

Year Two Writing Expectations

Working Towards	Working At	Working at Greater Depth
I can write sentences that are sequenced to form a short narrative.	I can write simple sentences about myself and others, and simple stories. <i>(Simple sentences have a subject (noun) and a verb.)</i>	I can write effectively and clearly for different purposes, using a range of exciting word choices and correct grammar.
I can sometimes use a full stop and capital letter correctly.	I can often use capital letters and full stops correctly.	I can punctuate my writing correctly using capital letters, full-stops, apostrophes, commas, question marks and some exclamation marks.
I can use my phonics to help me spell words.	I can use past tense correctly.	I can spell most common exception words.
I can spell some common exception words.	I can use co-ordinating conjunctions (<i>e.g. and / or / but</i>).	I can add suffixes to spell most words correctly (e.g. -ment, -ness, -ful, -less, -ly)
I can form the shapes of my letters correctly.	I can use subordinating conjunctions (<i>e.g. when / because / if</i>).	I usually use neat, joined up handwriting.
My lower case letters are the same size compared to each other.	I can use my phonics to help me spell most words correctly.	I can edit my work to improve it.
	I can sometimes use a question mark correctly.	
	I can leave correctly sized finger spaces between my words.	

Year Two Reading Expectations

Working Towards	Working At	Working at Greater Depth
read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes	The pupil can read accurately most words of two or more syllables	The pupil can make inferences on the basis of what is said and done.
read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)	The pupil can read most words containing common suffixes	The pupil can predict what might happen on the basis of what has been read so far
read many common exception words	The pupil can read most common exception words.	The pupil can make links between the book they are reading and other books they have read
read aloud many words quickly and accurately without overt sounding and blending	The pupil can read words accurately and fluently without overt sounding and blending	
Sound out many unfamiliar words accurately.	The pupil can sound out most unfamiliar words accurately, without undue hesitation	
In discussion with the teacher - answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.	The pupil can check it makes sense to them	
	The pupil can answer questions and make some inferences on the basis of what is being said and done.	

Year Two Maths Expectations

Working Towards	Working At	Working at Greater Depth
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Year 2 SATs Meeting 2022

read and write numbers in numerals up to 100	read scales in divisions of ones, twos, fives and tens The scale can be in the form of a number line, a practical situation or a graph axis.	Read scales where not all numbers on the scale are given and estimate points in between. The scale can be in the form of a number line, a practical situation or a graph axis.
partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them	partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus	recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$) Key number bonds to 10 are: $0+10, 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5$.	add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35; 72 - 17$)	Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? Etc.)
recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)	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 (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17, 17 - 14 = 3$ and $17 - 3 = 14$)	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?')
count in twos, fives and tens from 0 and use this to solve problems	recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary	read the time on a clock to the nearest 5 minutes
know the value of different coins	identify $1/4, 1/3, 1/2, 2/4, 3/4$, of a number or shape, and know that all parts must be equal parts of the whole	Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).
name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)	use different coins to make the same amount	
	read the time on a clock to the nearest 15 minutes	
	name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry	