



End of Year Expectations

Key Performance Indicators



Year 2

Reading

I can read and blend all sounds I have been taught.

I can recognise alternative sounds for letters or groups of letters.

I can read words of two or more syllables that contain sounds I have been taught.

I can read most words quickly and accurately without needing to sound and blend words I have seen before.

I can read aloud books within my reading level, without making many errors and sounding out new words without longer pauses.

I can re-read books sounding out new words correctly to improve my speed and confidence.

I can enjoy and understand books by listening and talking about and expressing my views on poems, stories and non-fiction texts that I can read myself.

I can enjoy reading and discussing the order of events in books and how items of information are related.

I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.

I can spot if a word has been read wrongly by following the sense of the text.

I can ask and answer questions about the books or stories I am reading and make links.

I can say what might happen next in a story based on what has happened so far.

I can take part in a group talk about what we have listened to. I take turns and listen to what others say.

Writing

I can break down spoken words into their sounds and write them mostly correctly.

I can learn new spellings by using words I already know how to spell.

I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters.

I can write for different purposes, writing long and short pieces of work.

I can plan my writing by writing down my ideas or talking about them for each sentence.

I can proof read my work and check for spelling, punctuation and grammar errors.

I can add these letter groups to the ends of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.

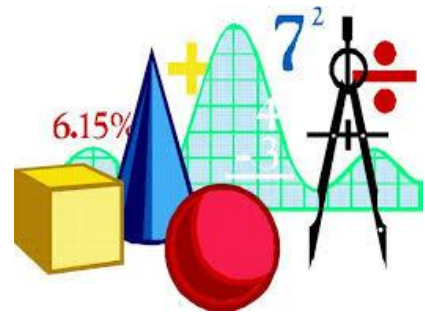
I can use these words in my writing: when, if, that, because, or, but.

I can use the correct tense in my writing.

I can use capital letters and full stops to show where sentences start and end and sometimes use question marks and exclamation marks.

I can use commas when I am writing a list.





Mathematics

I can count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10's from any number.

I can compare and order numbers from 0 to 100 using $<$ $>$ and $=$.

I can use place value and number facts to answer questions.

I can solve problems with addition and subtraction including those involving numbers, quantities and measures by using objects and pictures.

I can answer simple addition and subtraction questions in my head as well as writing them down.

I can use addition and subtraction facts to 20 quickly and workout similar facts to 100.

I can remember and use multiplication and division facts for 2, 5 and 10 times tables and recognise odd and even numbers.

I can answer questions involving multiplication and division mentally and with objects.

I can answer questions involving multiplication and division using arrays and repeated addition.

I can find, name and write fractions of a length, shape, set of objects or amount including $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$.

I can add and subtract money and give change.

I can compare and sort common 2-D and 3-D shapes and everyday objects.

I can use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line.

I can ask and answer questions about totalling and comparing grouped data.