



Y2 Skills : Reading



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Blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes.

Read accurately words of two or more syllables containing graphemes that have been taught.

Read words containing common suffixes. *Eg. -ment, -ness, -ful, -less, -ly.*

Read further common exception words, noting unusual correspondences between spelling and sound, and where these occur in the word.

Eg. because, beautiful, sugar.

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Can discuss the sequence of events in books and how they are related to each other.

Eg. Link the problem with its resolution.

Becoming increasingly familiar and can retell a wider range of stories, poems and traditional tales, using intonation, volume and expression.

Can talk about and comment on plot, setting and characters in familiar and unfamiliar stories.

Can discuss favourite words and phrases.

Eg. Can compare language:

Settings- in the deep, dark forest...

Character moods- angrily, he stomped out...

Timing of events - just at that moment...

Can self-select a book, giving reasons for their choices.

Discuss meaning of new words, speculating about possible definitions and link to its current context to check to see if the meaning makes sense.

Eg. Strategies might involve using a thesaurus or dictionary, re-reading the sentence, reading on, using the context.

Recognising recurring literacy language in stories and poems.

Eg. Once upon a time...

Checking the text makes sense to them and self-correct where necessary

Eg. when reading 'palace' for 'place':



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Ask and answer questions and predict what might happen next on the basis of what they have read so far.

Draw simple inferences from illustrations, events and characters' actions and speech.

E.g. Infer what a character might be feeling based on their actions.

Participate in discussions about books and poems.

E.g. Themes, compare authors, likes and dislikes, structure.

Identify past and present tense and why the writer has used a tense.

Use content and index to locate and retrieve information.





Y2 Skills : Writing



Form lower case letters, capital letters and digits of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Use spacing between words that reflects the size of the letters.

Develop positive attitudes and stamina for writing by:

- writing narratives about personal experiences
 - writing about real events
 - writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about.
 - write down ideas or key words, including new vocabulary
 - encapsulate what they want to say sentence by sentence

Make simple additions, revisions and corrections to their writing. Proof read to check for errors in spelling, grammar and punctuation.

Read aloud what they have written with appropriate intonation to make the meaning clear.

Segmenting words into phonemes and representing these by graphemes, spelling many correctly.

Learning new ways of spelling phonemes for which one or more spellings are already known, including a few common homophones (E.g. there/their/they're, too/to/two).

Learn to spell common exception words (E.g. door, prove, could), contracted forms and the possessive apostrophe. E.g. the girl's book.

Formation of nouns using suffixes such as -ness, -er. Formation of adjectives using suffixes such as -ful, -less. Use of -er and -est in adjectives and -ly to turn adjectives into adverbs.

Subordination (using when, if, that, because) and co-ordination (using or, and, but).

Expanded noun phrases for description and specification. E.g. *the blue butterfly, plain flour, the man in the moon.*

Correct choice and consistent use of present tense and past tense throughout writing. Use of the progressive form or verbs in the present and past tense to mark actions in progress.

E.g. She is drumming, he was shouting.

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list.

Use and understand the grammatical terminology in English Appendix 2 in discussing their writing (noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past, present), apostrophe, comma).



Y2 Skills : Maths



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Recognise the place value of each digit in a two-digit number. Read, write (numbers and words), partition, compare and order numbers up to 100, including the use of $<$ $>$ $=$.

E.g. Fill in numbers that make sense.

*-- > -- < -- * --*

Solve problems with addition and subtraction using concrete objects, pictorial representations, mental and written methods and use estimation to check their answers.

E.g. adding or subtracting 2 two-digit numbers (48+35 and know that this will be less than 100).

Use number bonds and related subtraction facts up to 20 and related facts to 100.

E.g. 18 = 9 + ? 15 = 6 + ?

Recognise and use the inverse between addition and subtraction and use this to check calculations and work out missing number problems.

E.g.  $- 14 = 28$

Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers, demonstrating an understanding of commutativity and using these to solve problems.

E.g. Knowing that you can make 8 groups of 5 from 40 blocks and writing $40 \div 5 = 8$, write down 4 calculations that have only the trio of numbers 8, 2 and 4 in them.

Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.

E.g. $\frac{1}{2}$ of 6 = 3. You have 60p. One third of your money will buy a ball. How much does a ball cost?

Estimate, measure and compare length (m/cm), mass (kg/g), temperature, capacity (l/ml) using rulers, scales, thermometers and measuring vessels.

E.g. Estimate how much a can of cola can hold.

E.g. James is taller than Mohammed but shorter than Angela. Is this true?

Solve simple problems involving money, including giving change, combining amounts to make a particular value and finding different combinations of coins that equal the same amounts of money.

E.g. How many £2 coins are needed to exchange for a £20 note?

E.g. Pay for an item worth 33p with only 20p coins and take change in least coins possible.

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. Compare and sequence intervals of time.

E.g. Say how long playtime lasts by counting in 5 minute steps.



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Identify, describe, compare and sort common 2D and 3D shapes.



Here are 5 triangles the same size.
Use some or all of the triangles to make
a bigger triangle.

Is there another way to do it?

Eg. Complete a pattern or make it symmetrical along a vertical line and check.

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.

Eg. Mark out a square. Establish its shape by discussing its properties. Give instructions to walk around it using language such as turning (clockwise/anti-clockwise) in quarter turns, walking in straight lines.

Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Eg. How many people prefer chocolate to strawberry?

