

Reading, Writing and Maths Learning Standards



Year Two

READING

Year 2 Expectation / Standard 2 2E: 9 - 15 | 2S: 16 - 24 | 2A: 25 - 31 Assess for S3

Note: Each standard of the 'Standards for Reading Assessment' needs children to be reading books in the **appropriate standard band** in order to assess their reading effectively and accurately.

Year 2 is the expectation for mainstream primary children **by the end of Year 2** and many should already be working within Year 3.

No.	Criteria	READ Skill	
1	Can read most of the Y1 / 2 high frequency words.	Read	
2	Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. ai, ie, ee) or graphemes that have more than one sound (e.g. brook, road, beach, said, plaid, road)	Read	
3	Knows the function of full stops when reading and shows this in their reading aloud.	Read	
4	Can retell an unknown story (unfamiliar before first reading) beginning, middle and end (may only be in simple terms because of its unfamiliarity, but children have got the general gist of the story as a whole)	R	
5	Can use the front cover and book title as well as illustrations and the words inside to make reading choices.	E	
6	Can locate specific information on a given page in response to a direct question.	R	
7	Can relate stories / texts to their own experiences, including story settings and incidents.	D	
8	Can comment on obvious characteristics and actions of characters in stories	D	
9	Is beginning to distinguish between fiction and non-fiction.	A	
10	Can use a range of phonic strategies to read unknown regular words.	Read	
11	Can identify when reading does not make sense and self-corrects in order for the text to make sense.	Read	
12	Can read aloud, taking into account . ? !	Read	
13	Can locate some specific information e.g. key events, characters' names etc. or key information on a non-fiction page.	R	
14	Can make predictions about a text using a range of clues (e.g. experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb)	D	
15	Can compare similarities and differences between texts / books in terms of characters, settings and themes.	D, E	
16	Can provide simple explanations about events or information (e.g. why a character acted in a particular way)	D	
17	Is beginning to talk about the features of certain non-fiction texts (e.g. chronological report, information poster, letter)	A	

18	Is beginning to use contents and index pages to locate information in non-fiction texts.	A	
19	Can read all of the high frequency words, up to and including the Y1 / 2 high frequency word list <i>(flight, reading, of, occasionally encountered words within sounding and blending)</i>	Read	
20	Can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes <i>(eg. pre- and -ant)</i>	Read	
21	Can read words with contractions, e.g. I'm, I'll, we'll, he's and understands that the apostrophe represents the omitted letter(s).	Read	
22	Can read aloud with intonation, taking into account a wider range of punctuation <i>(/ / /)</i>	Read	
23	Can explain the meaning of 'WOW' words in context <i>(appropriate standard level text)</i> e.g. despair, marvel <i>(including words with common prefixes and suffixes e.g. -indeed, -forgetful)</i>	D	
24	Can summarise a story, giving the main points clearly in sequence.	R	
25	Having read a text <i>(level / standard appropriate)</i> , can find the answers to questions, both written and oral.	R	
26	Can talk about how different words and phrases affect meaning.	E	
27	Can discuss reasons for events in stories by beginning to use clues in the story.	D	
28	Is beginning to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions.	D	
29	Can talk about the features of certain non-fiction texts <i>(non-chronological report, account, diary)</i>	A	
30	Can demonstrate how to use information books <i>(by using layout, index, contents page, glossary)</i>	A	
31	Can ask questions before reading a non-fiction text and look for the answers within the text when reading.	R	

WRITING

Year 2 Expectation / Standard 2

N.B. The former National Curriculum Level 2C has been removed from Standard 2 and inserted in Standard 1. 2-E is, therefore, higher in attainment than the previous NC Level 2C. Standard 2 is the expectation for mainstream primary children **by the end of Year 2** and many should be working within Standard 3.

Essential entry level to Standard 2 (Year 1 Expectation Progress Descriptor): Can produce a paragraph or more of developed ideas independently, that can be read without help from the child (may be more like spoken than written language / must not be a retell).

