

Tracking Progress towards National and Higher Standards: Term by Term Expectations **READING** **Year 2**

Year 2 READING			
Aspect	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> • I understand the importance of decoding words automatically. • I understand that some words cannot be decoded with phonic strategies. • I use the graphemes taught to blend sounds. • I know that phonemes may be represented by different graphemes. • I know that familiar words do not need to be sounded out and blended. • I read these familiar words automatically and accurately without sounding or blending. 	<ul style="list-style-type: none"> • I know that the same grapheme may be read in different ways. • I recognise alternatives and consider which will make meaning. • I recognise syllables in words. • I know that breaking words into syllables helps fluent decoding. • I know that other strategies can be used to read unfamiliar words. • I use other strategies to support fluent decoding. 	<ul style="list-style-type: none"> • I read words of two or more syllables accurately. • I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • I read these books fluently and confidently.
Reading for Pleasure	<ul style="list-style-type: none"> • I know that there are different kinds of stories. • I listen to or read a range of different kinds of stories. • I make choices about the books I read. • I know that non-fiction books are organised differently from fiction texts. • I know that books or texts have a purpose. 	<ul style="list-style-type: none"> • I explain why I prefer certain books or stories. • I can retell stories with the key events in the correct sequence. • I can retell a story with the key events and the characters. • I know how to find information in a non-fiction book. • I identify the purpose of a book or a text. • I know that books and stories are set in different places and times. 	<ul style="list-style-type: none"> • I decide how useful a non-fiction book is to find the information I need. • I can find the setting or time in books or stories. • I can discuss the setting or time in books.

Year 2 READING			
Aspect	Autumn	Spring	Summer
Reading for Pleasure - Poetry	<ul style="list-style-type: none"> • I know the difference between poetry and narrative • I know that there are different kinds of poetry. • I listen to different kinds of poetry. • I can talk about books or poems read. • I know that stories and poems can have patterned or recurring literary language. 	<ul style="list-style-type: none"> • I talk about the meaning of different poems. • I recognise that a poem can tell a story. • I learn a poem by heart. • I can give an opinion on books or poems read. • I can find patterned or recurring literary language in poems and stories. • I find favourite words and phrases. 	<ul style="list-style-type: none"> • I recite or perform a poem making the meaning clear. • I talk about favourite words and phrases. • I know that word choice affects meaning. • I can explain why a writer has chosen a word to affect meaning.
Reading Accurately, with fluency and with understanding	<ul style="list-style-type: none"> • I know that the purpose of reading is to make meaning. • I know that there is a range of decoding strategies. • I can check that text I read makes sense. • I re-read when I have lost the meaning. 	<ul style="list-style-type: none"> • I self-correct when I have lost the meaning. • I use prior knowledge and reading experiences to understand text. • I use the context to understand texts. • I ask questions to clarify understanding. • I can find the answers to retrieval questions about stories, poems or non-fiction texts. • I recognise that a writer can have a message for the reader. • I can make predictions about possible events. 	<ul style="list-style-type: none"> • I know what the inference - 'reading between the lines' - means. • I find inferences about characters' feelings and thoughts. • I can explain inferences about characters' feelings and thoughts. • I give reasons for characters' actions or behaviour. • I recognise key ideas in a text. • I can explain a writer's message. • I can make predictions about how characters might behave.

Working at a HIGHER STANDARD (Greater Depth)

YEAR 2 READING

Reading Accurately and Fluently	Comprehension	Reading for Enjoyment
<ul style="list-style-type: none"> • I self-correct, look backwards and forwards in the text and search for meaning. • I read poetry, using intonation and expression, and handle humour appropriately when needed. • I extract information from non-fiction using contents, index, chapters, headings and glossary. 	<ul style="list-style-type: none"> • I identify and comment on the main characters in my text and the way they relate to one another. • I show understanding of the main points of the text and re-tell the story. • I make sensible predictions about what is likely to happen in the story and to different characters. 	<ul style="list-style-type: none"> • I add to meaning of my reading through expression and intonation. • I know how suspense and humour is built in a story, including the development of the plot.
<ul style="list-style-type: none"> • I am quick to pick up inferences that go beyond the text. • I empathise with different characters I come across in my reading. • I pick out key words and phrases used by the author to help the reader know more about the personality of the characters in a text. • I identify key similarities and differences within two books I have read. • I am beginning to use some of the plots that I have come across in my reading in my own writing. • I seek new and unfamiliar vocabulary within my reading with the intention of using them in my own writing. 		

