Year 2 – Helpful Guide … Hopefully!

Dear all,

We wanted to send across an updated guide for you to get a better understanding of the 'standards' in Year 2. The aim of this pack is **not** for you to panic! Ultimately, we are a team and we want to provide as much information as we can in order to inform you of what the 'standards' are in Maths, reading and writing in Year 2. We do appreciate there is a lot of information, but we hope it is a helpful guide.

It goes without saying, but it must be said: we think your children are brilliant and **we are so proud of what they do inside and outside of the classroom**. They are making progress and will continue to. We thank you for your on-going support.

Kindest regards,
Miss Harris and Miss Brumwell ☺

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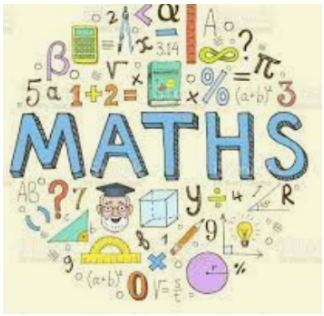

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Standards
What are they? What do they mean? Why?

Department for Education

Until September 2014, children's progress was assessed using national curriculum levels. The government then removed 'level descriptors' from the National Curriculum and **schools now establish their own assessment systems to suit their children and parents.**

The Department for Education felt levels were too vague and complicated for parents and not very good at helping them understand their child's progress; there were also concerns that the levels system could contribute to children developing a "fixed mindset" about their ability and potential for growth. Until September 2014, grades were used in school to grade pupils from ages five to 14. At the age of 11, when children left primary school, they were expected to have achieved at least a Level 4 in English, maths and science.

- **Working towards** the expected standard for their age.
- **Working at** the expected standard for their age
- **Working above** the expected standard for their age (also called 'Greater Depth' level)
- **Working below** the expected standard for their age.

At FPS, we use a range of assessments to inform our 'judgements' against the 'standards:

Day to day assessments (formative)

- Talking to the children
- Questioning in lessons
- Observing the children
- Working with the children
- Marking work
- Quick starters at the beginning of lessons

Other Assessments (summative)

- Benchmarking (decoding, reading pace and accuracy)
- Phonics assessments (reading and spelling)
- Termly tests (NGRT and maths tests)
- Analysis of independent writing

Year 2 - Maths Standards

Department for Education

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources[1] to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30)
- recall at least four of the six[2] number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10, therefore 4 + 6 = 10 and 10 – 6 = 4)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

[1] For example, base 10 apparatus.

[2] Key number bonds to 10 are: 0+10, 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5.

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10 then 17 + 3 = 20; if 7 – 3 = 4 then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

* The scale can be in the form of a number line or a practical measuring situation.

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ☐ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

* The scale can be in the form of a number line or a practical measuring situation.

Year 2 Maths Strategies/Methods

We have now taught all 4 calculations in maths, and the children now know the written methods/strategies they can use when solving these calculations. Even if children can work some of these calculations out in their heads, we encourage them to use these written methods to ensure they are accurate.

We have also just finished teaching our first unit on fractions.

We thought it would be useful if we shared these strategies with you, so you can support the children with their maths at home.

When teaching any of the 4 calculations (and most other maths work), we follow these steps:

Concrete: We start by using concrete apparatus, such as counters, tens sticks and ones… etc, so the children understand what is 'happening' when they add, subtract, multiply or divide.

Pictorial: Once they are confident using concrete apparatus, we show them how they can draw an image to represent the apparatus.

Abstract: Once they are confident being able to draw an image, we show them how to just record the numbers.

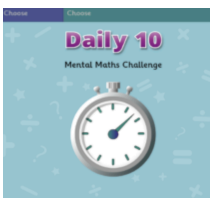
Over the next few pages, you will find information about these written methods.

