



These are the Assessment Criteria for English and Maths that teachers at South View use for pupils in Year 2. They are based on end of year expectations and show what children should be able to do so that they have the foundations of learning for the next year group.

Being a speaker

- ask question to get more information and clarify meaning.
- talk in complete sentences.
- decide when to use specific vocabulary.
- take turns when talking in pairs or a small group.
- be aware that formal and informal situations require different language (beginning).
- retell a story using narrative language and linking words and phrases.
- hold the attention of people being spoken to by adapting the way of talking.
- understand how to speak for different purposes and audiences (beginning).
- perform a simple poem from memory.

Being a Reader

Word reading

- decode automatically and fluently.
- blend sounds in words that contain the graphemes learnt.
- recognise and read alternative sounds for graphemes.
- read accurately words of two or more syllables that contain the same GPCs.
- read words with common suffixes.
- read common exception words.
- read and comment on unusual correspondence between grapheme and phoneme.
- read most words quickly and accurately when they have been read before, without sounding out and blending.
- read most suitable books accurately, showing fluency and confidence.

Comprehension

- I can talk about and give an opinion on a range of texts.
- I can discuss the sequence of events in books and how they relate to each other.
- I use prior knowledge, including context and vocabulary, to understand texts.
- I can retell stories, including fairy stories and traditional tales.
- I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense.
- I can find recurring language in stories and poems.
- I can talk about my favourite words and phrases in stories and poems.
- I can recite some poems by heart, with appropriate intonation.
- I can answer and ask questions.
- I can make predictions based on what I have read.

- I can draw (simple) inferences from illustrations, events, characters' actions and speech.

Being a writer

Transcription

Spelling

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

Handwriting

- form lower-case letters of the correct size relative to one another.
- begin to use some of the diagonal and horizontal strokes needed to join letters.
- show an understanding of which letters are best left unjoined.
- use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- use spacing between words that reflects the size of the letters.

Composition

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

Grammar and punctuation

Sentence structure

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

Text structure

- consistently use the present tense and past tense correctly.
- use the progressive forms of verbs in the present and past tense.

Punctuation

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

Being a mathematician

Number and place value

- count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.
- read and write numbers to at least 100 in numerals and in words.
- compare and order numbers from 0 up to 100; using < > = signs.

- recognise the place value of each digit in a 2-digit number.
- identify, represent and estimate numbers using different representations, including the number line.
- use place value and number facts to solve problems.

Calculations

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

Fractions

- 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.
- write simple fractions.
- recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement

- compare and order lengths, mass, volume/capacity and record the results using $>$ $<$ and $=$.
- choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.
- choose and use standard units to estimate and measure mass in kg and g using scales.
- choose and use standard units to estimate and measure temperature in $^{\circ}\text{C}$ using thermometers.
- choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.
- recognise and use symbols for \pounds and p and combine amounts to make a particular value.
- find different combinations of coins that equal the same amount of money.

- tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.
- compare and sequence intervals of time.
- know the number of minutes in an hour.
- know the number of hours in a day.
- solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.

Geometry – properties of shapes

- compare and sort common 2D shapes and everyday objects.
- compare and sort common 3D shapes and everyday objects.
- identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.
- identify and describe the properties of 3D shapes including the number of edges, vertices and faces.
- identify 2D shapes on the surface of 3D shapes.

Geometry – position and direction

- order and arrange combinations of mathematical objects in patterns and sequences.
- 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

- interpret and construct simple pictograms.
- interpret and construct tally charts.
- interpret and construct block diagrams.
- interpret and construct simple tables.
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- ask and answer questions about totalling and comparing categorical data.