



**CURRICULUM
INFORMATION FOR
PARENTS**

YEAR 2

Year 2 - Overview

Maths	Reading	Writing
<p>By the end of Y2 a child should:</p> <ul style="list-style-type: none"> • be mentally fluent with whole numbers, counting and place value • know now the number bonds to 20 and be precise in using and understanding place value • use practical resources, a child can work with numerals, words and the four operations (e.g. concrete objects and measuring tools) • use a range of measures, a child can recognise, describe, draw, compare and sort different shapes and use the related vocabulary • describe and compare different quantities such as length, mass, capacity/volume, time and money • read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1 	<p>By the end of Y2, a child should:</p> <ul style="list-style-type: none"> • read books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words • decode most new words outside the spoken vocabulary, making a good approximation to the word's pronunciation • listen to and discuss a wide range of stories, poems, plays and information books, including whole books • justify the views about what has been read with support • read suffixes by building on the root words that have already been learnt • exercise choice in selecting books • monitor what they read, checking that the word they have decoded fits in with whatever else they have read and makes sense in the context of what they already know about the topic • identify cause and effect in both narrative and non-fiction (e.g. what has prompted a character's behaviour in a story; why certain dates are commemorated annually) • take part in a discussion, considering the opinions of others 	<p>By the end of Y2, a child should:</p> <ul style="list-style-type: none"> • have motor skills, which are sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly • use more word-specific knowledge of spelling, including homophones, and is able to do this for both single-syllable and multi-syllabic words • spell words in a phonically plausible way, even if sometimes incorrectly • apply a knowledge of suffixes from their word reading to their spelling and also draw from and apply a growing knowledge of word and spelling structure, as well as a knowledge of root words • explain how different types of writing, including narratives, are structured and apply this to their own and others' writing • think aloud as they collect ideas, draft and re-read to check their meaning is clear • play roles and improvise scenes in various settings • use vocabulary, grammar and punctuation concepts set out in appendix 2 of the national curriculum document and be able to apply them correctly to examples of real language, such as their own writing e.g. subordination and coordination

Year 2 Word and Spelling development

Statutory requirements	Example words		
The /d/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	badge edge bridge fudge dodge age join	change charge bulge village huge adjust jog	magic giraffe energy gem giant jar jacket
The /s/ sound spelt c before e, i and y	race ice cell lace pace space nice		city circle cinema circus mercy fancy rice
The /n/ sound spelt kn and (less often) gn at the beginning of words	knit knob knock knowledge knee knapsack knuckle know knew	known knead kneel knight knot gnat gnaw gnome gnash	
The /r/ sound spelt wr at the beginning of words	write wrote written wrestle wrist wrong answer sword	wren wrap wring wrapping wrapped wreck wriggle	
The /l/ or /əl/ sound spelt -le at the end of words	table apple bottle little middle puzzle candle	castle staple ripple topple sample people	cable tumble eagle angle jungle uncle

Statutory requirements	Example words	
The /l/ or /əl/ sound spelt -el at the end of words	angel wheel level	cruel camel tunnel

Statutory requirements
The /l/ or /əl/ sound spelt –al at the end of words
Words ending –il
The /aɪ/ sound spelt –y at the end of words
Adding –es to nouns and verbs ending in –y
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter

Example words	
model label hotel jewel	squirrel towel tinsel
metal pedal capital hospital animal local	vocal legal total mental petal
pencil fossil nostril basil peril pupil stencil	civil evil devil gerbil lentil April
cry fly dry try reply July	fry shy sky why sly defy
babies diaries copies carries tries flies replies	cities parties armies jellies fairies
copied copier happier happiest cried replied worrier worried	copying crying replying drying frying worrying carried carrier
hiking hiked hiked nicer nicest	shiny icy iced icing coming
patting patted humming hummed dropping dropped sadder	fatter fattest runner runny running hitting hitter

Statutory requirements
The /ɔ:/ sound spelt a before l and ll
The /ʌ/ sound spelt o
The /i:/ sound spelt -ey
The /b/ sound spelt a after w and qu
The /ɜ:/ sound spelt or after w
The /ɔ:/ sound spelt ar after w
The /ɪ/ sound spelt s
The suffixes -ment, -ness, -ful, -less and -ly
Contractions
The possessive apostrophe

Example words	
saddest	
ball call fall wall talk	walk always all tall mall
mother other brother nothing Monday love glove	come honey money dozen above done some
key donkey monkey valley chimney alley	gallery jersey hockey money smiley
want watch wander what wash was	wallet quarrel quantity quantity squad squash
word work worm world	worth work worthy
war warmth warm	towards warble
treasure usual	
enjoyment payment movement sadness happiness darkness prettiness laziness	helpful painful hopeful careful hopeless homeless badly happily
can't haven't didn't couldn't wouldn't shouldn't it's	I'll I'm you're you'll he'll doesn't
	Megan's, Ravi's, the girl's, the

Statutory requirements
(singular nouns)
Words ending in -tion
Homophones and near-homophones
Common exception words

Example words	
child's, the man's	
station fiction motion national	section action
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
cold gold hold told every everybody even great break steak pretty beautiful after fast last past clothes busy people water money	father class grass pass plant path bath hour move prove improve sure sugar eye who whole any many again half Mr Mrs parents Christmas