



## Excited About Learning

## Year 2 Core Skills

Year Two Maths Core Skills	Year Two Writing Core Skills	Year Two Reading Core skills
<p>I can read scales in divisions of ones, twos, fives and tens.</p> <p>I can partition any two-digit number into different combinations of tens and ones, explaining my thinking verbally, in pictures or using apparatus.</p> <p>I can add and subtract any 2 two-digit numbers using an efficient strategy, explaining my method verbally, in pictures or using apparatus (e.g. <math>48 + 35</math>; <math>72 - 17</math>).</p> <p>I can recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships.</p> <p>I can recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.</p> <p>I can identify <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math>, of a number or shape, and know that all parts must be equal parts of the whole.</p> <p>I can use different coins to make the same amount.</p> <p>I can read the time on a clock to the nearest 15 minutes. I can name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.</p>	<p>I can write simple coherent narratives about personal experiences and those of others (real or fictional).</p> <p>I can write about real events, recording these simply and clearly.</p> <p>I can write using some subordination (when, if, that, because) to join clauses.</p> <p>I can write using co-ordination (or/and/but) to join clauses.</p> <p>I can use present tense and past tense mostly correctly and consistently.</p> <p>I can write most sentences with correct use of capital letters and full stops.</p> <p>I can use question marks correctly when required.</p> <p>I can use spacing between words that reflect size of the letters.</p> <p>I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can spell many common exception words.</p> <p>I can segment words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</p>	<p>I am secure at phase 6 and I am reading gold/white books.</p> <p>I can read accurately most words of two or more syllables.</p> <p>I can read most words containing common suffixes.</p> <p>I can read most common exception words.</p> <p>In age appropriate books:</p> <ul style="list-style-type: none"> <li>• I can read words accurately and fluently without overt sounding and blending (90 words pm is a good indicator but not a requirement).</li> <li>• I can sound out most unfamiliar words accurately without undue hesitation.</li> </ul> <p>In a book that I can already read fluently:</p> <ul style="list-style-type: none"> <li>• I can check it makes sense to me correcting any inaccurate reading.</li> <li>• I can answer questions and make some inferences.</li> <li>• I can explain what has happened so far in what I have read.</li> </ul> <p>I can make some inferences on the basis of what is being said and done.</p> <p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p>

Year Two Maths Greater Depth	Year Two Writing Greater Depth	Year Two Reading Greater Depth
<p>I can read scales where not all numbers on the scale are given and estimate points in between.</p> <p>I can recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.</p> <p>I can use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. <math>29 + 17 = 15 + 4 + \bullet</math>; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)</p> <p>I can solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')</p> <p>I can read the time on a clock to the nearest 5 minutes</p> <p>I can describe similarities and differences of 2-D and 3-D shapes, using their properties.</p>	<p>I can effectively and coherently write for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.</p> <p>I can make simple additions, revisions and proof-reading corrections to my own writing.</p> <p>I can use the punctuation taught at Key Stage 1 mostly correctly. (Use of capital letters, full stops, questions marks, and exclamation marks to demarcate sentences. Commas to separate items in a list and apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns – for examples, the girl's name).</p> <p>I can spell most common exception words.</p> <p>I can add suffixes to spell most words correctly in my writing (eg; ing, ed, ment, ness, ful, less and ly).</p> <p>I can use the diagonal and horizontal strokes to join some letters.</p>	<p>I am secure at phase 6 and I am reading lime books or beyond.</p> <p>.</p> <p>In a book I am reading independently:</p> <ul style="list-style-type: none"> <li>• I can make inferences.</li> <li>• I can make a plausible prediction about what might happen on the basis of what has been read so far.</li> <li>• I can make links between the book I am reading and other books that I have read.</li> </ul>