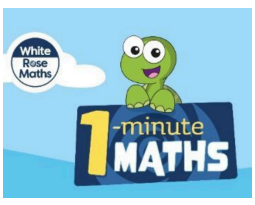
There is, of course, still a place for children to have good mental maths skills. They should be able to rapidly recall:

- Number bonds to 10, 20 and 100.
- Doubles and halves up to double 12/half of 24
- 2, 5, 10 and 3 times tables
- Odd and even numbers
- Multiples of 2, 5 and 10

They also should be able to add and subtract smaller numbers or multiples of 10 without the need to write things down.

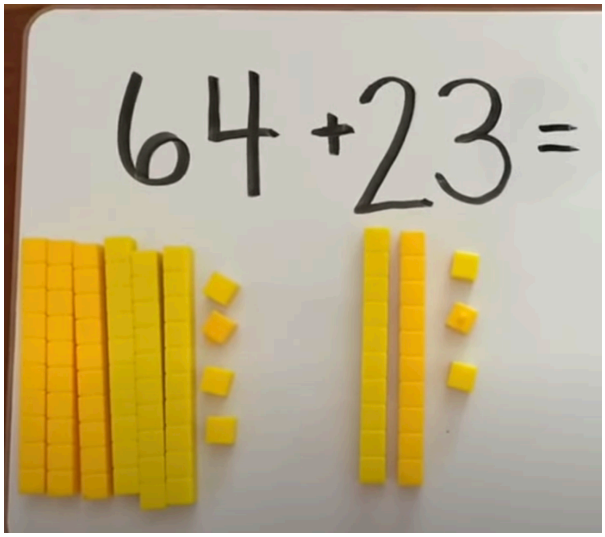
Online game/apps are really helpful for this. Some great ones are:





Addition

The children will explore using concrete apparatus (ten sticks and ones) before moving onto the different steps of the recorded methods below.



Stage One – Drawing dienes (tens and ones)

34 + 23 = 57

	Tens	Ones
	|||	⁘
+	||	∴
	50	7

Stage Two – Expanded

34 + 23 = 57

	Tens	Ones
	30	4
+	20	3
	50	7

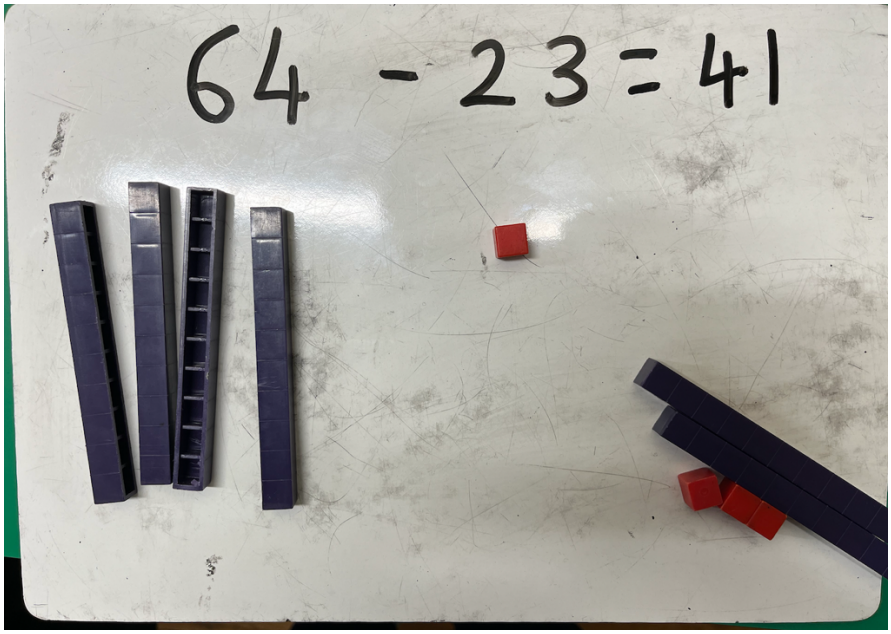
Stage Three – Formal

$$\begin{array}{r} 34 \\ +\ 23 \\ \hline 57 \end{array}$$

Note: ALWAYS add the ones first, before the tens.

Subtraction

The children will explore using concrete apparatus (ten sticks and ones) before moving onto the different steps of the recorded methods below.



Stage One – Drawing dienes (tens and ones)

25 - 12 = 13

	Tens	Ones
-		
	10	3

Stage Two – Expanded

28 - 15 = 13

	Tens	Ones
	20	8
-	10	5
	10	3

Stage Three – Formal

$$\begin{array}{r} 54 \\ -\ 31 \\ \hline 23 \end{array}$$

Note: ALWAYS subtract the ones first, before the tens.

Multiplication

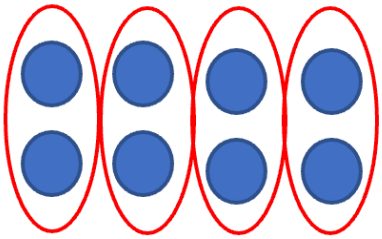
The children will explore using concrete apparatus (counters) before moving onto the different steps of the recorded methods below. We teach the children to show multiplication by putting the counters into an array. This just means that they put counters into rows and columns together. The rows and columns represent 'groups of'.

Stage One

Draw an array to solve the multiplication calculation. We go down in column first.

4 **x** 2 = 8

4 equal groups of 2 = 8

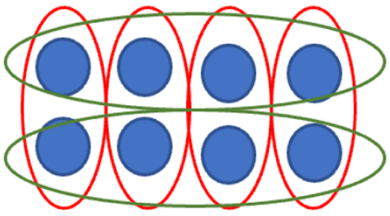


2 + 2 + 2 + 2 = 8

We also talk about how this is the same as 'repeated' addition.

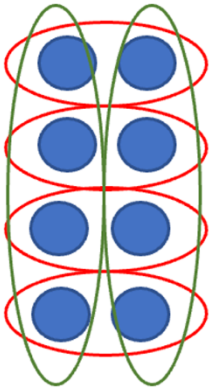
Stage Two

You can use the array to also find the commutative law.
Column and row.



2 + 2 + 2 + 2 = 8

4 x 2 = 8



4 + 4 = 8

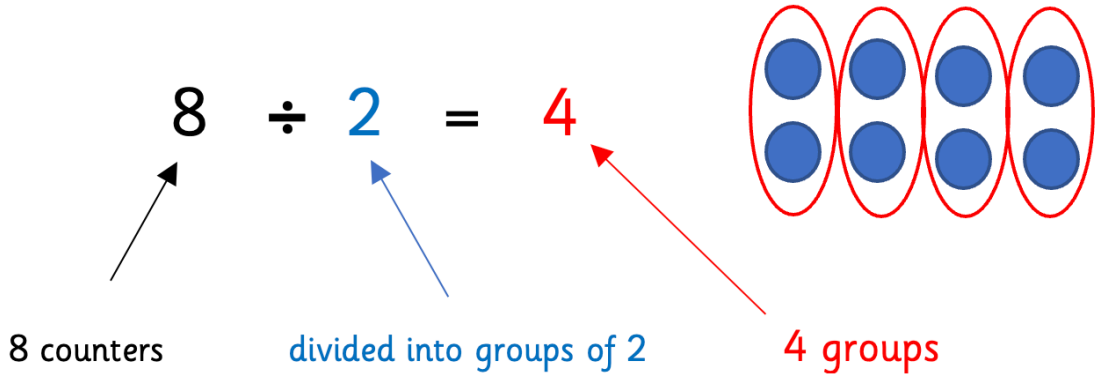
2 x 4 = 8

Division

The children will explore using concrete apparatus (counters) before moving onto the different steps of the recorded methods below. We teach the children to show division by getting the total number of counters and splitting them into groups (putting them into the shape of an array). This just means that they put counters into rows and columns together. The rows and columns represent the 'groups of'.

