



<b>Word Reading</b>						
1. Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent						
2. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes						
3. Read accurately words of two or more syllables that contain the same graphemes as above						
4. Read words containing common suffixes						
5. Read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word						
6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered						
7. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation						
8. Re-read these books to build up their fluency and confidence in word reading						
<b>Comprehension</b>						
<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>						
9. Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently						
10. Discussing the sequence of events in books and how items of information are related						
11. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales						
12. Being introduced to non-fiction books that are structured in different ways						
13. Recognising simple recurring literary language in stories and poetry						
14. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary; discussing their favourite words and phrases						
15. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear						
<i>Understand both the books they can already read accurately and fluently and those they listen to by:</i>						
16. Drawing on what they already know or on background information and vocabulary provided by the teacher						
17. Checking that the text makes sense to them as they read and correcting inaccurate reading						
18. Making inferences on the basis of what is being said and done						
19. Answering and asking questions						
20. Predicting what might happen on the basis of what has been read so far						
21. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say						
22. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.						

<b>Transcription: Spelling</b>						
1. Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly						
2. Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling inc a few common homophones ( <i>Sp 2:1-20, GH 2:3,4</i> )						
3. Spell common exception words ( <i>KW 2:1-2:3</i> )						
4. Spell more words with contracted forms and the possessive apostrophe (singular) ( <i>Sp 2:7-9; GH 2:1,2</i> )						
5. Distinguish between homophones and near homophones ( <i>Sp 2:17-20; GH 2:3,4</i> )						
6. Add suffixes to spell longer words e.g. –ment, –ness, –ful, –less, –ly ( <i>Sp 2:27-30; GH 2:5,6</i> )						
7. Apply spelling rules and guidelines for Stage 2 ( <i>Sp St 2; GH St 2</i> )						
8. Write from memory simple dictated sentences including the words and punctuation taught so far ( <i>Sp St 2; GH St 2</i> )						
<b>Transcription: Handwriting</b>						
9. Form lower-case letters to the correct size relative to one another						
10. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined						
11. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters						
12. Use spacing between words that reflects the size of the letters						
<b>Writing: Composition</b>						
13. Develop positive attitudes towards and stamina for writing by: <i>writing narratives about personal experiences (real and fiction); real events; poetry and writing for different purposes</i>						
14. Consider what they are going to write by: <i>planning/saying what they are going to write about; writing down ideas/key words/new vocab; encapsulating ideas sentence by sentence</i>						
15. Make simple additions, revisions and corrections to their writing by: <i>evaluating writing with others; re-reading to check that it makes sense; proof-reading spelling, grammar, punct</i>						
16. Read aloud what they have written with appropriate intonation to make the meaning clear						
<b>Writing: Vocabulary, Grammar and Punctuation</b>						
17. Learn how to use correctly: full stops, capital letters, exclamation/question marks, commas for lists, apostrophe for contracted forms/possessive (singular) ( <i>GH 2:1,2,13-17; Sp 2:7,8</i> )						
18. Learn how to use sentences with different forms: statement, question, exclamation, command ( <i>GH 2:15</i> )						
19. Learn how to use expanded noun phrases to describe and specify ( <i>GH 2:24</i> )						
20. Learn how to use the present and past tenses correctly and consistently including in the progressive form ( <i>GH 2:20; Sp 2:24, 2:26</i> )						
21. Learn how to use subordination using <i>when, if, that, because</i> and co-ordination using <i>or, and, but</i> ( <i>GH 2:19,20</i> )						
22. Learn how to use Y2 Grammar: using suffixes to form nouns ( <i>-ness, -er</i> ); adjectives ( <i>-ful, -less</i> ) and adverbs ( <i>-ly</i> ) ( <i>Sp 2:21-2:30; GH St 2</i> )						
23. Learn how to use some features of written Standard English ( <i>GH St 2</i> )						
24. Use and understand the grammatical terminology for Stage 2 ( <i>GH St 2:21-25; Sp St 2,</i> )						

# Assessment Criteria

# Mathematics Year 2

Place Value	1. Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.								
	2. Recognise the place value of each digit in a two-digit number (tens, ones).								
	3. Identify, represent and estimate numbers using different representations, inc. the number line.								
	4. Compare and order numbers from 0 up to 100; use <, > and = signs.								
	5. Read and write numbers to at least 100 in numerals and in words.								
Add and Sub	6. Solve problems with addition and subtraction: using concrete objects and pictorial representations; applying their increasing knowledge of mental and written methods.								
	7. Recall and use add and subtract facts to 20 fluently, and derive and use related facts up to 100.								
	8. Add and sub nos using concrete objects, pictorial representations, and mentally, including: a 2-digit no and 1s or 10s; two 2-digit numbers; adding three 1-digit numbers.								
	9. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.								
	10. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.								
Mult and Div	11. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.								
	12. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.								
	13. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.								
	14. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.								
Fract	15. Recognise/find/name/write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ , $\frac{3}{4}$ of a length, shape, set of objects or quantity.								
	16. Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .								
MEASURE	17. Choose/use appropriate stand units to estimate/measure length/height (m/cm); mass (kg/g); temp (°C); cap (litres/ml) to nearest unit, using rulers, scales, thermometers and measuring vessels.								
	18. Compare and order lengths, mass, volume/capacity and record the results using >, < and = .								
	19. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money.								
	20. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.								
	21. Compare and sequence intervals of time. Know the number of minutes in an hour and the number of hours in a day.								
GEOMETRY	22. 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.								
	23. Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line.								
	24. Identify and describe the properties of 3D shapes, inc the no. of edges, vertices and faces.								
	25. Identify 2D shapes on the surface of 3D shapes, e.g. circle on a cylinder; a triangle on a pyramid.								
	26. Compare and sort common 2D and 3D shapes and everyday objects.								
	27. Order and arrange combinations of mathematical objects in patterns and sequences.								
STATS	28. Use math vocab to describe position, direction & movement inc movement in a straight line and distinguishing rotation as a turn & in terms of right angles for $\frac{1}{4}$ , $\frac{1}{2}$ , & $\frac{3}{4}$ turns (clock/anti-clockwise).								
	29. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.								
	30. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity; ask and answer questions about totalling and comparing categorical data.								