



Key Stage One Core Skills- National Curriculum 2014

By the end of Y2, a child should be able to:

Reading:

Objectives	To read words accurately	To understand texts
Skills required to meet achieve the objective	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter(s). • Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. • Re-read these books to build up fluency and confidence in word reading. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Discuss events. • Predict events. • Link reading to own experience. • Join in with stories or poems. • Check that reading makes sense and self-correct. • Infer what characters are like from actions. • Ask and answer questions about texts. • Discuss favourite words and phrases. • Listen to and discuss a wide range of texts. • Recognise and join in with (including role-play) recurring language. • Explain and discuss understanding of texts. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done.

Writing:

Objectives	To write with purpose	To use imaginative description	To organise writing appropriately	To use paragraphs	To use sentences appropriately
Skills required to meet achieve the objective	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve. 	<ul style="list-style-type: none"> • Use adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. 	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose. 	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information. 	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form a short narrative. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin.
Objectives	To present neatly	To spell correctly		To punctuate accurately	To analyse and present writing
Skills required to meet achieve the objective	<ul style="list-style-type: none"> • Sit correctly and hold a pencil correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand letters that are formed in similar ways. • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • Spell words containing 40+ learned phonemes. • Spell common exception words (the, said, one, two and the days of the week). • Name letters of the alphabet in order. • Use letter names to describe spellings of words. • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. • Use spellings rules. • Write simple sentences dictated by the teacher. • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell common exception words correctly. • Spell contraction words correctly (can't, don't). • Add suffixes to spell longer words (-ment, -ness, -ful and -less). • Use the possessive apostrophe. (singular) (for example, the girl's book) • Distinguish between homophones and near-homophones. 		<ul style="list-style-type: none"> • Leave spaces between words. • Use the word 'and' to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form. 	<ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> • word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. • Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. • Read aloud writing clearly enough to be heard by peers and the teacher. • Read aloud writing with some intonation.

Maths:

Objectives	To know and use numbers	To add and subtract	To multiply and divide
Skills required	<ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. • Given a number, identify one more and one less. • Count in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forward and backward. Identify, represent and estimate numbers using different representations, including the number line. • Read and write numbers initially from 1 to 20 and then to at least 100 in numerals and in words. • Use the language of: equal to, more than, less than (fewer), most and least. • Compare and order numbers from 0 up to 100; use <, > and = signs. • Recognise the place value of each digit in a two-digit number (tens, ones). • Use place value and number facts to solve problems. 	<ul style="list-style-type: none"> • Solve one-step problems with addition and subtraction: <ul style="list-style-type: none"> • Using concrete objects and pictorial representations including those involving numbers, quantities and measures. • Using the addition (+), subtraction (-) and equals (=) signs. • Applying their increasing knowledge of mental and written methods. • Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> • One-digit and two-digit numbers to 20, including zero. • A two-digit number and ones. • A two-digit number and tens. • Two two-digit numbers. • Adding three one-digit numbers. • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • Represent and use number bonds and related subtraction facts within 20. • Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. 	<ul style="list-style-type: none"> • Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. • Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (.), division (÷) and equals (=) signs. • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • Solve problems involving multiplication and division using mental methods. • Use known multiplication facts to check the accuracy of calculations. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. • Recognise odd and even numbers. • Use multiplication and division facts to solve problems.
Objectives	Fractions	To understand the properties of shapes	To describe position, direction and movement
Skills required	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <ul style="list-style-type: none"> • Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. • Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. • Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. <p>Write simple fractions for example, $\frac{1}{2}$ of 6 = 3.</p>	<ul style="list-style-type: none"> • Recognise and name common 2D and 3D shapes. • Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. • Identify 2-D shapes on the surface of 3-D shapes. • Compare and sort common 2-D and 3-D shapes and everyday objects. 	<ul style="list-style-type: none"> • Describe position, direction and movement, including whole, half, quarter and three-quarter turns. • 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).



Key Stage One Core Skills- National Curriculum 2014

Objectives	To use measures		To use statistics	To use algebra
Skills required	<ul style="list-style-type: none"> • Compare, describe and solve practical problems for: <ul style="list-style-type: none"> • lengths and heights. • mass/weight. • capacity and volume. • time. • Measure and begin to record: <ul style="list-style-type: none"> • lengths and heights. • mass/weight. • capacity and volume. • time. (hours, minutes, seconds). • Recognise and know the value of different denominations of coins and notes. • Sequence events in chronological order using language. • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	<ul style="list-style-type: none"> • Choose and use appropriate standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using >, < and =. • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. • Find different combinations of coins that equal the same amounts of money. • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. • Compare and sequence intervals of time. • Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. • Know the number of minutes in an hour and the number of hours in a day. 	<ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and 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 	<ul style="list-style-type: none"> • Solve addition and subtraction problems involving missing numbers.