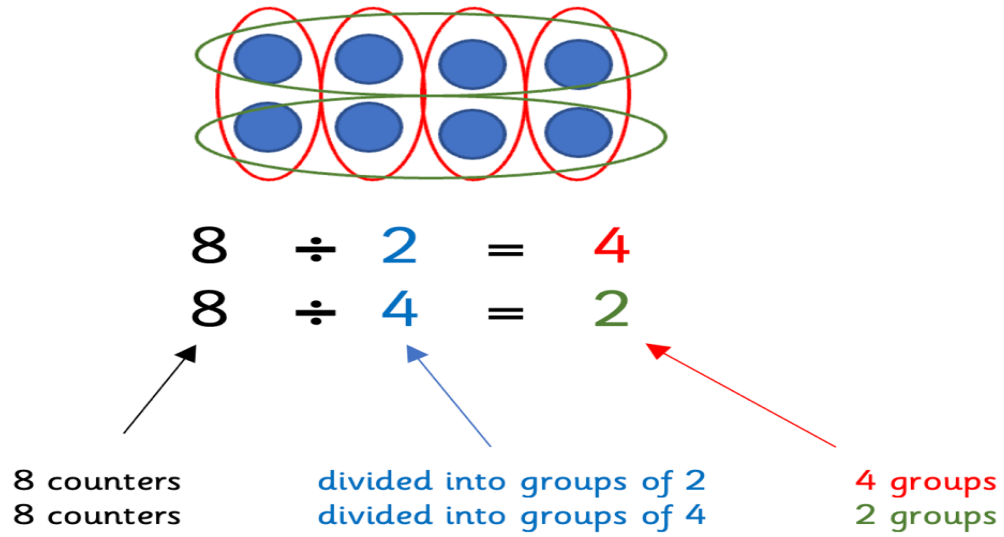
Stage One

Draw an array and use this to find out **how many groups** you have divided your amount into.



Stage Two

You can use the array to also find the commutative law.
Column and row



Fractions

We usually teach children to colour in fractions of a shape first. They need to understand that:

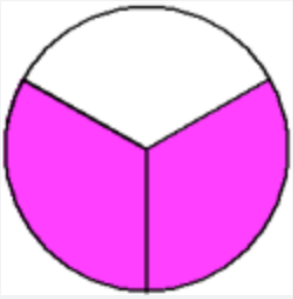
1/2 is one of 2 **equal** parts

¼ is one of 4 **equal** parts

1/3 is one of 3 **equal** parts

2/4 is two of 4 **equal** parts

3/4 is three of 4 **equal** parts

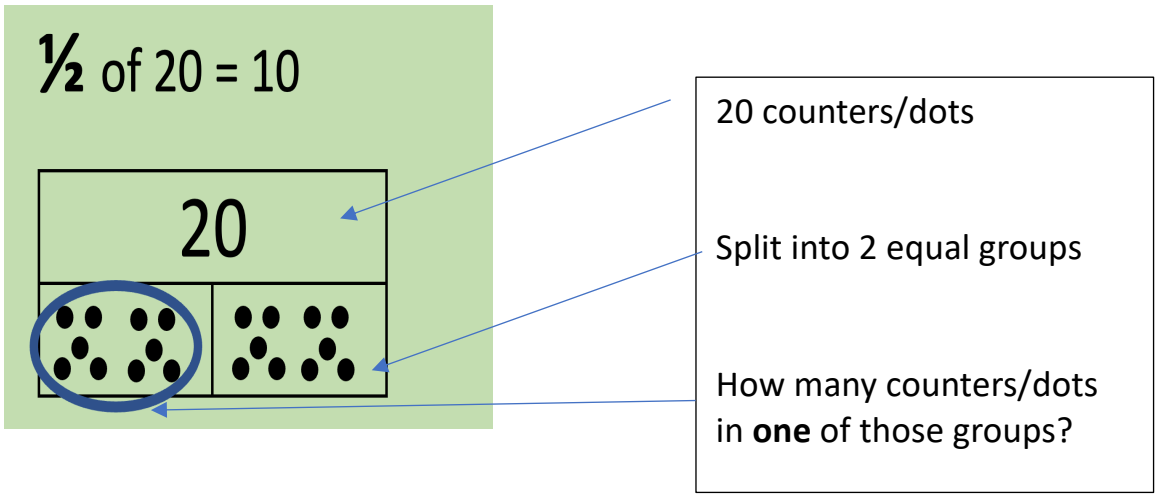


2/3 is two of 3 **equal** parts

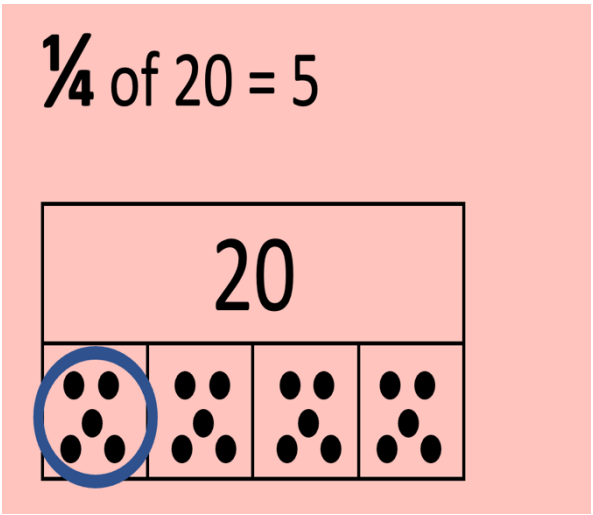
We then teach the children to use a **bar model** to help them work out fractions of a number.

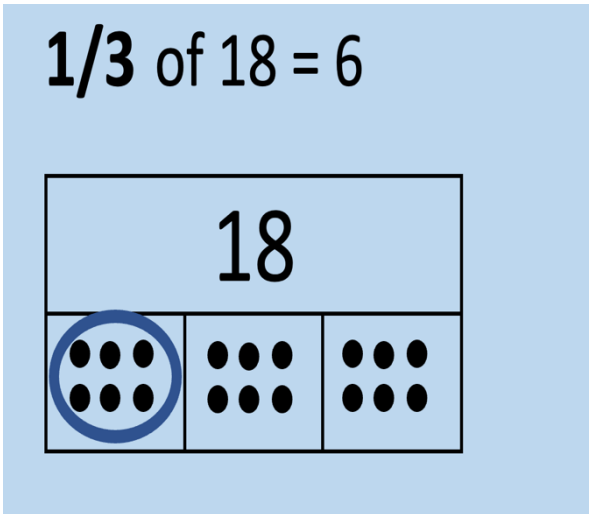
They will start by drawing a bar model and then getting the total number of counters. They will then split the counters up into the number of equal parts that they need. For example:

They will then be able to draw an image to show this.

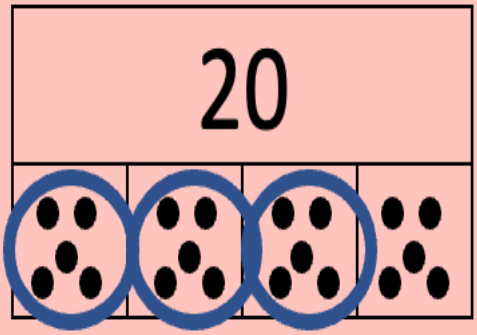


We also talk to the children about how this links with their multiplication and division knowledge:

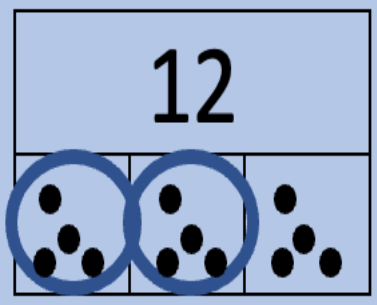




3/4 of 20 = 15



2/3 of 12 = 8



What Are Number Bonds?

Number bonds are pairs of numbers that can be added together to make another number e.g. 4 + 6 = 10. They are some of the most basic and most important parts of math for children to learn.

Number bonds form the foundation of a students' math knowledge and students must know their number bonds to be able to grasp more complex math concepts such as fractions, decimals, manipulate different numbers and solve word problems.

