Year 2 Writing

Working Towards	Expected	Greater Depth
	Independent writing maintains form when writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry. Ideas from their reading are directly drawn into their writing through magpie-ing. Well sequenced ideas form longer narratives. Adjectives, adverbs and expanded noun phrases are used to add description. Appropriate use of present and past tense, including the progressive form to mark actions in progress throughout writing (e.g. have, had, will). Key words set out in Y1/2 Appendix 1 are spelt correctly and more complex spellings are phonetically plausible. Punctuation in Y1/2 Appendix 2 is mostly correct. Handwriting is legible with some joining. Writing is checked and improvements made.	

Working Towards
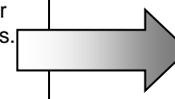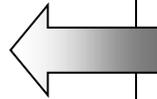
- Writing uses some of features of the given text type and form is increasingly maintained.

- Writing demonstrates mostly grammatically accurate sentences, sequenced to form longer narratives.
- Use of noun phrases and adjectives add description with support.

- Writing demonstrates a variety of simple sentences and use of compound sentences.

- Is realising that repetitive use of 'and' becomes boring for the reader.

- Capital letters, full stops, question marks or exclamation marks demarcate most sentences and with scaffolding commas are used to separate items in a list
- There is some attempted use of apostrophes for contractions, which is not always successful.

- Spellings set out in Y1 Appendix 1 are spelt accurately.
- Writing demonstrates some use of the spelling rules set out in Appendix 1.

- Lower case and capital letters are mostly formed and orientated accurately.
- The consistency in the size and spacing is maintained through most of their writing.

- Writing is checked for errors in spelling, grammar, punctuation and meaning and improvements being made with support.

Expected

- Simple sentences are grammatically correct across a range of forms and functions (e.g. statements, questions, exclamations and commands).
- Writing shows co-ordination using *or/and/but* and subordination using *when/if/that/because.*
- Overall writing is starting to show features of written Standard English.

- Punctuation in line with Y1/2 Appendix 2 is mostly correct including:
  - capital letters, full stops, exclamation marks and question marks to demarcate sentence boundaries;
  - commas to separate items in lists;
  - apostrophes for some contracted forms and some singular possession in nouns.

- GPCs, common exception words and contractions set out in Y1/2 Appendix 1 are spelt correctly.
- Suffixes are used correctly to spell longer words, including *–ment, –ness, –ful, –less, –ly.*
- More complex spellings are phonetically plausible.

- Handwriting is legible.
- Words are almost always appropriately and consistently spaced in relation to the size of the letters.
- Lower-case letters are of the correct size relative to one another
- Capital letters and digits are of the correct size, orientation and relationship to one another and to lower case letters.
- Diagonal and horizontal strokes are beginning to be used to join letters.

- Writing is checked for errors in spelling, grammar and punctuation and meaning with improvements then being made.

Greater Depth

- Writing demonstrate an understanding of a wider range of different text types, with some choices being made accordingly.
- The writer independently maintains an appropriate form throughout longer pieces of writing.
- Ideas from across their reading influence their writing.

- Independent writing demonstrates a variety of correctly punctuated sentences with different structures and functions.
- The present and past tense, including the progressive form, are correctly chosen independently and used consistently throughout writing.

- Some playing with punctuation and grammar beyond their PoS is evident.

- The write is starting to independently demonstrate a range of more complex sentences and a blend of co-ordination and subordination to extend ideas in different ways.

- The use of common punctuation is accurate, including the use of apostrophes.

- Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices.

- Handwriting is legible and consistent in size and spacing with increasing attempts to join letters.

- Evaluation of the effectiveness of word choice, grammar and punctuation in their own writing leads to changes, often without prompting.

