

**CHRIST CHURCH NEW MALDEN *BECOMING THE PEOPLE GOD MADE US TO BE***

**YEAR 2**

**READING, WRITING & MATHS**



## Word reading

1. I can decode automatically and fluently.
2. I can blend sounds in words that contain the graphemes we have learnt.
3. I can recognise and read alternative sounds for graphemes.
4. I can read accurately words of two or more syllables that contain the same GPCs.
5. I can read words with common suffixes.
6. I can read common exception words.
7. I can read and comment on unusual correspondence between grapheme and phoneme.
8. I read most words quickly and accurately when I have read them before without sounding out and blending.
9. I can read most suitable books accurately, showing fluency and confidence.

## Comprehension

10. I can talk about and give an opinion on a range of texts.
11. I can discuss the sequence of events in books and how they relate to each other.
12. I use prior knowledge, including context and vocabulary, to understand texts.
13. I can retell stories, including fairy stories and traditional tales.
14. I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense.
15. I can find recurring language in stories and poems.
16. I can talk about my favourite words and phrases in stories and poems.
17. I can recite some poems by heart, with appropriate intonation.
18. I can answer and ask questions.
19. I can make predictions based on what I have read.
20. I can draw (simple) inferences from illustrations, events, characters' actions and speech.

## Transcription

### Spelling

1. I can segment spoken words into phonemes and record these as graphemes.
2. I can spell words with alternative spellings, including a few common homophones.
3. I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
4. I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
5. I can identify phonemes in unfamiliar words and use syllables to divide words.

### Handwriting

6. I can form lower-case letters of the correct size relative to one another.
7. I can begin to use some of the diagonal and horizontal strokes needed to join letters.
8. I show that I know which letters are best left unjoined.
9. I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
10. I use spacing between words that reflects the size of the letters.

## Composition

11. I can write narratives about personal experiences and those of others, both real and fictional.
12. I can write for different purposes, including real events.
13. I can plan and discuss the content of writing and record my ideas.
14. I am able to orally rehearse structured sentences or sequences of sentences.
15. I can evaluate my own writing independently, with friends and with an adult.
16. I can proof-read to check for errors in spelling, grammar and punctuation.

## Grammar and punctuation

### Sentence structure

17. I can use subordination and co-ordination.
18. I can use expanded noun phrases.
19. I can say how the grammatical patterns in a sentence indicate its function.

### Text structure

20. I consistently use the present tense and past tense correctly.
21. I can use the progressive forms of verbs in the present and past tense.

### Punctuation

22. I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.
23. I correctly use question marks and exclamation marks,
24. I can use commas to separate items in a list.
25. I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

## Number and place value

1. I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
2. I can read and write numbers to at least 100 in numerals and in words.
3. I can compare and order numbers from 0 up to 100; using  $<$   $>$  = signs.
4. I recognise the place value of each digit in a 2-digit number.
5. I can identify, represent and estimate numbers using different representations, including the number line.
6. I can use place value and number facts to solve problems.

## Calculations

7. I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
8. I can add and subtract mentally, including:
  - a. A 2-digit number and ones
  - b. A 2-digit number and tens
  - c. Two 2-digit numbers
  - d. Adding three 1-digit numbers
9. I can add and subtract numbers using concrete objects and pictorial representations, including:
  - a. A 2-digit number and ones
  - b. A 2-digit number and tens
  - c. Two 2-digit numbers
  - d. Adding three 1-digit numbers
10. I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.
11. I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
12. I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.
13. I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.
14. I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs.
15. I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.
16. I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
17. I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

## Fractions

18. I 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.
19. I can write simple fractions.
20. I recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

## Measurement

21. I can compare and order lengths, mass, volume/capacity and record the results using  $>$   $<$  and  $=$ .
22. I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.
23. I can choose and use standard units to estimate and measure mass in kg and g using scales.
24. I can choose and use standard units to estimate and measure temperature in  $^{\circ}\text{C}$  using thermometers.
25. I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.
26. I recognise and use symbols for  $\pounds$  and p and combine amounts to make a particular value.
27. I can find different combinations of coins that equal the same amount of money.
28. I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.
29. I can compare and sequence intervals of time.
30. I know the number of minutes in an hour.
31. I know the number of hours in a day.
32. I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.

## Geometry – properties of shapes

33. I can compare and sort common 2D shapes and everyday objects.
34. I can compare and sort common 3D shapes and everyday objects.
35. I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.
36. I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.
37. I can identify 2D shapes on the surface of 3D shapes.

## Geometry – position and direction

38. I can order and arrange combinations of mathematical objects in patterns and sequences.
39. I can use mathematical vocabulary to describe position, direction and movement (including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti clockwise)).

## Statistics

40. I can interpret and construct simple pictograms.
41. I can interpret and construct tally charts.
42. I can interpret and construct block diagrams.
43. I can interpret and construct simple tables.
44. I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
45. I can ask and answer questions about totalling and comparing categorical data.