**Tracking Progress towards
National and Higher Standards:
Term by Term Expectations**

WRITING

Year 2

Year 2 WRITING			
Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I use some of the diagonal and horizontal strokes needed to join letters. I understand which letters, when adjacent to one another, are best left unjoined. I write capital letters (and digits) of the correct size/orientation to one another. 	<ul style="list-style-type: none"> I use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> I form lower case letters of the correct size relative to one another.
Spelling	<ul style="list-style-type: none"> I segment spoken words into phonemes and record these as graphemes. <i>(Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. yestrday, exsighting, speshal, diffrent)</i> 	<ul style="list-style-type: none"> I spell longer words using suffixes such as ment, ness, ful, less, ly <i>(Root words ending in a consonant- merriment, happiness, plentiful, penniless, happily, quickly, thoughtless/ful/ly)</i> I can spell common exception words <i>(door, because, sugar, people, - see Year 2 spelling list)</i> 	<ul style="list-style-type: none"> I use apostrophes for the most common contracted words. <i>(e.g. don't, won't, I'll, I'm, won't)</i> I spell words with different spellings <i>(multisyllabic words containing new spellings eg: race, ice, knock, gnat, typewriter, margarine, muckspreader)</i> I can identify and apply my knowledge of homophones/ near homophones <i>(There/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night)</i>
Composition	<ul style="list-style-type: none"> I develop stamina for writing by writing for different purposes. <i>(Real and fictional/own and other's experiences- including</i> 	<ul style="list-style-type: none"> I plan and discuss the content of my writing. <i>(Jotting down ideas, planning the structure, oral rehearsal of what they want to</i> 	<ul style="list-style-type: none"> I proof-read to check for errors in spelling, grammar and punctuation. <i>(Will spot most of their own spelling and errors quickly. e.g. 'This should</i>

Year 2 WRITING

Aspect	Autumn	Spring	Summer
	<p><i>simple narratives, poems and recounts)</i></p>	<p><i>say, sentence by sentence)</i></p> <ul style="list-style-type: none"> I evaluate my writing independently, with peers and with my teacher by making simple additions and corrections. <i>(Re-reading to check for sense; verbs used correctly e.g. Pupil writes 'I sitted under the tree and eated my lunch' becomes 'sitting and ate')</i> I write, from memory, simple dictated sentences. 	<p><i>be an exclamation because she's shouting for help' 'I forgot to double the p of stop when adding -ing')</i></p> <ul style="list-style-type: none"> I make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing.
Grammar	<ul style="list-style-type: none"> My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing. 	<ul style="list-style-type: none"> I use expanded noun phrases to describe, expand and specify. <i>('the delicate, blue butterfly flew off into the humid, summer sky')</i> I use subordination (using when, if, that or because). <i>(Consistent use of both e.g.: You need to pack your raincoat because it is going to rain later.</i> 	<ul style="list-style-type: none"> I use sentences with different forms: statements, questions, exclamations and commands. <i>('The colourful butterfly flew from flower to flower' 'Where do clouds come from?' 'Beware... whirlwinds can kill!' Sift the flour and mix the other ingredients')</i> I use co-ordination (using or, and, or but) <i>(You remembered your book bag but forgot your packed lunch.)</i> I use present and past tenses correctly and consistently including the progressive form. <i>(Consistently makes the correct choice eg: 'She is drumming; she drummed, she was drumming')</i> I use adjectives, adverbs and

Year 2 WRITING			
Aspect	Autumn	Spring	Summer
			expanded noun phrases to add detail and specify.
Punctuation	<ul style="list-style-type: none"> I use full stops and capital letters- most are correct. <i>(This will be consistent across a range of dictated and independent writing)</i> I mostly use exclamation and question marks accurately to demarcate sentences. 	<ul style="list-style-type: none"> I use capital letters for the personal pronoun I and for most proper nouns. 	<ul style="list-style-type: none"> I begin to use commas to separate items in a list. I sometimes use apostrophes for singular possession.

Working at a HIGHER STANDARD (Greater Depth)

YEAR 2 WRITING

Transcription	Composition	Grammar	Drafting, Editing and Proof Reading
<ul style="list-style-type: none"> • I am confident and consistent in my use of: <ul style="list-style-type: none"> ○ capital letters and appropriate end marks to demarcate sentences; ○ capital letters for the personal pronoun I and for proper nouns; ○ commas used to separate items in a list; ○ apostrophes to mark contractions; ○ apostrophes for singular possession. • I apply spelling rules and patterns from Year 2 accurately with spelling strategies used to attempt more ambitious words. • My capital letters and lower case letters are correctly sized and oriented and most letters are joined. 	<ul style="list-style-type: none"> • My narrative texts are clearly structured and sequenced with an opening, more developed events in sections and a better-rounded ending which relate to events in the text. • My non- narrative texts are sequenced appropriately with ideas or information developed within each section and a clear opening and closing sentence. • I sustain the writing of longer texts, showing increasing stamina and I am able to consistently engage the reader. 	<ul style="list-style-type: none"> • I am confident and consistent in my use of: <ul style="list-style-type: none"> ○ simple, compound and complex sentences; ○ a widening variety of conjunctions that add information and expand ideas; ○ different sentence types appropriate for their purpose which add impact; ○ past and present tenses, including the progressive forms. • My word choices are thoughtful and often ambitious with specific and technical vocabulary used accurately. • I add detail by using expanded noun phrases using adjectives, prepositional phrases and sometimes similes. • I use adverbials to sequence my writing and occasionally to show a change in setting. 	<ul style="list-style-type: none"> • My writing is re-read and its effectiveness evaluated independently. • Changes are made to improve the impact of my writing. • My proof reading is careful and inaccuracies are corrected, mostly independently.

