



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.
- I can read the simple common exception words from the Year 1 word list.
- I am becoming familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.
- I can listen to, discuss and enjoy a range of non-fiction texts; draw on what I already know, on background information and vocabulary provided by the teacher.
- I can check that texts make sense when reading; self-correct and re-read inaccurate reading.
- I can discuss the meanings of new words, linking them to words already known.

Year 2 Coverage for Reading

Spring Terms 2 and 3 2017–2018

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can read accurately by blending the sounds in words using graphemes for all 40+ phonemes, including alternative sounds.
- I can read common exception words from the Year 1 and 2 word list.
- I can make credible predictions on the basis of what has been read so far.
- I can quickly identify when reading has not made sense, or punctuation misinterpreted; re-read and self-correct without prompting.
- I can listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently; offer contribution to discussion; raise questions; explain opinions.



Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I can read words accurately and fluently without overt sounding and blending e.g. at over 90 words per minute.
- I can sound out unfamiliar words accurately and automatically (without undue hesitation).
- I can recognise key themes and ideas within a text.
- I can make simple inferences about thoughts and feelings of characters and reasons for their actions.
- I can discuss reasons for events, by using clues in the story.
- I can make predictions based on reading other books by the author and my own experiences.
- I understand how the author uses words to convey thoughts, feelings and actions, including 'reading between the lines'.
- I can discuss my favourite words and phrases and how they affect meaning.



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can form capital letters correctly for some names of people, places and days of the week.
- I can spell days of the week and name letters of the alphabet in order.
- I can sequence sentences to form short narratives.
- I can begin to punctuate sentences using capital letter and a full stop, question mark or exclamation mark.
- I can join words and clauses using "and" and begin to use other joining words (but, so, because).

Year 2 Coverage for Writing

Spring Terms 2 and 3 2017–2018

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can talk with confidence about where the sentence begins and ends.
- I can write sequences of accurate sentences to form narratives based on real or fictional experiences.
- I can , independently and without prompting, re-read writing to check that it makes sense and make appropriate revisions.
- I can orally compose and write a variety of simple poems, sometimes independently.
- I can spell some common contractions eg it's, can't, don't.
- I can use capital letters for people, places, days of the week and "I".
- I can use the spelling rule for adding -s or adding -es as the plural marker for nouns.



Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I can add suffixes to spell longer words (less, ment, ness) to spell some words correctly.
- I can spell some words with contracted forms.
- I can use a range of writing genres.
- I can compose orally and write poetry in a variety of different forms.
- I can proof read for errors, and ensure my writing makes sense and make improvements to my word choice, grammar and punctuation.
- I can use sentences with different forms in my writing (statements, questions, exclamations and commands).
- I can use apostrophes for contraction and possession mostly correctly.
- I can use commas to separate items in a list.



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can count, read and write numbers to 10 in numerals.
- I can identify 1 more and 1 less from a given number, working with numbers to 10
- I can combine 2 small groups and count the total and take away from a group and count how many left.
- I can find half of a shape by folding.
- I can share even numbers of objects, up to 10, into 2 groups.
- I can recognise and sort coins to £1.
- I can compare two measures and say which is longer or is shorter.
- I am beginning to use measuring tools, such as a ruler.

Year 2 Coverage for Maths

Spring Terms 2 and 3 2017–2018

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can consistently use the language of: equal to, more than, less than (fewer), most, least accurately when comparing numbers.
- I can consistently identify 1 more and 1 less from a given number and use in solving problems.
- I can solve problems that involve addition and subtraction, using concrete objects and pictorial representations.
- I can count in 2s, 5s, and 10 from 0 to answer questions involving \times facts.
- I can recall doubles and halves of numbers to 20.
- I can recognise, find and name a half and quarter of a length, shape, set of objects or quantity.



Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- I can identify, represent and estimate number using different representations including number line.
- I can compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
- I can count in steps of 2, 3 and 5 from 0, and in tens from any number forwards and backwards.
- I can 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 and knows that all parts must be equal of the whole.
- I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs.