

Reading Targets

A Year 2 Reader

Word reading

I can read accurately most words of two or more syllables

I can read most words containing common suffixes

I can read most common exception words

I can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute

I can sound out most unfamiliar words accurately, without undue hesitation.

I can check it makes sense to me

I can answer questions and make some inferences on the basis of what is being said and done.

Comprehension

I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction texts

I can discuss the sequence of events in books and how information is linked

I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

I am being introduced to non-fiction books that are structured in different ways

I can recognise simple recurring language in stories and poetry

I can discuss and clarify word meanings, linking new meaning to those already known

I can discuss my favourite words and phrases

I am building a repertoire of poems learnt by heart, reciting some with appropriate intonation to make the meaning clear

Exceeding Year 2 Expectations

I can make inferences on the basis of what is said and done

I can predict what might happen on the basis of what has been read so far

I can make links between the book I am reading and other books I have read

Writing Targets

A Year 2 Writer

Spelling

I can segment spoken words into phonemes and represent these by graphemes

I can learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

I can spell many common exception words

I can spell more words with contracted forms

I have learnt the possessive apostrophe (singular) [for example, the girl's book]

I can distinguish between homophones and near homophones

I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly

Handwriting

I can form lower-case letters of the correct size relative to one another

I can use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

I can form capital letters of the correct size, orientation and relationship to one another and to lower case letters

I can use spacing between words that reflects the size of the letters

Composition

I can write narratives about personal experiences and those of others (real and fictional)

I can write about real events

I can write poetry

I can write for different purposes

I can plan or say out loud what I am going to write about

I can write down ideas and/or key words, including new vocabulary

I can encapsulate what I want to say, sentence by sentence

I can make simple additions, revisions and corrections to my own writing by:

- evaluating my writing with the teacher and other pupils
- re-reading to check that my writing makes sense and that verbs to indicate time are used correctly and consistently,
- proof-reading to check for errors in spelling, grammar and punctuation

Grammar and Punctuation

I can use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

I can write sentences with different forms: statement, question, exclamation, command

I can use expanded noun phrases to describe and specify

I can use the present and past tenses correctly and consistently including the progressive form

I can use subordination (using when, if, that, or because) and coordination (using or, and, or but)

Writing Targets

Exceeding Year 2 Expectations

I can use the full range of punctuation taught at key stage 1 mostly correctly

I can spell most common exception words

I can spell most words with contracted forms

I can add suffixes to spell most words correctly in my writing, e.g. -ment, -ness, -ful, -less, -ly

I can use the diagonal and horizontal strokes needed to join letters in most of my writing

Mathematics Targets

A Year 2 Mathematician

Number and Place Value

I can count in steps of 2, 3, and 5 from 0, and in tens from any number, forwards or backwards

I can recognise the place value of each digit in a two-digit number (tens, ones)

I can identify, represent and estimate numbers using different representations, including the number line

I can compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs

I can read and write numbers to at least 100 in numerals and in words

I can use place value and number facts to solve problems

Number - Addition and Subtraction

I can solve one-step problems with addition and subtraction

I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

I can add and subtract a two-digit number and ones, a two-digit number and tens, two two-digit numbers and three one-digit numbers

I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot

I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Number - Multiplication and Division

I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables

I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot

I can solve problems involving multiplication and division

Number - Fractions

I can recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity

I can write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half

Measurement

I can choose and use appropriate standard units to estimate and measure

I can compare and order lengths, mass, volume/capacity and record the results

I can recognise and use symbols for pounds (£) and pence (p)

I can find different combinations of coins that equal the same amount

I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

I can compare and sequence intervals of time

I can tell and write the time to fifteen minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

I know the number of minutes in an hour and the number of hours in a day

Geometry - Properties of Shape

I can identify and describe the properties of 2-D shapes

I can identify and describe the properties of 3-D shapes

I can identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid

I can compare and sort common 2-D and 3-D shapes and everyday objects

Geometry - Position and Direction

I can order and arrange combinations of mathematical objects in patterns

I can use mathematical vocabulary to describe position, direction and movement

Statistics

I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables

I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity

I can ask and answer questions about totalling and compare categorical data

Mathematics Targets

Exceeding Year 2 Expectations

I can reason about addition

(e.g. pupil can reason that the sum of 3 odd numbers will always be odd).

I can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).

I can work out mental calculations where regrouping is required

(e.g. $52 - 27$; $91 - 73$).

I can solve more complex missing number problems (e.g. $14 + \Delta = 15 + 27$).

I can determine remainders from a given calculation

I can solve word problems that involve more than one step

I can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).

I can find and compare fractions of amounts (e.g. $\frac{1}{4}$ of £20 = £5 and $\frac{1}{2}$ of £8 = £4 so $\frac{1}{4}$ of £20 is greater than $\frac{1}{2}$ of £8).

I can read the time on the clock to the nearest 5 minutes.

I can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.

I can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).