

## Assessment of Progress Towards Year 2 National Expectations

Working towards the national standards (Beginning)	Working at the national standards (Achieving)	Working at a greater depth (Deep)
1. If they do not meet 50% of the 'at national standards' statements  2. If they meet more than 50% (but not all) of the 'at national standards' statements	3. Pupils may make the occasional error but are generally confident in meeting the objectives outlined  4. Confident at meeting standards, meeting at least 50% of deep statements	5. Meeting the deep standards but making the occasional mistake  6. Confident and rarely makes mistakes in relation to deep statements

	October Baseline	End of Autumn 2	End of Spring 2	End of Summer 2
Reading				
Writing				
Mathematics				

### Reading

#### At the national standards (Achieving)

##### Word reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to the improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading

##### Comprehension

- 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
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

##### Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Listening to, discussing and expressing 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
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discussing their favourite words and phrases
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

##### Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking the text makes sense to them as they read and correcting inaccurate reading
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far

#### Working at a greater depth (Deep)

- Enhance meaning through expression and intonation
- Identify and comment on main characters in stories and the way they relate to one another
- Self-correct, look backwards and forwards in the text and search for meaning
- Comment on the way characters relate to one another
- Show understanding of the main points of the text and retell the story
- Make sensible predictions about what is likely to happen in the story and to different characters
- Know how suspense and humour is built up in a story, including the development of the plot
- Recognise similarities in the plot or characters within different stories
- Extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary
- Read poetry, using intonation and expression, and handle humour appropriately when needed

## Writing

### At the national standards (Achieving)

#### Transcription

- Segment spoken words into phonemes and representing these by graphemes spelling many correctly
- 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
- Learn to spell common exception words
- Learn to spell more words with contracted forms
- Learn the possessive apostrophe (singular) [for example, the girl's book]
- Distinguish between homophones and near homophones
- Spell longer words using suffixes such as -ment, -ness, -ful, -less, -ly
- Apply spelling rules and guidance
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
- 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
- Form lower case letters of the correct size relative to one another
- Use spacing between words that reflects the size of the letters
- Form lower case letters of the correct size relative to one another
- Write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters

#### Composition

- Write narratives about personal experiences and those of others (real & fictional)
- Write about real events
- Write poetry
- Write for different purposes
- Plan and say out loud what they are going to write about
- Write down ideas and/or key words, including new vocabulary
- Encapsulate what they want to say, sentence by sentence
- Evaluate their writing with the teacher and other pupils
- Re-read to check their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear
- Learn how to use both familiar and new punctuation correctly e.g. exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Use sentences with different forms: statement, question, exclamation, command
- Expand noun phrases to describe and specify e.g. the blue butterfly
- Use the present and past tenses correctly and consistently including the progressive form
- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Use and understand the grammatical terminology when discussing their writing e.g. noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past and present), apostrophe and comma

### Working at a greater depth (Deep)

- Descriptions are clear enough for people to recognise what is meant even when things are not named
- Use some phrases and words that they come across in reading
- Use words like 'suddenly' or 'amazingly' so that writing grips the reader's interest
- Stories have interesting endings that have been carefully thought about
- Consistent in using the first or third person
- Keep writing interesting throughout and not be tempted to look at quick ways to finish it
- Check that capital letters, commas and question marks are used when needed and attempt to use speech marks
- Use a dictionary to check spellings of words
- Use specific nouns when needed e.g. terrier instead of dog
- Take time to describe characters and events within stories, rather than move from one event to another

## Mathematics

### At the national standards (Achieving)

#### Number

- 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 two-digit number (tens, ones)
- Identify, represent and estimate numbers using different representations, including the number line
- Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs
- Read and write numbers to at least 100 in numerals and in words
- Use place value and number facts to solve problems
- Use concrete objects and pictorial representations, including those involving numbers, quantities and measures
- Apply their increasing knowledge of mental and written methods to solve addition and subtraction problems
- Recall and use addition and subtraction facts 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 digit 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 odd and even numbers
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, 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 facts, including problems in contexts
- Recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity
- Write simple fractions e.g.  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$

#### Measurement, Geometry & Statistics

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); weight (kg/g), temperature, capacity (litres/ml) to the nearest appropriate unit using rulers, scales, thermometers and measuring vessels.
- Compare and order length, weight, volume/capacity and record the results using the  $<$ ,  $>$  and  $=$  symbols
- Recognise and use symbols for pounds and pence; 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 5 minutes, including quarter past/ to the hour and draw the hands on a clock face to show these times
- Know the number of minutes in an hour and the number of hours in a day
- Identify and describe the properties of 2-D shapes, including the number of sides and line of symmetry in a vertical line
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

### Working at a greater depth (Deep)

- Count reliably to 1000 in 2s, 5s and 10s
- Count on and back in multiples of 4, 8, 25, 50 and 100 from any given number to beyond 1000
- Add and subtract fractions with a common denominator
- Apply knowledge of number up to 100 to solve a one-step problem involving addition, subtraction, multiplication and division
- Apply knowledge of addition and subtraction to pay for items up to £10 within a problem solving context
- Add and subtract two 2 digit numbers to 100
- Use an appropriate strategy to add and subtract numbers that move between and through 100, for example  $97+7$ ;  $103-8$
- Know about right angles and where they can be seen in the environment
- Tell the time to 5 minute intervals in both analogue and digital and relate one to the other
- Measure, compare, add and subtract using common metric measures

# Progress Towards Achieving National Standards in Reading, Writing and Mathematics in Year 2

Name:

Date of birth:

Class:



## Banks Road Infant & Nursery School

The statements enclosed are based on the National Curriculum expectations for the end of Year 2.