ARE SUMMARY   Composition   Grammar & Punctuation   Spelling   Handwriting

Year 2 Reading		
Working Towards	**Expected**	**Greater Depth**
	Using age related texts they read familiar words quickly and accurately, without overt sounding and blending. They accurately read the common exception words as set out in Y1/2 Appendix 1 when reading books, including taught suffixes and contractions. The reader enjoys reading books aloud and reciting learned poems, using some intonation. They can retell a range of familiar stories and can discuss key ideas from a recent text. They can sequence events in a story so far and make predictions. They can answer questions about what they have just read and make simple inferences. They understand that non-fiction books are structured in different ways.	
• **Applies phonic knowledge and skills when tackling unfamiliar words to decode age appropriate texts accurately.** • **Accurately reads words with s, -es, -ing, -ed, -er and –est endings and those with contractions.** • **Can read some of the common exception words set out in Appendix 1.**	• **Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.** • **Reads accurately words of two or more syllables that contain the same graphemes as above.** • **Accurately reads words containing common suffixes and contractions as set out in Y1/2 Appendix 1.** • **Accurately reads further common exception words as set out in Y1/2 Appendix 1** • **Reads familiar words quickly and accurately, without overt sounding and blending.** • **Accurately reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.**	• **Automatic decoding is established and a range of texts can be read with consistent accuracy, fluency and confidence, including those beyond their chronological age.**
• **Reading is seen as a pleasurable activity.** • **Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies.** • **Mirrors modelled intonation when reading with someone else.** • **Demonstrates understanding of poetry, stories, and non-fiction and can discuss key characters.** • **Recognises sequences of events in simple texts.** • **With support can retell a range of stories, fairy stories and traditional tales.** • **Uses recurring phrases when recalling stories or poems.** • **With support can make simple comparisons between the structure of different non-fiction books.** • **Answers simple questions based on the story so far.** • **With support can make simple predictions on what might happen next** • **With support can make simple inferences based on is being said or done.**	• **Reading is seen as a pleasurable activity.** • **Checks that the text makes sense to them as they read, correcting inaccurate reading.** • **Can discuss the sequence of events in books and how items of information are related.** • **Can retell a wider range of stories, fairy stories and traditional tales and recite some poetry by heart, with appropriate intonation to make the meaning clear.** • **Understands that non-fiction books are structured in different ways.** • **Recognises simple recurring literary language in stories and poetry.** • **Can discuss their favourite words and phrases.** • **Can make inferences on the basis of what is being said and done.** • **Can answer and ask questions about the text they have just read.** • **Can predict what might happen on the basis of what has been read so far.** • **Participates 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.** • **Explains and discusses their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.**	• **Books are selected by the reader in order to challenge knowledge and word reading skills or to pursue an interest in an author, genre or topic.** • **Demonstrates an understanding of more challenging texts through discussion and questioning.** • **Explains why their inferences and predictions are plausible.** • **New words are understood through the exploration of their meaning in context, and by making links to known vocabulary.** • **Can identify key aspects of fiction and non-fiction.** • **Can give simple explanations of how and why texts are structured according to their purpose.**

Word Reading   **Comprehension**

Year 2 Maths

Working Towards	Expected	Greater Depth

Fluently uses 2 digit numbers in a range of contexts, including addition and subtraction problems. Knows the 2, 3, 5 and 10 multiplication tables and number bonds up to 20 and uses these to solve problems in context. Can find 1/3, ¼, 1/2 and ¾ of a shape or quantity and knows that 2/4 is the same as ½. Knows which metric units to use for length, mass, capacity and temperature. Can make given amounts using different combinations of coins and work out change. Can tell the time to the nearest 5 minutes. Uses their knowledge of symmetry when describing properties of 2D shapes and uses correct mathematical vocabulary to describe and compare 3D shapes. Can accurately interpret pictograms, block graphs and simple tables to solve problems. Is beginning to explain their methods when problem solving.

Working Towards

- Count up in 2s, 3s, 5s and 10s from 0.
- Know how to partition 2-digit numbers.
- Accurately estimate sets of objects up to 50.
- Order numbers up to 100. Know that the = sign means 'the same as'.
- Read numbers up to 100 in numerals and words.

- Recall number bonds up to 20 and use these in a range of real life contexts and role play.
- Add and subtract 2-digit numbers and ones to solve problems.
- Beginning to use commutativity to solve addition calculations (e.g. start with the bigger number first).
- Recognise when an answer is sensible or not (e.g. 73+4=57).
- Solve calculations using the same numbers (e.g. x+y & y+x or x+y and x-y) and spot that some give the same answer.

- Use multiplication facts relating to 2s, 5s and 10s in a range of contexts and role play, relying on concrete objects.
- Know that some numbers are classed as odd and some even.
- Recognise the x and ÷ signs.
- Know that grouping can help with multiplication and division.
- Solve pairs of calculations using the same numbers and spot that some give the same answer.
- Solve simple x and ÷ problems using grouping or repeated addition/ subtraction in a range of contexts.

- Count up and down in ½ s, ¼ s and 1/3 s to make 1.
- Recognise that thirds arise by dividing into 3 equal parts.
- Correctly place ¼, ½ and ¾ in order.
- Find ½ and ¼ of given lengths.
- Find ¾ of a quantity.

Expected

- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- Recognise the place value of each digit in a 2-digit number.
- Identify, represent and estimate numbers using different representations, including the number line.
- Compare and order numbers to at least 100 and use the <> and = sign.
- Read and write numbers to at least 100 in numerals and in words.
- Use place value and number facts to solve problems.

- Solve problems with addition and subtraction using concrete objects and pictorial representations including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods (not necessarily column)
- Recall and use addition and subtraction facts up to 20 fluently and derive and use related facts up to 100.
- Add and subtract numbers using concrete objects, pictorial representations and mentally Including:
  - a two-digit number and ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
- Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even
- Calculate mathematical statements for multiplication and division within the taught multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division fact, including problems in contexts.

