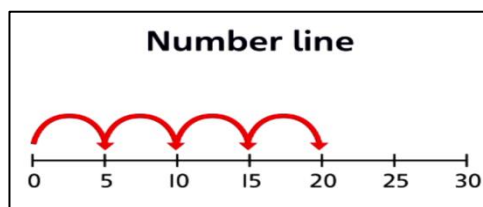
Repeating numbers



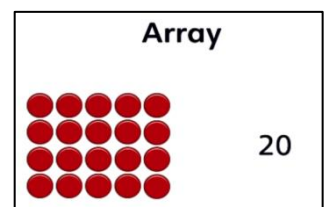
Making equal



Number line



Array



Key Vocabulary

equal groups
times-tables
columns
arrays

multiplication (x)
times
rows
repeated addition

Basic Skills

Here are some basic skills we would like our children to be able to do independently by the end of the first half term.

1. Write my full name – first name, middle name and surname

Alex John Smith

Maria Fernandes



2. Know my address

Miss S Pollard
1 Chapel Hill
Heswall
BOURNEMOUTH
BH1 1AA



Justin Credible
123 Hooe Road
Ninfield
BATTLE
TN33 9EH



3. Begin to do my shoe laces up by myself



4. Organise and pack my own book bag



5. Say "please" and "thank you" at the right time when speaking with my friends and adults