**Tracking Progress towards
National and Higher Standards:
Term by Term Expectations**

MATHEMATICS

Year 2

Year 2 MATHEMATICS

Aspect	Autumn	Spring	Summer
Number and Place Value	<ul style="list-style-type: none"> I count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. I read and write numbers to at least 100 in numerals and in words. 	<ul style="list-style-type: none"> I compare and order numbers from 0 up to 100; use < > and = signs. 	<ul style="list-style-type: none"> I recognise the place value of each digit in a 2-digit number.
Addition and Subtraction	<ul style="list-style-type: none"> I recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. I add and subtract numbers mentally, including: 2-digit numbers and ones; 2-digit numbers and tens; two 2-digit numbers; adding three 1-digit numbers. 	<ul style="list-style-type: none"> I understand that addition of any two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 	<ul style="list-style-type: none"> I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
Multiplication and Division	<ul style="list-style-type: none"> I recall and use multiplication and division facts for the 2, 5 and 10 tables, including recognising odd and even numbers. 	<ul style="list-style-type: none"> I calculate the mathematical statements for multiplication and division within the multiplication tables and write them using the $\times \div =$ signs. I understand that multiplication of two numbers can be one in any order (commutative) and division of one number by another cannot. 	<ul style="list-style-type: none"> I recognise that division is the inverse of multiplication and use to check calculations.
Fraction	<ul style="list-style-type: none"> I recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{1}{2}$, 	<ul style="list-style-type: none"> I write simple fractions and recognise the equivalence. 	

Year 2 MATHEMATICS

Aspect	Autumn	Spring	Summer
	3/4 of a length, shape, set of objects, or quantity.		
Measures	<ul style="list-style-type: none"> I compare and order lengths, mass, and record the results using $>$, $<$ and $=$. I recognise and use symbols for pounds (£) and pence (p); combine amounts to make particular values. I tell and write the time to quarter past/to the hour and draw the hands on a clock face to show these times. 	<ul style="list-style-type: none"> I compare and order volume/capacity and record the results using $>$, $<$ and $=$. I solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. I choose and use appropriate standard units to estimate and measure: length/height in any direction (m/cm); mass (kg/g) to the nearest appropriate unit, using rulers and scales. I tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. 	<ul style="list-style-type: none"> I choose and use appropriate standard units to estimate and measure: temperature ($^{\circ}\text{C}$); capacity (l/ml) to the nearest appropriate unit, using thermometers and measuring vessels. I compare and sequence intervals of time. I find different combinations of coins that equal the same amounts of money. I solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
Geometry	<ul style="list-style-type: none"> I identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line. I identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. 	<ul style="list-style-type: none"> I identify 2D shapes on the surface of 3D shapes. I order and arrange combinations of mathematical objects in patterns and sequences. 	<ul style="list-style-type: none"> I use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). I compare and sort common 2D

Year 2 MATHEMATICS

Aspect	Autumn	Spring	Summer
			and 3D shapes and everyday objects.
Statistics	<ul style="list-style-type: none"> I interpret and construct: pictograms; tally charts; block diagrams and simple tables. 	<ul style="list-style-type: none"> I ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. I ask and answer questions about totalling and compare categorical data. 	

Working at a HIGHER STANDARD (Greater Depth)

YEAR 2 MATHEMATICS

Number and Place Value	4 Operations (+, -, x, ÷)	Fractions	Measures	Geometry	Statistics
<ul style="list-style-type: none"> I count reliably at speed forwards and backwards up to 100 in 2s, 3s, 5s and 10s. 	<ul style="list-style-type: none"> I apply my knowledge of number up to 100 to solve a one-step problem involving addition and subtraction. I understand that if 4 + 5 is 9 then 40 + 50 is 90. 	<ul style="list-style-type: none"> I explain to others when shapes and numbers are accurately divided into thirds, quarters, halves and three quarters. 	<ul style="list-style-type: none"> I measure, compare, add and subtract using common metric measures. I tell the time to 5 minute intervals in both analogue and digital and relate one to the other. I know when it is sensible to measure in m or cms.; kg or gms.; l or ml.; hours or minutes. 	<ul style="list-style-type: none"> I know about right angles and where they can be seen in the environment. 	<ul style="list-style-type: none"> I know when it is sensible to show information in a graph.
<ul style="list-style-type: none"> I rarely make a mistake when working to the Year 2 national expectations. I can explain all Year 2 number operations to others in my class. I cope with reasoning and thinking problems related to the Year 2 expectations for number, measurement, geometry and statistics. When it is appropriate, I apply all mathematical operations I know to other areas of the curriculum. I explain to others how I have arrived at an answer to a mathematical problem the same time deepen my own understanding. I work independently and reach a conclusion without referring to my teacher. I can explain my thinking using age appropriate mathematical vocabulary. I listen to others' explanations, try to make sense of them and compare and make simple evaluations. 					