

As a Year 2 Reader:

Word Reading

I can use the sounds I know to decode words automatically and my reading is fluent.

I can read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters.

I can read words of two or more syllables that contain sounds I have been taught.

I can read words containing common suffixes.

I can read further common exception words and see where the sounds do not match the spelling.

I can read most words quickly and accurately without needing to sound and blend words I have seen before.

I can read aloud books within my reading level, without making many errors, and sound out new words without long pauses.

I can re-read books, sounding out new words correctly to improve my speed and confidence.

Comprehension

I can enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.

I can enjoy reading, and discussing the order of events in books and how items of information are related.

I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.

I can enjoy reading by recognising repeated themes and ideas in stories and poems.

I can explain the meaning of words that I know and I can ask about the meaning of new words.

I can link the meaning of new words to those I already know.

I can talk about my favourite words and phrases.

I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.

I can use what I have already read or heard, or the information a teacher has given me, to help me understand what I am reading.

I can spot if a word has been read wrongly by following the sense of the text.

I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.

I can ask and answer simple questions about the books or stories I am reading.

I can say what might happen next in a story based on what has happened so far.

I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.

I can explain what I think about books, poems and other material that I have read or heard.

***Statements in bold denote ARE (age related expectations)**

As a Year 2 Writer:

Spelling

I can break down spoken words into their sounds and write them mostly correctly.

I can learn new spellings by using words I already know how to spell.

I can spell common exception words.

I can spell words which have been shortened.

I can spell words which use an apostrophe to show possession e.g. the girl's book.

Spell by distinguishing between homophones and near homophones.

I can spell words that sound the same but are spelt differently e.g. buy, bye, by.

I can add the endings -ment, -ness, -ful, -less, -ly to spell longer words.

I can use simple spelling rules.

I can write the correct spellings and punctuation in simple sentences I hear my teacher say.

Composition

I can write about things I have done and things that others have done.

I can write a long piece of text about a real event in one go.

I can write poetry.

I can write for different purposes, writing long and short pieces of work.

I can plan my writing by writing down my ideas or talking about them.

I can plan my writing by writing down ideas and/or key words and new vocabulary.

I can plan my writing by writing down my ideas or talking about them for each sentence.

I can change my writing and make corrections after I have spoken to a teacher or another child about it.

I can check my work by reading it through to make sure it makes sense and that I have used the right verbs to indicate time.

I can proof-read my work and check for spelling, punctuation and grammar errors.

I can read my work aloud with confidence using the tone of my voice to make the meaning clear.

Vocabulary, Grammar and Punctuation

I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.

I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.

I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.

I can use these words in my writing: when, if, that, because, and, or, but.

I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.

I can tell if a sentence is a question, command, exclamation or statement.

I can use the correct tense in my writing.

I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.

I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end.

I can use commas when I am writing a list.

I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.

I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma.

Handwriting

I can write lower-case letters that are all the same size.

I can use some of the diagonal and horizontal strokes I need to join letters and know which letters, when they are next to one another, are best left un-joined.

I can write capital letters and numbers that are the right way up, the correct size relative to each other and lower case letters.

I can use spacing between words that fits with the size of the letters.

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As a Year 2 Mathematician:

Number and Place Value

I can count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number.

I can find the place value of each digit of a number with tens and units.

I can find and show numbers using different ways of showing them such as number lines and number squares.

I can compare and order numbers from 0 to 100 using $<$, $>$ and $=$.

I can read and write numbers up to 100 in numbers.

I can read and write numbers up to 100 in words.

I can use place value and number facts to answer questions.

Addition and Subtraction

I can solve problems with addition and subtraction, including those involving numbers, quantities and measures by using objects or pictures.

I can answer simple addition and subtraction questions in my head as well as by writing them down.

I can use addition and subtraction facts to 20 quickly and work out similar facts to 100.

I can add and subtract a two-digit number and a one-digit number mentally and when using objects, number lines and pictures.

I can add and subtract a two-digit number and tens mentally and when using objects, number lines and pictures.

I can add and subtract 2 two-digit numbers mentally and when using objects, number lines and pictures.

I can add and subtract 3 one-digit numbers mentally and when using objects, number lines and pictures.

I can show that adding 2 numbers can be done in any order but subtraction cannot.

I can show that subtraction is the opposite of addition and use this to check my work.

Multiplication and Division

I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers.

I can answer multiplication and division problems within the tables using \times , \div and $=$.

I can show that multiplying 2 numbers can be done in any order but division cannot.

I can answer questions involving multiplication and division mentally and with objects.

I can answer questions involving multiplication and division using arrays and repeated addition.

Fractions

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

I can write simple fractions facts such as $\frac{1}{2}$ of 6 = 3 and $\frac{2}{4} = \frac{1}{2}$.

Properties of Shape

I can notice and explain the properties of 2-D shapes e.g. the number of sides and line symmetry.

I can notice and explain the properties of 3-D shapes e.g. the number of edges, vertices and faces.

I can spot 2-D shapes on the surface of 3-D shapes such as 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.

Position and Direction

I can order mathematical objects in patterns and sequences.

I can use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line.

Measurement

I can choose the right units to measure length, height, mass, temperature or capacity. I can read to the nearest unit and do this on rulers or scales.

I can compare amounts using these signs: $>$, $<$ or $=$.

I can use the £ sign and p sign. I can use notes and coins to make a particular amount.

I can find different ways for coins to add up to an amount.

I can add and subtract money and give change.

I can put different events in order and compare them.

I can tell the time to 5 minutes. I can tell when it is quarter past or quarter to an hour. I can draw these on a clock.

I can tell you how many minutes are in an hour and how many hours are in a day.

Statistics

I can read and draw 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 comparing grouped data.

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As a Year 2 Scientist:

Working Scientifically

I can ask questions and know they can be answered in different ways.

I can watch closely using equipment.

I can do tests.

I can name and group.

I can use my observations and ideas to suggest answers to questions.

I can collect and record data to help answer questions.

Animals including Humans

I can explain that animals, including humans, have babies which grow into adults.

I can explain the needs of animals, including humans, for survival.

I can explain the importance of exercise, eating healthily and keeping clean.

Materials

I can say why I would choose a material for a particular job.

I can explain how objects made from some materials can be changed.

Plants

I can explain how seeds and bulbs grow into plants.

I can describe how plants need water, light and a suitable temperature to grow and stay healthy.

Living Things and Their Habitats

I can explain the differences between things that are living, dead and things that have never been alive.

I can explain that most living things live in habitats which suit them and depend on each other.

Identify and name a variety of plants and animals in their habitats, including micro-habitats.

I can name some plants and animals in their habitats including micro-habitats.

I can explain how animals get their food from plants and other animals using a simple food chain.