- Recognise, find, name and write fractions 1/3, ¼, 2/4 and 3/4 of a length, shape, set of objects or quantity.
- Write simple fractions for example, ½ of 6=3. Recognise the equivalence of 2/4 and ½.

Greater Depth

- Categorise numbers in a set as multiples of 2s, 3s, 5s and 10s and explain why some sit in more than one category.
- Explain how a set of objects can be represented in different ways, but the total number remains the same.
- Compare and contrast a set of 2-digit numbers, reasoning about similarities and differences.
- Explain why = means 'balance'.
- Explain how estimating can help when solving problems with larger numbers.

- Make some choices between mental and written methods.
- Use columnar (expanded) addition and subtraction appropriately and accurately in a range of real life contexts and role play.
- Explain patterns in number facts to 100 and how they can help us solve other calculations.
- Explain how partitioning numbers helps when adding and subtracting.
- Explain the links between related addition and subtraction calculations (e.g. 5+6=11 so 11-6=5).
- Use practical resources to teach another pupil about the commutativity of addition.
- Rearrange the order in a missing number problem (e.g. 7+___=10 and 10=7+ ___)

- Explain links between other multiples based on 2s, 5s, 10s (e.g. 100s and 50s).
- Justify why a statement may incorrectly written using their knowledge of multiplication and division.
- Use practical resources to explain why multiplication is commutative and division is not.
- Evaluate their approach to a multiplication or division problem and conclude whether it was efficient or not suggesting improvements.

- Use the terms numerator and denominator independently when talking about fractions.
- Order 1/3, ½ , ¼ and ¾ on an empty number line and justify their position.
- Based on their understanding of halves and quarters, begin to generalise about other equivalent fractions.

Number	Calculation	Fractions	Measures	Geometry	Statistics

- Know and name the standard units of length/height (m/cm); mass (kg/g); temperature (°C) and capacity (l/ml).
- Identify the correct equipment for a given measuring task or role play situation (e.g. ruler for length vs thermometer for temperature).
- With support measure using cm/m, litres and kgs where the answer is a whole.

- Becoming fluent in counting using coins, including counting in 2s, 5s and 10s.
- Add together small numbers of coins and record the calculation using the (p) pence symbol (e.g. 5p+2p+1p=).
- Use addition of coins in practical role play situations and to solve problems.

- Use the correct interval of time when discussing events (e.g. minute, second, hour, day, week, and year).
- Read the time to quarter past/quarter to the hour.

- Link shapes with written name labels.
- Explain the difference between 2-D and 3-D using shapes to support their thinking.
- With support describe simple properties of 2-D and 3-D shapes, (e.g. faces, edges, sides using word prompts).

- Complete given patterns and sequences.
- Spot patterns and sequences in the real world.
- Know that rotation means turn and begin to use clockwise and anti-clockwise to describe turns.

- Know that data means information and know that it can be presented in different forms.
- Use tallies to record data and interpret information presented in tally charts and pictograms.

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- Compare and order lengths, mass, volume/capacity and record the results using >, < and =

- 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.
- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.

- Compare and sequence intervals of time.
- 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.

- Pupils read and write names for shapes that are appropriate for their word reading and spelling.
- Pupils draw lines and shapes using a straight edge .Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes [e.g., a circle on a cylinder and a triangle on a pyramid].
- Compare and sort common 2-D and 3-D shapes and everyday objects.

- Order and arrange combinations of mathematical objects in patterns and sequences.
- 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)

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

- 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.

- Justify their thinking when comparing and ordering measures, including linking to fractions (e.g., this is half the length of that).
- Calculate differences between different measures where the unit is the same.

- Explain relationships between rising denominations and the reducing number of coins needed to make the same amount (e.g. 4 x 2p vs 8 x 1p or 10 x 2p vs 4 x 5p)
- Justify why some amounts cannot be made with certain coins (e.g. 17p using 10ps and 5ps).
- Explain how a money problem has been solved, using the appropriate vocabulary.

- Calculate differences between events that are on the hour and half past the hour (e.g. 8.30 and 10.00 = 1 and ½ hours).
- Explain the relationship between 5s, 15s and 30s within time, linking with ¼ past, ½ past and ¼ to).

- Compare and contrast across a range of 2-D and 3-D shapes using technical mathematical language to describe similarities and differences.
- Sort and re-sort shapes according to different criteria and explain why some shapes moved groups while others stayed together.

- Justify their thinking when solving and creating sequence puzzles.
- Generalise about patterns, explaining how they know what the nth term in a pattern will be (e.g. Using the first 5 shown I know the 10th will be…. because….)
- Solve and create maze puzzles involving quarter, half and three-quarter turns.

- Rationalise their choices as to recording and presenting data (e.g. why a pictogram was more effective than presenting the data in a table).

- Explain how more than one symbol in a pictogram can represent a value greater than than 1.

- Explain their method when solving problems involving categorical data.

Number   Calculation   Fractions   Measures   Geometry   Statistics