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| **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 1/3; ¼;½;¾ 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 and10s; 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-taught it |  |  |  |
|  | 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 |  |  |  |

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| **Year 2 Assessing Writing** | **Autumn** | **Spring** | **Summer** |
| 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 |  |  |  |

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| **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 |  |  |  |