

Year 2 Assessing Maths		Autumn	Spring	Summer
	I read and write numbers to at least 100 in numerals and words			
	I can compare and order numbers from 0 to 100 using the >; <; and = signs			
	I can solve problems involving addition and subtraction			
	I can name the fractions $\frac{1}{3}$ ; $\frac{1}{4}$ ; $\frac{1}{2}$ ; $\frac{3}{4}$ and find fractional values of shapes; lengths and numbers			
	I count in steps of 2, 3, 5 and 10s from 0 forwards and backwards			
	I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts to 100			
	I understand commutativity in relation to addition, subtraction, multiplication and division			
	I recognise the place value of each digit in 2-digit numbers			
	I can add and subtract: two 1-digit; 2-digit and a 1-digit; 2-digit and 10s; two 2-digit and three 1-digit numbers			
	I can recall and use multiplication and division facts for the 2, 5 and 10 x multiplication tables			
	I can choose and use appropriate standard units to estimate length/height/temperature and capacity			
	I recognise and use the symbols £ and p when solving problems involving addition and subtraction of money			
	I can tell and write the time to 5 minute intervals			
	I can describe the properties of 2D and 3D shapes to include: edges, vertices and faces			
	I know the number of minutes in an hour and the number of hours in a day			
	I can interpret and construct pictograms, tally charts, block diagrams and simple tables			
	I can apply my knowledge of numbers up to 100 to solve a one-step problem involving addition, subtraction and simple multiplication and division			
	When it is appropriate, I can apply all the mathematical concepts I know to other areas of the curriculum			
	I very rarely make a mistake and when I have not been working on an area I can come back to it without needing to be re-			
	I can tell time to 5 minute intervals in both analogue and digital and relate one to the other			
	I can count reliably at speed up to 100 in 2s, 5s and 10s			
	I can explain to others how I have arrived at an answer to a mathematical problem and at the same time deepen my own understanding			
	I can measure, compare, add and subtract using common metric measures			
	I can use my knowledge of counting and addition to buy items using money			
	I can work independently and reach my own conclusion without always referring to my teachers			
	I know about right angles and where they can be seen in the environment			

<b>Year 2 Assessing Writing</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
I segment spoken words into phonemes and record these as graphemes			
I use knowledge of alternative phonemes to narrow down possibilities for accurate spelling			
I have begun to use some of the diagonal and horizontal strokes needed to join letters			
I use spacing between words that reflects the size of the letters			
I can spell words with different alternative spellings, including a few common homophones			
I can identify known phonemes in unfamiliar words and use syllables to divide words			
I understand which letters, when adjacent to one another, are best left unjoined			
I can spell longer words using suffixes such as ment, ness, ful, less, ly			
I can form lower case letters of the correct size relative to one another			
I can write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters			
I can write narratives about personal experiences and those of others (real and fictional)			
I regularly orally rehearse structured sentences or sequences of sentences			
I can use full stops, capital letters for names of people, places, the days of the week and the personal pronoun 'I'			
I use present and past tenses correctly and consistently including the progressive form			
I can write for different purposes, including real events			
I evaluate writing independently, with peers and with my teacher			
I can use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'			
I can plan and discuss the content of my writing and write down ideas			
I proof-read to check for errors in spelling, grammar and punctuation			
I use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)			
I can write at length without losing the purpose of the main idea			
I show good stamina when writing and I am confident that my writing will interest others that read it			
I have given a great deal of thought to my word choices and will from time to time use ambitious words			
I check the effectiveness of my writing and listen to what others say and act on their ideas			
I can apply the skills I have learnt in writing when asked to do so in scientific, historical and geographical tasks			
When I use dialogue in my writing it is done appropriately and accurately without losing the flow of my story			
I am accurate with my grammatical and punctuation features that I have been taught so far			
Non-narrative texts are organised and laid out appropriately with headings and related material is grouped in to sections			
My stories are clearly structured and the endings are well thought out			
I am happy to explain why I have made decisions about the plot, characters and settings			
My writing includes some ideas I have noticed in the books I read			

Year 2 Assessing Reading		Autumn	Spring	Summer
	I can decode automatically and read fluently			
	I can read accurately words of two or more syllables that contain the same GPCs			
	I can read and notice unusual correspondences between grapheme and phoneme			
	I read accurately by blending the sounds in words that contain the graphemes I have been taught			
	I can read words containing common suffixes			
	I can read most words quickly and accurately when I have frequently encountered them, without overt sounding and blending			
	I recognise and read alternative sounds for graphemes			
	I can read further common exception words			
	I can read aloud books closely matched to my phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation			
	I can talk about and give an opinion on a range of texts			
	I can retell orally some stories, including fairy stories and traditional tales			
	I can talk about favourite words and phrases			
	I draw simple inferences from illustrations, events and characters' actions and speech			
	I can discuss the sequence of events in books and how they are related to each other			
	I read for meaning, checking that the text makes sense and correcting inaccurate reading			
	I have an increasing repertoire of poems learnt by heart. I appreciate these and recite some, with appropriate intonation to make the meaning clear			
	I use my prior knowledge, context and vocabulary explored to understand texts			
	I know and recognise simple recurring literary language in stories and poetry			
	I can answer and ask appropriate questions and make predictions on the basis of what I have read so far			
	I can add to the meaning through my expression and intonation			
	I can comment on the way characters relate to one another			
	I know how suspense and humour is built up in a story, including the development of the plot			
	I can read poetry, using intonation and expression, and handle humour appropriately when needed			
	I can identify and comment on the main characters in stories and the way they relate to one another			
	I show understanding of the main points of the text and re-tell the story			
	I recognise similarities in the plot or characters within different stories			
	I can self-correct, look backwards and forwards in the text and search for meaning			
	I can make sensible predictions about what is likely to happen in the story and to different characters			
	I extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary			