National Curriculum – English – **Reading**

Bold = Performance Descriptors which are **NON-NEGOTIABLES** and, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step

Year Group	**Year 2 (page 1 of 2)**		
Point	**13**	**15**	**17**
Assessment Milestone	**2E**	**2D**	**2S** *Refer to non-statutory guidance for exemplification*
WORD READING	**1.Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words to decode age appropriate texts accurately.** (*May need support when reading long vowel phonemes that have several representations, for example ai, a_e*) or graphemes that have more than one sound (*e.g. bread, read, beach; said, raid*). **2.Recognises common exception words, words with –s, -es, -ing, -ed, -er, -est, endings; and words of more that one syllable containing taught GPCs.** **3.Recognises and reads words with** contractions (*I'm, I'll, We'll, he's*) **and understands that the apostrophe** represents the omitted letter(s). **4.Reads aloud books consistent with phonic knowledge, accurately, confidently and fluently.** 5.Knows the function of full stops when reading aloud. Can select an appropriate book using the front cover and book title as well as the illustrations and words inside to make reading choices.	**1.Recognises and effortlessly decodes alternative sounds for graphemes;** **2.Reads words of two or more syllables** 3.Can read aloud and is able to use expression to show awareness of punctuation, such a .?!	**1.Reads words with common suffixes and most common exception words, based on what has been taught.** **2.Applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately.** **3.When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency.**

National Curriculum – English – **Reading**

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Year Group	**Year 2 (page 2 of 2)**		
Point	13	15	17
Assessment Milestone	**2E**	**2D**	**2S** *Refer to non-statutory guidance for exemplification*
READING COMPREHENSION	**6.Regards reading as a pleasurable activity** **7.Demonstrates understanding of a wide range of poetry, stories and non-fiction that has been read and listened** **8.Can Identify key ideas and information** **9.Can provide verbal explanations linked to own experiences, background information, and vocabulary provided.** 10.Can retell a unknown story (*unfamiliar before first reading*) beginning, middle and end (*may only be in simple terms, because of unfamiliarity, but they have the general idea*). **11.Demonstrates increasing familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales.** **12.ecognises sequences of events in simple texts.** **13.Shows an understanding of the meaning of words through discussion and makes links to those already known.** **14.Makes simple predictions on what might happen based on what has been read so far.** 15.Can distinguish between fiction and non-fiction texts.	**4.Demonstrates understanding of a wide range of poetry, stories and non-fiction that is read independently and more challenging books that are listened to, through identification of key aspects of the text, explanation, and active discussion that takes account of what other say.** **5.Demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales.** **6.Shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary.** **7.Regards reading as a pleasurable activity.** **8.Has learned and can recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear.** **9.Recognises that non-fiction books can be structured in different ways (*non-chronological reports, information poster, letter*).** **10.Can locate specific information on a given page in response to a direct question (*such as key events, characters names or key information on a non-fiction page*).** **11.Recognise simple recurring literary language in stories and poetry** **12.Checks that the text makes sense, whilst reading, applying phonic knowledge, to correct inaccuracies.** **13.Asks and answers questions appropriately including those based on inferences of what is said and done**	**4.Recognises and understands the different structures of non-fiction books that have been introduced** (*ie using contents or index pages to locate information in a non-fiction texts*). **5.Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another.** 6.Can discuss the characteristics and action of the characters within a story. **7.Constructs meaning whilst reading independently, self -correcting where the sense of the text is lost.** **8.Make inferences on the basis of what has been read.** **9.Makes predictions on the basis of what has been read so far,** using a range of clues (*e.g experience of books written by same author, books on a similar theme, title, cover, blurb*) **10.Can provide simple explanations about events or information for example, why a character acted in a particular way)** **11.Demonstrates understanding of what is read independently, or listened, by drawing on own knowledge, and information and vocabulary provided.** 12.Can compare similarities and differences between texts/books in terms of characters, settings and themes.
END OF YR MASTERY	• **All aspects of reading comprehension at the National Standard are embedded.** • **Understanding of age appropriate, challenging texts is demonstrated through the identification of key aspects of fiction and non-fiction; and simple explanations of how and why texts are structured according to their purpose.** • **Plausible inferences and predictions based on what has been read, are offered and explained.** • **New words are understood through the explanation of their meaning, in context and by making links to known vocabulary.** • **Is able to discuss a range of books read during Y2.**		

Year Group	**Year 2**		
Point	13	15	17
Assessment Milestone	**2E**	**2D**	**2S**
Composition: **Planning, Drafting, Evaluating, Editing and Proof Reading**	**1.Use simple, appropriate text features in a variety of written pieces for different purposes: narratives about personal experiences and those of others (real and fictional), poetry and writing about real events.** 2.Uses the drafting process to gather ideas and key words drawn from reading	**1.Produce a variety of written pieces for different purposes, attempting to maintain form when: writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry.** 2.Uses the drafting process to gather and write down ideas and key words drawn from reading.	**1.Re-read own writing to check for meaning and the correct, consistent use of tense, including verbs in the continuous/ progressive form.** **2.Uses the drafting process to gather and write down ideas and key words, including new vocabulary drawn from reading and discussion of text types.** **3.Proof- read own writing to check for errors in spelling, punctuation and grammar.** **4.Produce a variety of written pieces for different purposes, maintaining form when: writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry.** **5.In discussion with the teacher and other pupils evaluate their writing for effective word choice, grammar and punctuation.**
Composition: **Applying Vocabulary, Grammar and Punctuation**	3.Use full stops, capital letters and exclamation marks more consistently. 4.Begin to use commas in lists. **5.Use simple sentences and compound sentences joined by 'and'.** 6.Begin to use subordination to show time and reason e.g. when, because. 7.Begin to use the past and present tense. **8.Expand noun phrases to describe and specify (e.g, the blue butterfly)**	3.Use full stops, capital letters, question marks, exclamation marks and commas in a list more consistently. 4.Begins to experiment with apostrophes for contraction/possession. **5.Use a range of conjunctions to make a compound sentence e.g. and, but, because, so.** **6.Use conjunctions or & that.** 7.Use past and present tense more consistently. **8.Use adjectives to describe.**	**6.Almost always accurately uses full stops, capital letters, exclamation marks and question marks.** **7.Use commas for lists and apostrophes for contracted forms and the possessive (singular) in nouns(e.g. the girl's name)** **8.Use or/and/but appropriately.** **9.Use when/ if/ that/ because' to subordinate clauses.** **10Use the present and past tenses correctly and consistently including the progressive form (e.g. she is drumming, he was shouting)** **11.Use some features of written Standard English I was/they were/he was/you were/It was/we were.**
Transcription **Spelling**	9.Some common exception words from Y2 list are spelt accurately. 10.Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes are beginning to be applied and demonstrated.	9.Approx. ½ common exception words from Y2 list are spelt accurately. 10.Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes are often applied and demonstrated. 11.Is beginning to spell words with suffixes where changes are needed to the root word 12.Is beginning to spell longer words with suffixes -ment, -ness, -ful, -less, -ly	**12.Most common exception words from Y2 list are spelt accurately.** **13.Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes are usually applied and demonstrated through accurate spelling of words where phonemes can be represented by 1 or more spellings, including common homophone and near homophones** **14.Confidently spell words with suffixes where changes are needed to the root word** **15.Confidently spell longer words with suffixes –ment, -ness, -ful, -less, -ly** **16.Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.**
Transcription **Handwriting**	**11.Handwriting is legible with almost all lower case letters, capital letters and digits accurately and consistently formed and of the correct size, orientation and relationship to one another.**	**13.Words are almost appropriately and consistently spaced in relation to the size of the letters.**	**17.Use some of the diagonal and horizontal strokes needed to join letters.**
End of Yr Mastery	**All aspects of writing composition are embedded throughout longer pieces of writing for different purposes. Revisions in writing are often unprompted. In ambitious vocabulary there are only a few spelling errors and all aspects of handwriting are embedded**		

Year Group	**Year 2**		
Point	**13**	**15**	**17**
Assessment Milestone	**2E**	**2D**	**2S**
Composition: **Planning, Drafting, Evaluating, Editing and Proof Reading**	**1.Use simple, appropriate text features in a variety of written pieces for different purposes: narratives about personal experiences and those of others (real and fictional), poetry and writing about real events.** 2.Uses the drafting process to gather ideas and key words drawn from reading	**1.Produce a variety of written pieces for different purposes, attempting to maintain form when: writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry.** 2.Uses the drafting process to gather and write down ideas and key words drawn from reading.	**1.Re-read own writing to check for meaning and the correct, consistent use of tense, including verbs in the continuous/ progressive form.** **2.Uses the drafting process to gather and write down ideas and key words, including new vocabulary drawn from reading and discussion of text types.** **3.Proof- read own writing to check for errors in spelling, punctuation and grammar.** **4.Produce a variety of written pieces for different purposes, maintaining form when: writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry.** **5.In discussion with the teacher and other pupils evaluate their writing for effective word choice, grammar and punctuation.**
Composition: **Applying Vocabulary, Grammar and Punctuation**	3.Use full stops, capital letters and exclamation marks more consistently. 4.Begin to use commas in lists. **5.Use simple sentences and compound sentences joined by 'and'.** 6.Begin to use subordination to show time and reason e.g. when, because. 7.Begin to use the past and present tense. **8.Expand noun phrases to describe and specify (e.g, the blue butterfly)**	3.Use full stops, capital letters, question marks, exclamation marks and commas in a list more consistently. 4.Begins to experiment with apostrophes for contraction/possession. **5.Use a range of conjunctions to make a compound sentence e.g. and, but, because, so.** **6.Use conjunctions or & that.** 7.Use past and present tense more consistently. **8.Use adjectives to describe.**	**6.Almost always accurately uses full stops, capital letters, exclamation marks and question marks.** **7.Use commas for lists and apostrophes for contracted forms and the possessive (singular) in nouns(e.g. the girl's name)** **8.Use or/and/but appropriately.** **9.Use when/ if/ that/ because' to subordinate clauses.** **10Use the present and past tenses correctly and consistently including the progressive form (e.g. she is drumming, he was shouting)** **11.Use some features of written Standard English I was/they were/he was/you were/It was/we were.**
Transcription **Spelling**	9.Some common exception words from Y2 list are spelt accurately. 10.Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes are beginning to be applied and demonstrated.	9.Approx. ½ common exception words from Y2 list are spelt accurately. 10.Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes are often applied and demonstrated. 11.Is beginning to spell words with suffixes where changes are needed to the root word 12.Is beginning to spell longer words with suffixes -ment, -ness, -ful, -less, -ly	**12.Most common exception words from Y2 list are spelt accurately.** **13.Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes are usually applied and demonstrated through accurate spelling of words where phonemes can be represented by 1 or more spellings, including common homophone and near homophones** **14.Confidently spell words with suffixes where changes are needed to the root word** **15.Confidently spell longer words with suffixes –ment, -ness, -ful, -less, -ly** **16.Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.**
Transcription **Handwriting**	**11.Handwriting is legible with almost all lower case letters, capital letters and digits accurately and consistently formed and of the correct size, orientation and relationship to one another.**	**13.Words are almost appropriately and consistently spaced in relation to the size of the letters.**	**17.Use some of the diagonal and horizontal strokes needed to join letters.**
End of Yr Mastery	**All aspects of writing composition are embedded throughout longer pieces of writing for different purposes. Revisions in writing are often unprompted. In ambitious vocabulary there are only a few spelling errors and all aspects of handwriting are embedded**		

National Curriculum – **Mathematics** **Bold** = **end of KS Performance Descriptors** which are, other than in exceptional circumstances, deemed essential for a pupil to be assessed at that step

