



Key Performance Indicators for the end of Year 2

<u>Reading</u>	<u>Writing</u>	<u>Maths</u>
<p>By the end of Year 2 a child should be able to:</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read most words at an instructional level quickly and accurately without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • 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 a wider range of stories, fairy stories and traditional tales; • retelling a range of stories, fairy stories and traditional tales; and • being introduced to non-fiction books that are structured in different ways. <p>Understand both the books they can</p>	<p>By the end of Year 2 a child should be able to:</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Develop positive attitudes towards, and stamina for, writing, by writing for different purposes</p> <p>Consider what is going to be written before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to writing by:</p> <ul style="list-style-type: none"> • proof-reading to check for errors in spelling, grammar and punctuation; • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and • learning 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 <p>Use the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs</p> <p>Construct subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Use the correct choice and consistent use of present tense and past tense throughout a written piece</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list</p>	<p>By the end of Year 2 a child should be able to:</p> <p>Number and place value Count in steps of two, three, and five from 0, and in tens from any number, forward and backward</p> <p>Compare and orders numbers from 0 up to 100</p> <p>Use < > and = signs correctly</p> <p>Use place value and number facts to solve problems</p> <p>Addition and subtraction Solve problems with addition and subtraction by:</p> <ul style="list-style-type: none"> • using concrete objects and pictorial representations, including those involving numbers, quantities and measures; and • applying an increasing knowledge of mental and written methods <p>Recall and uses addition and subtraction facts to 20 and 100</p> <p>Multiplication and division Recall and uses multiplication and division facts for the two, five and 10 multiplication tables, including recognising odd and even numbers</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> <p>Fractions (including decimals) Recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity</p> <p>Measurement Solve simple problems in a practical</p>

<p>already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none">• checking that the text makes sense to them as they read and correcting inaccurate reading;• answering questions; and• predicting what might happen on <p>Participate in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say</p>		<p>context involving addition and subtraction of money of the same unit including giving change</p> <p>Geometry: properties of shape Compare and sort common 2-D and 3-D shapes and everyday objects</p> <p>Geometry: position and direction Use mathematical vocabulary to describe position, direction and movement including movement in a straight line, and distinguishes between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p> <p>Statistics Ask and answer questions about totalling and comparing categorical data</p>
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