

## Age Related Expectations Year 2

Speaking and Listening	
<ul style="list-style-type: none"> <li>• I can ask question to get more information and clarify meaning.</li> <li>• I can talk in complete sentences.</li> <li>• I can decide when I need to use specific vocabulary</li> <li>• I can take turns when talking in pairs or a small group</li> <li>• I am aware that formal and informal situations require different language (beginning)</li> <li>• I can retell a story using narrative language and linking words and phrases.</li> <li>• I can hold the attention of people I am speaking to by adapting the way I talk.</li> <li>• I understand how to speak for different purposes and audiences (beginning).</li> <li>• I can perform a simple poem from memory.</li> </ul>	
Reading	
<p style="text-align: center;"><b>Word reading</b></p> <ul style="list-style-type: none"> <li>• I can decode automatically and fluently.</li> <li>• I can blend sounds in words that contain the graphemes we have learnt.</li> <li>• I can recognise and read alternative sounds for graphemes.</li> <li>• I can read accurately words of two or more syllables that contain the same GPCs.</li> <li>• I can read words with common suffixes.</li> <li>• I can read common exception words.</li> <li>• I can read and comment on unusual correspondence between grapheme and phoneme.</li> <li>• I read most words quickly and accurately when I have read them before without sounding out and blending.</li> <li>• I can read most suitable books accurately, showing fluency and confidence.</li> </ul>	<p style="text-align: center;"><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• I can talk about and give an opinion on a range of texts.</li> <li>• I can discuss the sequence of events in books and how they relate to each other.</li> <li>• I use prior knowledge, including context and vocabulary, to understand texts.</li> <li>• I can retell stories, including fairy stories and traditional tales.</li> <li>• I can read for meaning and check that the text makes sense. I go back and re-read when it does not makes sense.</li> <li>• I can find recurring language in stories and poems.</li> <li>• I can talk about my favourite words and phrases in stories and poems.</li> <li>• I can recite some poems by heart, with appropriate intonation.</li> <li>• I can answer and ask questions.</li> <li>• I can make predictions based on what I have read. I can draw (simple) inferences from illustrations, events, characters' actions and speech.</li> </ul>

Writing		
<u>Transcription</u>	<u>Composition</u>	<u>Grammar and punctuation</u>
<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• I can segment spoken words into phonemes and record these as graphemes.</li> <li>• I can spell words with alternative spellings, including a few common homophones. <ul style="list-style-type: none"> <li>• I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.</li> </ul> </li> <li>• I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</li> <li>• I can identify phonemes in unfamiliar words and use syllables to divide words.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• I can form lower-case letters of the correct size relative to one another.</li> <li>• I can begin to use some of the diagonal and horizontal strokes needed to join letters.</li> <li>• I show that I know which letters are best left unjoined.</li> <li>• I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. <ul style="list-style-type: none"> <li>• I use spacing between words that reflects the size of the letters.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can write narratives about personal experiences and those of others, both real and fictional.</li> <li>• I can write for different purposes, including real events.</li> <li>• I can plan and discuss the content of writing and record my ideas.</li> <li>• I am able to orally rehearse structured sentences or sequences of sentences.</li> <li>• I can evaluate my own writing independently, with friends and with an adult.</li> <li>• I can proof-read to check for errors in spelling, grammar and punctuation.</li> </ul>	<p><b>Sentence structure</b></p> <ul style="list-style-type: none"> <li>• I can use subordination and co-ordination.</li> <li>• I can use expanded noun phrases.</li> <li>• I can say how the grammatical patterns in a sentence indicate its function.</li> </ul> <p><b>Text structure</b></p> <ul style="list-style-type: none"> <li>• I consistently use the present tense and past tense correctly.</li> <li>• I can use the progressive forms of verbs in the present and past tense.</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.</li> <li>• I correctly use question marks and exclamation marks,</li> <li>• I can use commas to separate items in a list.</li> <li>• I can use apostrophes to show where letters are missing and to mark singular possession in nouns.</li> </ul>

## Maths (consolidated)

### Number

- I can read and write all numbers to at least 100 in numerals and words.
  - I recognise odd and even numbers to 100.
  - I can count in steps of 2, 3 and 5 from 0.
  - I recognise and can define the place value of each digit in a 2 digit number.
  - I can compare and order numbers from 0 to 100 using the < > and = signs.
  - I can name the fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  and can find fractional values of shapes, lengths and numbers.
  - I can recall and use multiplication and division facts for the 2, 5 and 10x tables.
  - I can add and subtract a 2-digit number and ones.
  - I can add and subtract a 2-digit number and tens.
  - I can add and subtract two 2-digit numbers.
  - I can add three 1-digit numbers.
  - I can solve problems involving addition and subtraction.
  - I understand and can use commutivity in relation to addition, subtraction, multiplication and division.
- Measurement, geometry and statistics
- I can choose and use appropriate standard units to estimate length, height, temperature and capacity.
  - I can tell and write the time to 5 minute intervals.
  - I recognise and can use the symbols £ and p when solving problems involving addition and subtraction of money.
  - I can describe the properties of 2D and 3D shapes to include edges, vertices and faces.
  - I can interpret and construct pictograms, tally charts, block diagram and simple tables.

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