



The New National Curriculum a guide for Year 2 Parents

The new National Curriculum came into schools in September 2014 and from summer 2016 all children in Year 2 and 6 will be required to sit new tests as we work towards a new model of assessment. We hope that the following parent guide will help you understand the expectations for children at the end of each year.

What's changed?

English, Maths and Science remain very important and are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week.

Alongside these are the familiar foundation subjects: Art, Computing, Design & Technology, Foreign Languages (age 7+ only), Geography, History, Music, and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: schools have much more flexibility regarding what they cover in these subjects.

Much of the publicity about the changes to the curriculum has focussed on '**higher expectations**' in various subjects, and it is certainly the case that in some areas the content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In English lessons there will now be more attention paid to the study of grammar and spelling; an area which was far less notable in previous curriculums.

High Achievers

If your child is achieving well, rather than moving on to the following year group's work we will encourage more in-depth and investigative work to allow a greater **mastery** and understanding of concepts and ideas.

Tests your child will take

Small classroom tests, such as spelling tests are part of classroom routines. However, at certain stages of school there are also national tests which must be taken by all children in state schools. 'SATS' or National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling.

Where previously these tests – and other teacher assessments – were graded in levels (between 1 and 6) from 2016 the tests will be reported as a scaled score, with a score of 100 representing the expected level for each age group.

In Year 1 children will also take a national phonics test. This will be completed in June on a 1:1 basis with their class teacher. The results will be reported with the children's end of year reports and will demonstrate if they have met the required standard.

Mathematics in Year 2

Number and Place Value

- Recognise place value in two-digit numbers
- Read and write numbers up to 100 as words
- Count in 2s, 3s and 5s
- Compare and order numbers up to 100
- Use the < and > symbols to represent the relative size of numbers
- count in 2s, 5s and 10s
- Find 'one more' or 'one less' than a number
- Use mathematical language such as 'more', 'less', 'most', 'least' and 'equal'

Number bonds are essential to the understanding of maths. Children in Y2 learn bonds to 20, that is being able to quickly re-call any two numbers up to 20, e.g. $5+9=14$, rather than having to count on to find the answer.

Calculations

- Recall number bonds up to 20 fluently
- Add and subtract numbers mentally and using objects, including two-digit numbers
- Show that adding two numbers can be done in any order, but subtracting can-not
- Recognise that addition and subtraction are inverse operations
- Learn the multiplication and division facts for the 2x, 5x and 10x tables
- Show that multiplying two numbers can be done in any order, but dividing cannot
- Solve problems using the x and \div symbol

Key Tip — Fractions

- Find $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of an object or set of objects
- Find the answer to simple fraction problems, such as finding $\frac{1}{2}$ of 6

Graphs and Data

- Construct and understand simple graphs such as bar charts and pictograms

Shape

- Identify the number of sides and a line of symmetry on 2-d shapes
- Identify the number of faces, edges and vertices on 3-d shapes
- Use mathematical language to describe position and
- use direction, including rotations and turns

Measurements

- Use standard units to measure length (centimetres and metres), mass (grams and kilograms), temperature (degrees Celsius) and capacity (millilitres and litres)
- Use the £ and p symbols for money amounts
- Combine numbers of coins to make a given value, for example to make 62 pence
- Tell the time to the nearest five minutes on an analogue clock
- Know the number of minutes in an hour and hours in a day and days in a year
- Tell the time to the hour and half-hour, including drawing clock faces

English in Year 2

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 2 some focuses may include:

- Articulate and justify answers and opinions
- Give well-structured explanations and narratives, for example in talking activities
- On going correction of spoken language to ensure it is grammatically correct

Reading Skills

- Read words aloud confidently, without obvious blending or rehearsal
- Learn letter patterns so that decoding becomes fluent and secure by the end of Year 2
- Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound
- Read aloud words which contain more than one syllable
- Recognise common suffixes, such as -ing and -less
- Read words which don't follow phonetic patterns, such as 'one' and 'who'
- Become familiar with a wide range of fairy stories and traditional tales
- Discuss favourite words and the meaning of new words
- Check that what has been read makes sense, and self correct reading where necessary
- Make predictions

Writing Skills

- Form letters of the appropriate size, using capital letters where appropriate
- Use appropriate spaces between words when writing
- Begin to use joins between letters where needed
- Spell longer words by breaking them into their sound parts
- Learn to spell some common homophones, re-organising the difference between them
- Use the possessive apostrophe in simple phrases, such as 'the boy's football'.
- Write about real events and personal experiences
- Plan out writing in advance, including by writing down key words
- Re-read writing to check that it makes sense and to make corrections, including punctuation
- Use question marks, exclamation marks, apostrophes and commas in lists
- Use the present and past tenses correctly in writing
- Begin to write longer sentences by using conjunctions, such as 'and', 'but', 'if' or 'because'

Important Tip— As children move through Key Stage 1, the new curriculum intends that almost all children will secure the basic skills of decoding so that they can become fluent readers with expression and voice. Practice this while reading nightly at home.

As children's reading confidence grows they can begin to write their own ideas down. Decoding is the ability to read words aloud by identifying the letter patterns and matching them to sounds. Once children are able to 'decode' the writing, they can then start to make sense of the words and sentences in context. Watch out for hard-to decode words such as 'one' and 'the'. These just have to be learned by heart. It is really important to hear your child read nightly.

Phonics in Year 2

Revision of all the sounds learnt in Reception and Year 1
with particular focus on: new letter patterns:

ge and **dge** at the end of words and spelt as a **g** elsewhere in words before e, i, y

e.g. badge, bridge, edge, age, huge, change, germ, giraffe

s sound spelt **c** before e, i and y e.g. race, ice, city

al at the end of words e.g. metal, capital, animal

y at the end of words e.g. cry, fly, July

Rules for adding endings **-ed**, **-ing**, **-er**, **-est** and **-y**
(introduced gradually – learnt as word families)

l or **ll** endings e.g. all, ball, walk, talk

o sounding like **u** e.g. other, mother, Monday

Plural **ey** e.g. key, monkey, chimney

o sound for **a** after w and qu e.g. want, watch, squash

er sound after **w** e.g. word, work, world

or sound after **w** e.g. war, warm

suffixes **-ment**, **-ness**, **-ful**, **-less**, **-ly** (various rules introduced gradually – learnt as word families)

contractions e.g. can't, didn't, hasn't, couldn't, it's, I'll

Possessive apostrophe (singular nouns)

Words ending in **-tion** e.g. station, fiction, section

Words ending in **-sion** e.g. television, tension

Homophones and near **homophones** e.g. their/there/
they're, hear/ here , bare/bear, one/won and to/two/too

Spelling Words in Year 2

Read from within texts and spell an increasing range of exception words including:

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

