These are the standards children must meet to be judged as 'Working at the expected standard' for Year 2.

Reading:

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 books, the pupil can:
• read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
• sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:
• check it makes sense to them
• answer questions and make some inferences on the basis of what is being said and done.

Writing

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.

Maths

The pupil can:
• partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones)
• add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations
• use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100)
• subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 − 33)
• recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta − 14 = 28$)
• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 ÷ 5 = 7$; sharing 40 cherries between 10 people and writing $40 ÷ 10 = 4$; stating the total value of six 5p coins)
• identify 1/3, 1/4, 1/2, 2/4, 3/4 and knows that all parts must be equal parts of the whole.
• use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)
• read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug)
• read the time on the clock to the nearest 15 minutes
• describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).