Year Group	**Year 2 (page 1 of 2)**		
Point	**13**	**15**	**17**
Assessment Milestone	**2E**	**2D**	**2S** ***Refer to non-statutory guidance for exemplification***
Number and Place Value	1.**count in steps of 2 and 5 from 0; forwards and backwards.** 2.Begin to use the term 'multiple' 3.identify and represent numbers using different representations 4.estimate number of objects up to 20 5.compare and order numbers of objects up to 20 6.compare and order numbers up to 100 7.**use number facts to solve problems** 8.read and write numbers up to 50 in words and numerals (not necessarily spelt correctly)	1.**count in steps of ten from any number, forward and backward** 2.recognise the place value of each digit in a two-digit number (tens, ones) 3.**identify, represent** and estimate **numbers using different representations, including the number line** 4.partition numbers into tens and ones 5.**compare and order numbers from 0 up to 100; use <, > and = signs** 6.**read and write numbers to at least 100 in numerals and in words** 7.identify odd and even numbers 8.**use place value and number facts to solve problems.** 9.name the value of any digit in whole numbers up to 99	1.**count in steps of 3 from 0 to at least 30** 2understand the importance of 0 as a place holder in 2 and 3 digit 3.umbers 4.partition numbers in different ways e.g. 23 as 20+3 or 10+13 5.**estimate numbers on an empty number line** 6.round numbers to the nearest 10 7.**compare and order numbers beyond 100** 8.**solve problems and explain reasoning** 9.read and write numbers beyond 100 in numerals and words 10.begin to understand the place value of 3 digit numbers
Addition and Subtraction	9.solve problems with addition and subtraction: □using concrete objects and pictorial representations, including those involving numbers, quantities and measures 10.understand and use 'sum' and 'difference' 11.add and subtract numbers using a range of strategies e.g. concrete objects, hundred square, number line 12.begin to **recall and use addition and subtraction facts for all numbers up to 10** 13.begin to **relate number facts to 10 to adding and subtracting multiples of 10 to 100** 14.show that addition of two numbers can be done in any order (commutative)	10.**solve 2 step problems with addition and subtraction:** □**applying their increasing knowledge of mental and written methods (2 digit and 2 digit)** 11.recall and use addition and subtraction facts to at least 10, and begin to derive and use related facts up to 100 ▪**add and subtract numbers using concrete objects, pictorial representations, and mentally, including:** **12.a two-digit number and ones** **13.a two-digit number and tens** e.g. 23+10, 43+20 (not over 100 boundary) **14.two two-digit numbers (**Begin to do this mentally for numbers that don't cross the 100 boundary e.g. 23+31) 15.show that addition of two numbers can be done in any order (commutative) and **subtraction of one number from another cannot** 16.recognise and use the inverse relationship between addition and subtraction and solve missing number problems.	11.**solve 3 step problems with addition and subtraction:** □**applying their increasing knowledge of mental and written methods** 12.**recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100** ▪**add and subtract numbers mentally and using written columnar methods, including:** **13.adding several two-digit numbers** **14.subtracting two-digit numbers** **15.adding a two-digit number to a three-digit number** **16.adding and subtracting several single digit numbers** 17.begin to solve + and – in columns without crossing boundaries 18.**recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems (involving a two-digit number and 1s or 10s).**
Multiplication and Division	15.begin to recall X facts for 2's, 5's, 10's 16.begin to derive double multiples of 10 and relate this to the inverse e.g. double 30 is 60, half of 60 is 30. 17.read and interpret ÷ = signs (when used in a number sentence) 18.solve 1 step problems involving multiplication and division, using materials, arrays, including problems in contexts. 19.**understand multiplication as repeated addition (for 2x, 5x and 10x)**	17.**make connections between multiplication by 2 and doubling and halving (and use these to reason about problems and calculations)** 18.begin to **recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables**, 19.**recognise odd and even numbers to at least 100 (and explain why)** 20.know doubles of multiples of 5 (up to 60) and 10 <double 50 and know inverse 21.**calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs** (within 2, 5 and 10 times tables) **22.show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot** 23.solve 1 step problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. (within 2, 5 and 10 times tables)	19.know doubles of multiples of 5 and 10 <double 100 and know inverse (using jottings if necessary) 20.**recall X facts for X2,5,10** and their inverse **using the multiplication (×), division (÷) and equals (=) signs** 21.**solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.** 22.derive facts for multiples of 5 by (for example) multiplying by 10 and halving 23.relate fractions and measures e.g. 40÷2=20, and 20 is half of 40 **24.Count in 3s to solve x and ÷ problems for the 3 x table**
Problem Solving and Reasoning	**Pupils demonstrate <u>mastery of the expectations of this year group by solving increasingly complex problems</u> and reasoning mathematically, using the content above.**		

Year Group	**Year 2 (page 2 of 2)**		
Point	**13**	**15**	**17**
Assessment Milestone	**2E**	**2D**	**2S** *Refer to non-statutory guidance for exemplification*
Fractions	20.recognise, find and name fractions ½ 1/3 and ¼ of a shape, set of objects or quantity using objects 21.**begin to find 1/2 and ¼ of a set of objects** 22.count in halves from 0 to 10	24.recognise, find, name and write fractions 1/3, ¼ of a , shape, set of objects or quantity using objects 25.**recognise, find, name and write fractions of a ½ a length, shape, set of objects or quantity** 26.write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of 2/4 and ½. 27.count in halves up to 10 from any number	25.**recognise, find, name and write fractions 1/3, ¼, 1/2 and ¾ of a length, shape, set of objects or quantity** using objects 26.count in quarters up to 10 from any number 27..**recognise the equivalence of 1/2 and 2/4 in practical contexts and when counting in fractions**
Measurement	13.begin to choose and use appropriate standard units to measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit,(e.g. nearest cm or m) using rulers, scales, thermometers and measuring vessels 24.**recognise and use symbols for pounds (£) and pence (p)** 25.begin to solve simple problems in a practical context involving addition of money of the same unit, using appropriate amounts (e.g. 50p – 23p, £5-£4 – refer to addition and subtraction section for clarification) 26.begin to read labelled divisions for measure 27.**tell and write the time to o'clock, half past and quarter past the hour and draw the hands on a clock face to show o'clock and half past**	28.**choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, and measuring vessels** (not converting units – to the nearest appropriate unit) **29.compare and order lengths, mass, volume/capacity and record the results using >, < and = (within the same measurement e.g. 30cm > 23cm)** **30.combine amounts of money to make a particular value using pounds and pence e.g. 36p = 20p+10p+5p+1p or £9.52 = £9 + 50p + 2p** 31.solve simple problems in a practical context involving addition and subtraction of money of the same unit using appropriate amounts (see 2B addition and subtraction statements for guidance) 32.tell and write the time to (o'clock, half past, quarter past and) quarter to the hour and draw the hands on a clock face to show these times 33.know the number of minutes in an hour and the number of hours in a day.	28.**find different combinations of coins that equal the same amounts of money** 29. **solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change with appropriate amounts** (e.g. change from £1 or change from £50 e.g. £50 - £36) 30.**compare and sequence intervals of time** (e.g. I know a month is longer than a week – not converting and comparing units of time) 31.**tell and write the time to five minutes** and draw the hands on a clock face to show these times 32.**know that there are 60 minutes in an hour and 24 hours in a day and use these facts to solve problems** 33.read (and apply to problem solving) labelled divisions for measure - in 1s, 2s, 10s) 34.**reason about simple multiplicative relationships such as twice as long or 10 times as high (and drawing upon 2, 5 and 10 times table)**
Properties of Shapes	28.recognise and name common 2-D shapes in different orientations and sizes for example hexagons and pentagons. 29.recognise and name 3-D shapes for example cylinder	34.identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces 35.**identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]**	35.**identify line symmetry in a vertical line when exploring 2-D shapes.** 36.**compare and sort common 2-D and 3-D shapes and everyday objects using more than one criterion (on the basis of their geometric properties including vertices, sides, edges, faces).**
Position and Direction	30.**order and arrange combinations of mathematical objects in (increasingly complex) patterns and sequences**	36.**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**	37.explore, describe and explain patterns. 38.**use the terms clockwise and anti-clockwise to describe position, direction and movement.**
Statistics	31.**accurately interpret and construct simple pictograms, tally charts and block diagrams.**	37.**interpret and construct simple tables** 38.ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	39.**ask and answer questions about totalling and comparing categorical data** 40.**Interpret and construct pictograms (where the symbols show many-to-one correspondence) and block graphs (where the scale is divided into 2s and 5s)**
Problem Solving and Reasoning	**Pupils demonstrate mastery of the expectations of this year group by solving increasingly complex problems and reasoning mathematically, using the content above.**		