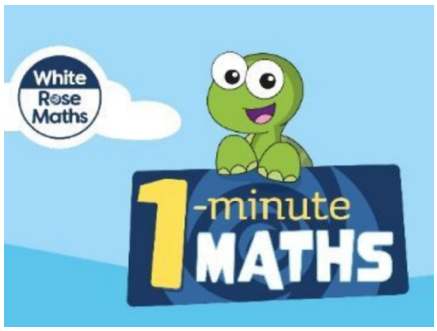
What are number bonds?

A number bond is a pair of numbers that always add together to make another, larger, number. They can also be called fact families or math facts. Number bonds demonstrate part-part-whole relationships and help us to understand that a whole number is made up of parts. They also help students practice and develop number sense. Children are introduced to this concept through number bonds to 10, also known as complements of 10:

- 0 + 10
- 1 + 9
- 2 + 8
- 3 + 7
- 4 + 6
- 5 + 5

Apps


Hit the Button


White Rose Maths
1-minute MATHS


MathShed


TIMES TABLES ROCK STARS


Daily 10
Mental Maths Challenge

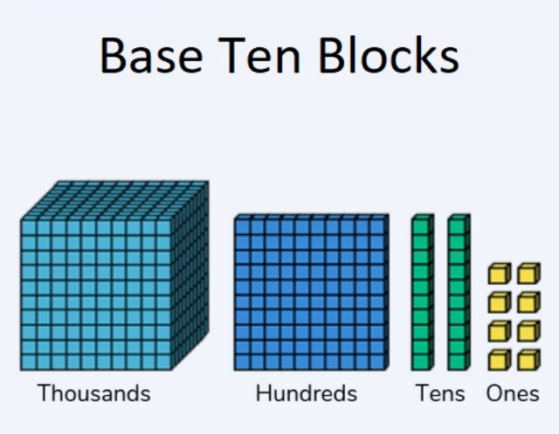
What Is Place Value?

What is place value?

Place value is the basis of our entire number system. It is the value of each digit in a number. In other words, the position of a digit in a number determines its value.

For example, the 5 in 350 represents 5 tens, or 50; however, the 5 in 5,006 represents 5 thousands, or 5,000.

It is important that children understand that whilst a digit can be the same, its value depends on where it is in the number.



Apps

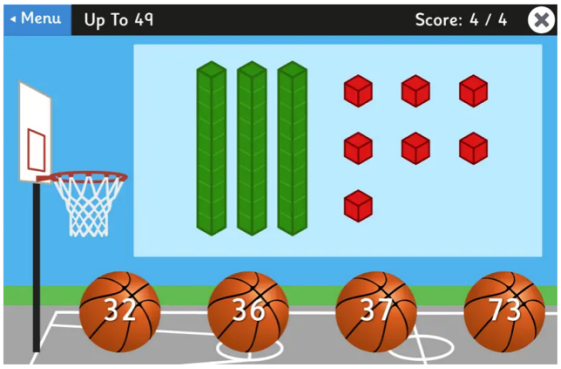
Place Value Basketball

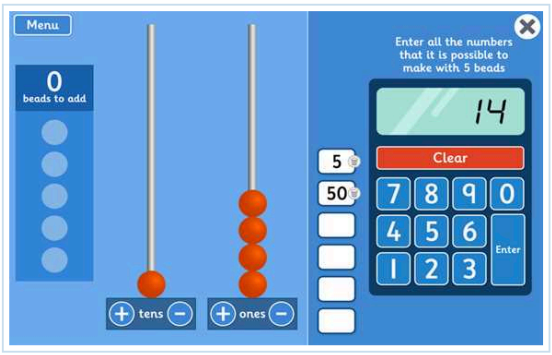
Play Game

Place Value Basketball helps you to understand the concept of hundreds, tens and ones. You need to recognise the Dienes base ten blocks and match to numbers up to three digits on the basketballs.

Place value is a difficult concept and this game can help you to know the value of each number depending on its position.

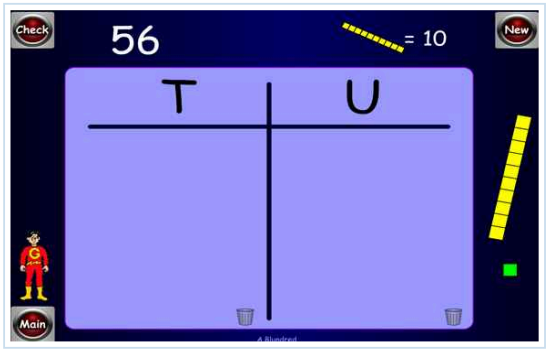
As with all of our games, Place Value Basketball works well on an interactive whiteboard





Bead Numbers - Place Value

Bead Numbers is a place value investigation involving a tens and ones abacus. The game provides a good context for encouraging learners to think systematically.



Dienes and Coins

Useful place value teaching resources for use on an interactive whiteboard. They cover hundreds, tens and ones and money. With some you will need to drag the Diennes blocks to represent the number you want. Please note the decimals section is faulty.

Reading

Comprehension

Comprehension is understanding what you read — the goal of reading! It is the thinking process readers use to understand what they read. Strong vocabulary, background knowledge, and an understanding of how language works are keys to comprehension.

How can I help my child with their reading?

Pace – see how fast they can read a page. Time it and repeat. Aim to improve their speed.

Questions and discussion – see the guide below, which might help with discussion

Predict	Read	Clarify	Ask Questions and Discuss	Sum up
				
I predict ..... (title/ subheading/ chapter) will be about ..... Would anyone like to add to my prediction or ask any questions?	Let's read to check the prediction/s and find out more.	Is there anything you need to clarify, such as tricky words, phrases or ideas?	What did we learn? What else are you wondering about?	..... (Title/sub heading/ chapter) was about ..... Would anyone like to add to my summary?

Sound it out – if they're not sure of the word, ask them to use their sounds to 'sound out' the word.

Year 2 – Reading Standards

Department for Education

Working towards the expected standard
The pupil can: • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* • read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* • read many common exception words* In a book closely matched to the GPCs as above, the pupil can: • read aloud many words quickly and accurately without overt sounding and blending • sound out many unfamiliar words accurately In a familiar book that is read to them, the pupil can: • answer questions in discussion with the teacher and make simple inferences
Working at the expected standard
The pupil can: • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words* In age-appropriate[1] books, the pupil can: • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words[2] • sound out most unfamiliar words accurately, without undue hesitation In a book that they can already read fluently, the pupil can: • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read
Working at greater depth
The pupil can, in a book they are reading independently: • make inferences • make a plausible prediction about what might happen on the basis of what has been read so far • make links between the book they are reading and other books they have read

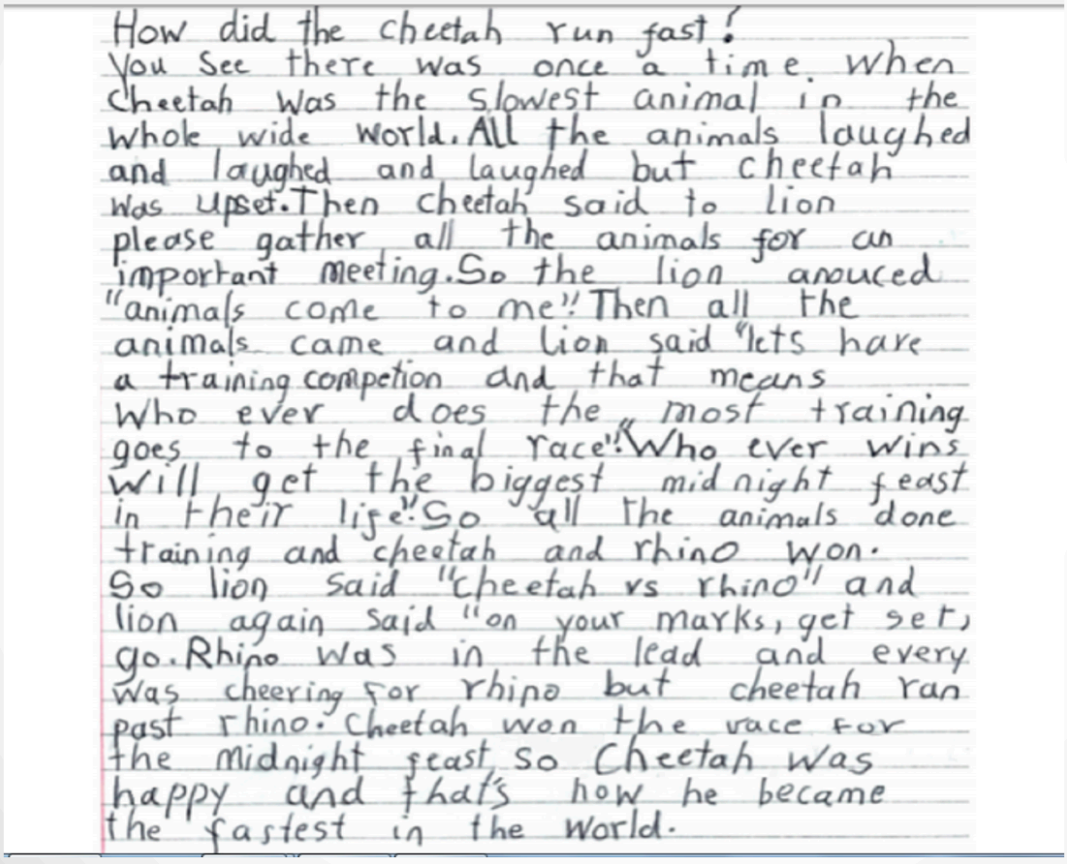
Year 2 – Writing Standards

Department for Education

Working towards the expected standard
The pupil can, after discussion with the teacher: • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • spell some common exception words* • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words.
Working at the expected standard
The pupil can, after discussion with the teacher: • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.
Working at greater depth
The pupil can, after discussion with the teacher: • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • make simple additions, revisions and proof-reading corrections to their own writing • use the punctuation taught at key stage 1 mostly correctly^ • spell most common exception words* • add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* • use the diagonal and horizontal strokes needed to join some letters.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix

Writing examples – expected



How did the cheetah run fast?
You see there was once a time. When cheetah was the slowest animal in the whole wide world. All the animals laughed and laughed and laughed but cheetah was upset. Then cheetah said to lion please gather all the animals for an important meeting. So the lion anouced "animals come to me". Then all the animals came and lion said "lets have a training competion and that means who ever does the most training goes to the final race". Who ever wins will get the biggest midnight feast in their life". So all the animals done training and cheetah and rhino won. So lion said "cheetah vs rhino" and lion again said "on your marks, get set, go. Rhino was in the lead and every was cheering for rhino but cheetah ran past rhino. Cheetah won the race for the midnight feast, so Cheetah was happy and that's how he became the fastest in the world.

Writing and Handwriting

Below are the sentence types that we focus on in Year 2 as well as the handwriting guide for cursive. Ms Freeman (one of the school's English Leads) has also created 'Loom' videos focussing on the formation of each letter – upper and lower case. The links are below.

https://www.loom.com/share/61dbb2282b0c4628a25df48daa017aca

https://www.loom.com/share/9ae0da12c9fc486c90518ceac9db2dd3

A compound sentence

Greg ran and he tripped.

I like bananas and I like grapes.

CAPITAL LETTER STOP

A simple sentence

a subject + a verb

Greg ran!

The boy ran in the playground.

Did the girl eat the apple?

CAPITAL LETTER STOP

An adjective pairs sentence

COMMA

The friendly, happy boy ran in the playground.

Did the girl eat the crunchy, red apple?

An adjective sentence

The friendly boy ran in the playground.