

| I can | English – Year 2 (expected) | 😊 | Date |
|--|---|---|------|
| Word Reading | Read fluently, Fred Talking is good. | | |
| | I can always blend words using all sounds taught | | |
| | Accurately, spot syllables within a word containing alternative sounds for graphemes. I usually use syllables to read a word: e.g. unicorn, gingerbread, handkerchief. | | |
| | Read words with almost all common suffixes: e.g. enjoyment, sadness, careful, hopeless, badly. | | |
| | Read almost all red words taught picking out “grotty graphemes”: e.g. mind, pretty, prove, would, whole | | |
| | Read most familiar words without hesitating and without having to sound out and blend. | | |
| Comprehension | Independently and accurately give the main events in a wide range of stories, fairy stories and traditional tales. | | |
| | Recognise simple repeated language used in stories and poetry. | | |
| | I can recite of poems (approx. 10). | | |
| | Discuss and give meanings of words. | | |
| | Usually discuss the order of events in books and explain how information is connected. | | |
| | Show my understanding by using, unprompted, what I already know or on information and vocabulary provided by the teacher. | | |
| | Check that words I have Fred talked make sense and fit in with what I have already read and self-correct if it doesn't make sense. | | |
| | Give inferences based on what is being said and done. | | |
| | Change my inferences by answering and asking questions. | | |
| | Predict what might happen with my answers linked to the story characters, plot and language read. | | |
| | Discuss favourite words and phrases, giving reasons for choices. | | |
| | Explain how non-fiction books are used, I can independently give key features and use these to help me find information: e.g. facts, photographs, diagrams, labels, index, heading, alphabetical ordering | | |
| | Explain and discuss my understanding of what has been read, acted out or listened to. | | |
| Give ideas and thoughts to discussion, remember main events/key information and usually take part in discussion working in groups. | | | |
| Trans-cription | Usually spell single syllable and multi-syllabic words by using Fred Fingers and then choosing letters to match the sounds. Spellings are usually phonically plausible: e.g. yestirday, exsighting, speshall. | | |
| | Usually spell single-syllable and multi-syllabic words containing Set 3 sounds: e.g. race, ice, knock, gnat, typewriter, margarine, muckspreader. | | |

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| | Spell some words that sound the same, but are spelled differently – homophones. | | |
| | Make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt: e.g. door, because, sugar, people. | | |
| | Use an apostrophe to show that something belongs to somebody and for contraction. | | |
| | Spell words that end with ment, ness, full, less and ly. | | |
| | Usually remember and write a dictated sentence that include words using the Set 3 sounds and red words taught so far, spelling most of them correctly and using my RML skills and punctuation carefully: e.g. The farmer had eight sheep, two dogs and four children. | | |
| Handwriting | Write letters in the correct size. | | |
| | Write letters that can be joined with another. | | |
| | Tell you which letters don't join up. | | |
| | Write capital letters and numbers in the correct size. | | |
| | Leave space between words. | | |
| Composition | Sit correctly at a table, hold a pencil with correct grip and correctly form and join some letters in accordance with the school's writing policy. | | |
| | Write simple stories, simple poems, other appropriate genres; I can write for longer amount of time and my writing matches the genre. | | |
| | Write about something that has happened to me – real or imagined – using good vocabulary. | | |
| | Tell you about what I'm going to write and practise sentences first | | |
| | Change sentence starters and vocabulary. | | |
| | Include detail to interest the reader. | | |
| | Plan my work on paper showing I write in different ways depending on the genre. | | |
| SpAG | Check my work for spelling, grammar, vocabulary and punctuation mistakes. | | |
| | Read my work and make the meaning clear with my voice. | | |
| | Use a statement, question, exclamation and command as well as consistent use of the full stop. | | |
| | Write a sentence that describes something using expanded noun phrases. | | |
| | Tell you about Standard English and begin to use in writing. | | |
| | Use the grammar in that I have learned. | | |
| | Use the past and present tense; use subordination and coordination more consistently. | | |
| | Use commas in lists. | | |

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|------------------------|--|---|------|
| Number and Place Value | Count forward in steps of 2, 3, 10 and 5 from any number up to 100. | | |
| | Count backward in steps of 2, 3, 10 and 5 from any number near to 100. | | |
| | Order the numbers 13, 31, 3 and 30 and place the correct sign (<, > or =) in statements such as between 34 and 17 and between 45 and 34. | | |
| | Partition numbers (tens, ones) and use this to solve missing number problems. | | |
| | Read and write numbers to at least 100 in numerals and in words. | | |
| + and - | Mentally add two numbers that have tens and units up to 100. | | |
| | Mentally add three single digit numbers. | | |
| | Check my answers to missing number problems by using the inverse. | | |
| | Solve simple addition and subtraction word problems up to 100. | | |
| | Add two numbers that have tens and units using the column method with no carrying. | | |
| x and ÷ | Subtract two numbers that have tens and units using the column method and no exchanging. | | |
| | Write multiplication statements for x2, x5, and x10 using the multiplication and equals signs. | | |
| | Write division statements for x2, x5, and x10 using the division and equals signs. | | |
| | Solve one-step multiplication problems using apparatus if required. | | |
| Fractions | Solve one-step division problems using apparatus if required. | | |
| | Explain how two quarters is the same as one half. | | |
| | Calculate one third and one quarter of numbers up to 100. | | |
| | Count in quarters up to 10. | | |

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| Measures | Estimate and measure length and height, mass, temperature and capacity to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. | | |
| | Read the scale on a watering can that contains 15 litres of water. | | |
| | Understand 0°C and 100°C and estimate the outside room temperature. | | |
| | Tell and write the time to five minutes, and draw the hands on a clock face to show these times. | | |
| | Work out the time between ‘five past’ and ‘20 past’ an hour and know that it is shorter than from ‘quarter to’ until ‘ten past’ an hour. | | |
| | Solve problems involving money such as ‘I buy a pencil for 20p and a ruler for 45p. What change do I get from £1?’ | | |
| | Make different amounts of money using the correct coins. | | |
| Shape | Name and describe 2-D shapes, by the number of sides, right angles and symmetry. | | |
| | Name and describe 3-D shapes, by the number of edges, corners, faces and right angles. | | |
| | Make different nets for cubes and cuboids. | | |
| | Make my own symmetrical shapes by drawing lines using a ruler. | | |
| | Identify that a rectangle has line symmetry but a triangle may not have line symmetry. | | |
| Statistics | Describe the amount of turn using right angles for quarter, half and three quarter turns (clockwise and anti-clockwise), and movement in a straight line. | | |
| | Make a tally chart and a pictogram to show how many children are in each class in my school. | | |
| | Make a block diagram and ask and answer questions about it. | | |
| | Ask and answer questions about the information in a simple table. | | |
| | Use data to solve a problem such as ‘How many more people choose blue than yellow as their favourite colour’. | | |