



## Key Performance Indicators for the end of Year 2

### Reading

- I can read aloud books by sounding out unfamiliar words accurately, automatically and without hesitation.
- I read most words that I have read a lot, quickly and accurately without overt sounding and blending.
- I accurately read words of one, two or more syllables.
- I accurately read words with common suffixes.
- I accurately read common exception words.
- I listen to, discuss and express my views about a wide range of contemporary and classic poetry, stories and non-fiction.
- With a familiar text, I can answer questions and make some inferences on the basis of what is said and done.
- I can identify the sequence of events in texts and offer a simple explanation of how items of information relate to one another.
- I understand the meaning of words through discussions and make links to words I already know.
- I construct meaning while I am reading independently and I correct myself where the sense of the text is lost.
- I can make predictions based on what I have read and explain these.
- I know the difference between fact and fiction books.

### Writing

- I form lower-case and capital letters and digits of the correct size relative to one another, taking into account ascenders and descenders.
- I leave spaces between words that reflects the size of letters.
- I write with increasing stamina (at least 100 words).
- I demonstrate the ability to use joined handwriting, using diagonal and horizontal strokes.
- I use phonically plausible strategies to spell unknown polysyllabic words, spelling many correctly.
- I spell words with suffixes (e.g. -ment, -ness, -ful, -less, -ly) correctly in my writing.
- I spell common words correctly, including most common exception words.
- I can spell words with contracted forms (e.g. don't, can't).
- In my independent writing, I use capital letters (including for names) and full stops for most sentences with some use of question and exclamation marks.
- I use sentences with different forms (statements, questions, exclamations and commands).
- I use the correct choice of present tense and past tense consistently throughout my writing.
- I use commas to separate items in a list.
- I open sentences in a variety of ways.
- I use a range of connectives such as or, but, when, if, that, because (creating co-ordination and subordination).
- I use expanded noun phrases to describe and specify (e.g. the blue butterfly).

- After discussion with my teacher, I can write narratives about my own or other people's experiences.
- I can match the organisation of my writing to its purpose, showing an awareness of the features of the text type.
- I plan what I am going to write orally and in a written form showing a beginning, middle and end.
- I provide enough detail to interest my reader (e.g. I am beginning to provide additional information or description, beyond a simple list)
- I proof-read my own writing to check for errors in my punctuation and spelling and then I correct it.

## Year 2 Maths

- I can count forward and backward in steps of two, three and five from 0.
- I can count in tens from any number, forwards and backwards.
- I can compare and order numbers from 0 up to 100 and beyond.
- I can use  $<>$  and  $=$  signs correctly.
- I can partition two digit numbers into different combinations of tens and ones (I may use apparatus).
- I can add two digit numbers within 100 (including where regrouping is required) and I can demonstrate my method (using apparatus or pictures)
- I use estimation to check my answers are reasonable (e.g. I know  $48+35$  will be less than 100)
- I recognise and use inverse relationships between addition and subtraction and use this to check my calculations and solve missing number problems (at least involving a 2 digit number and 1's and 10's).
- I can recall and use multiplication and division facts for the two, five and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary.
- I recognise  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  and equivalence between simple fractions (halves and quarters for example).
- I can find fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.
- I can read relevant scales (in divisions of ones, twos, fives and tens) to the nearest numbered unit.
- I recognise and use the symbols for pounds (£) and pence (p) and I can combine amounts to make a particular value.
- I can read the time on the clock to the nearest 15 minutes.
- I can compare and sort common 2-D and 3-D shapes and everyday objects, on the basis of their geometric properties including vertices, sides, edges and faces.
- I can identify lines of symmetry in a vertical line of 2D shapes.
- I use mathematical vocabulary to describe position, direction and movement including movement in a straight line, and I can distinguish between rotation as a turn and in terms of right angles of quarter, half and three-quarter turns (clockwise and anti-clockwise).
- I can order and arrange combinations of mathematical objects in patterns and sequences.
- I can interpret tally charts and block diagrams.
- I can answer questions about totalling and comparing categorical data.