Listed in an approximate hierarchy:

1	Can communicate ideas and meaning confidently in a series of sentences (may not be accurate, but mainly 'flows' as it has lost the 'list like' form typical of some early writing, at least a paragraph in length).	
2	Can control use of ascenders/descenders and upper/lower case letters in handwriting.	
3	Can write in three or more text forms or genres with reasonable accuracy. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.	
4	Can provide enough detail to interest the reader, (e.g. is beginning to provide additional information or description, beyond a simple list).	
5	Can vary the structure of sentences to interest the reader, (manipulated sentences e.g. questions, direct speech or opening with a subordinate clause).	
6	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').	
7	Can usually sustain narrative and non-narrative forms (can write at length, staying on task - close to a side of A4 at least).	
8	Can match organisation to purpose, (e.g. showing awareness of structure of a letter, openings and endings, importance of reader, organisational devices, beginnings of paragraphing).	
9	Can usually maintain use of basic sentence punctuation (full stops followed by capital letters) in a piece close to a side of A4 in length. (May be on a shorter piece or may not be accurate for 2E)	
10	Can spell most common words correctly and most of the Years R,1 & 2 High Frequency Words, and the Year 1 & 2 words in the N.C. Appendix 1.	
11	Can use phonetically plausible strategies to spell or attempt to spell unknown polysyllabic words, (if all spelling is correct in a long enough piece to be secure evidence – tick the criteria).	
12	Can use connectives other than 'and' to join 2 or more simple sentences, thoughts, ideas etc (e.g. but, so, then, or, when, if, that, because).	
13	Can use a range of punctuation, mainly correctly, including at least 3 of the following: full stop and capital letter; exclamation mark; question mark; comma (at least in lists); apostrophe for simple contraction and for singular possession (at least) e.g. 'John's dog...', 'The cat's bowl...'	
14	Can make writing lively and interesting (e.g. provides additional detail, consciously uses humour, varies sentence length or uses punctuation to create effect etc.).	
15	Can link ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing...).	
16	Can use adjectives and descriptive phrases for detail and emphasis (consciously selects the adjective for purpose, rather than using a familiar one e.g. a title – 'Big Billy Goat Gruff').	
17	Structures basic sentences correctly, including capitals and full stops in a longer piece (one error acceptable).	
18	Can use accurate and consistent handwriting, (in print at minimum, can show consistent use of upper/lower case, ascenders/descenders, size and form).	
19	Begins to show evidence of joining handwriting.	
20	Uses past and present tenses correctly.	

Listed in approximate hierarchy of E, S, A. For assessment, however, the 'best fit' can span the three sections.

E = Emergent | **S** = Secure | **A** = Advanced (Exceeding) | **AP** = Assessment Point

Assessment: **2-E** = 6 - 9 | **2-S** = 10 - 15 | **2-A** = 16 - 20 | **2-AP** = 17 - 20

If entry to Year 3 is not met, then the judgment is 2-A. A pupil in KS1 working within secure Standard 3 or above is said to be 'Key Stage 1 Mastery'



By the End of Year 2 Pupils should be taught to:		
Place Value	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	
	recognise the place value of each digit in a two-digit number (tens, ones)	
	identify, represent and estimate numbers using different representations, including the number line	
	compare and order numbers from 0 up to 100;	
	use <, > and = signs	
	read and write numbers to at least 100 in numerals and in words	
Addition and subtraction	use place value and number facts to solve problems.	
	solve problems with addition and subtraction: * using concrete objects and pictorial representations, including those involving numbers, quantities and measures * applying their increasing knowledge of mental and written methods	
	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	
	add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones	
	add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens	
	add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers	
	add and subtract numbers using concrete objects, pictorial representations, and mentally, including 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		
Multiplications and Division	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	
	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) 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 materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	
Fractions	recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, of a length, shape, set of objects or quantity	
	write simple fractions for example, $\frac{1}{2}$ of 6 = 3	
	recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	
Measurements	choose and use appropriate standard units to estimate, measure, compare and order length/height in any direction (m/cm) to the nearest appropriate unit, using rulers. Record the results using >, < and =.	
	choose and use appropriate standard units to estimate, measure, compare and order mass (kg/g) to the nearest appropriate unit, using scales. Record the results using >, < and =.	
	choose and use appropriate standard units to estimate, measure, compare and order temperature ($^{\circ}\text{C}$) to the nearest appropriate unit, using thermometers. Record the results using >, < and =.	
	choose and use appropriate standard units to estimate, measure, compare and order capacity (litres/ml) to the nearest appropriate unit, using measuring vessels. 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.		
Geometry - Properties of	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 [for example, a circle on a cylinder and a triangle on a pyramid]	
	compare and sort common 2-D and 3-D shapes and everyday objects	
Geometry - Position and	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 anticlockwise)	
Statistics	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	

