My Target Book

Name _____

Year 2 Reading

Working towards the expected standard...

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words*.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

Teachers should refer to the spelling appendix (year 1 and year 2) of the national curriculum programmes of study for items marked * to exemplify the words that pupils should be able to read as well as spell.

Year 2 My Reading Targets
Spoken Word
I can articulate and justify answers, arguments and opinions
I can give well structured descriptions, narratives for different purposes
I can consider and evaluate different viewpoints
I can participate in discussions, presentations, performances, role play, improvisations and debates
I can gain, maintain and monitor the interest of the listener(s)
Decoding
I can read familiar words quickly, without needing to sound them out (at over 90 words per minute)
I can read words containing common suffixes
I can use my phonic knowledge to blend sounds together, including alternative graphemes
I can read most words which contain common suffixes and alternative graphemes
I can read the common exception words and can see the unusual correspondences
I can self-correct when I have read a sentence incorrectly (I know it doesn't make sense)
I can confidently sound out unfamiliar words when I read aloud
I can read fluently and make sure it makes sense!

Comprehension
I can re-tell a story , referring to the most of the key events and characters
I can find the answers to questions and make some inferences, based on what is being said and done
I can decide how useful a non-fiction text is for the purpose
I can discuss the sequence of events in books and how items of information are related

Range and Experience
I am very familiar with a wide range of stories, fairy stories and traditional tales.
I am aware that books are set in different times and places
I can relate what I read to my own experiences and using background knowledge I have already learnt
I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently
I have started to look at non-fiction books that are structured in different ways
I can continue to build up a repertoire of poems learnt by heart

Detective Skills
I can make predictions based on the reading of other books by the author
I like to predict what happens next in the story, based on what I have read so far.

I can make predictions based on my own experiences
I can make simple inferences about thoughts and feelings of characters and reasons for their actions
I can recognise key themes and ideas within a text

Response

I can make choices about which texts to read, based on prior reading experience
I understand why a writer has written a text – 'She wants you to know how to make a kite'
I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself
I can answer and ask questions about a text

Language Appreciation

I can discuss and clarify the meaning of words, linking new meanings to known vocabulary
I can discuss my favourite words and phrases
I can identify how vocabulary choice affects meaning – 'Crept lets you know that he is trying to be quiet'
I can identify and comment on vocabulary and literary features in stories and poetry – 'All fairy tales start with Once upon a Time…'

Year 2 Reading

Working at greater depth within the expected standard...

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Year 2 Writing

Working towards the expected standard...

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

Teachers should refer to the spelling appendix (year 1 and year 2) of the national curriculum programmes of study for items marked * to exemplify the words that pupils should be able to read as well as spell.

Year 2 My Writing Targets
Organisation
I have begun to use an appropriate opening and ending
I can match the layout of my writing to what I am writing
I can use co-ordinating connectives (or, and, but) and connectives that signal time e.g. then, after, before
I can use subordinating connectives (when, if, that or, because) to link ideas logically
I can say out loud what I am about to write about
I can write down ideas and key words in plans
I can evaluate my work with the teacher and other pupils
I can reread to check my writing makes sense, including verbs
I can proof read to check for errors
Purpose
I know who my writing is for (my intended audience)
I am beginning to use appropriate language across different types of writing e.g. story language, non-fiction
I can think about the different styles needed for different types of writing
I can write narratives about personal experiences, both real and fiction.
I can write about real events
I can write poetry
I can write for different purposes

I can read aloud what I have written with appropriate intonation

Vocabulary
I can use interesting adjectives to describe people, objects and setting
I can use some expanded noun phrases to describe and specify
I can use interesting adverbs to describe actions
I can show evidence of using simple similes

Grammar
I can often write clear sentences that make sense.
I can use full stops and capital letters most of the time with some use of ! and ?
I can use sentences with different forms in my writing (statements, questions, exclamations and commands)
I can use commas correctly in a list
I can use apostrophes for contracted forms and the possessive (singular) form
I can mostly use the past and present tense correctly and consistently

Handwriting
I can form lower-case letters of the correct size, relative to one another
I can use some of the diagonal and horizontal strokes needed to join letters
I understand which letters need to be joined in my writing

I can write capital and lower case letters of the correct size, orientation and relationship to one another
I can use spacing between words that reflects the size of letters
Spelling
I can segment spoken words into phonemes and represent these as graphemes, spelling many correctly
I can learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling
I can spell most of the common exception words
I can spell some words with contractions (It's, can't, won't they're etc.)
I can add suffixes to spell longer words e.g. –ment, -ful, -less, -ly
Apply simple spelling rules and guidance as listed in English Appendix 1
I can use the possessive apostrophe for a singular person - the girl's book
I can spell the first 11 sets of homophones/near homophones (e.g. there/their/they're)
I can write simple sentences dictated by the teacher

Year 2 Writing

Working at greater depth within the expected standard...

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words*
- spelling most words with contracted forms*
- adding suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly*
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

Teachers should refer to the spelling appendix (year 1 and year 2) of the national curriculum programmes of study for items marked * to exemplify the words that pupils should be able to read as well as spell.

Year 2 Maths

Working towards the expected standard...

- The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as 35 < 53 and 42 > 36).

- The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).

- The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).

- The pupil can use number bonds and related subtraction facts within 20 (e.g. 18 = 9 + ? and 15 = 6 + ?).

- The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. 23 + 5; 46 + 20), they can demonstrate their method using concrete apparatus or pictorial representations.

- The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and

half of 18 is 9).
- The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.

Year 2 My Maths Targets
Number & Place Value
I can count in steps of 2, 3, and 5 from 0, and count in tens from a 2 digit number, forwards and backwards.
I can recognise the place value of each digit in a two-digit number (tens, ones) and partition these numbers to make different combinations of tens and ones.
I can identify, represent and estimate numbers using different representations, including the number line.
I can compare and order numbers from 0 up to 100; use <, > and =.
I can read and write numbers to at least 100 in numerals and in words.
I can use place value and number facts to solve problems.
Addition & Subtraction
I can add and subtract mentally, a 2 digit and a 1 digit number (eg 26 + 6, 41 – 8).
I can add and subtract mentally, a 2 digit and a tens number (eg 32 + 10, 32 – 20).
I can add and subtract mentally, 2, 2 digit numbers (eg 23 + 34, 32 – 17).
I can use estimation to check my calculations are sensible
I can add and subtract a 2 digit and a 1 digit number,

using objects and pictures.
I can add and subtract a 2 digit and a tens number, using objects and pictures.
I can add and subtract a 2 digit and a 2 digit number, using objects and pictures.
I can solve simple one-step problems with addition and subtraction.
I can use concrete objects and pictorial representations, including those involving numbers, quantities and measures
I can apply my increasing knowledge of mental and written methods.
I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems
Multiplication & Division
I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.
I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (✗), division (÷) and equals (=) signs.
I can recognise and use the inverse relationship between multiplication and division in calculations.

I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

I can solve one-step problems involving multiplication and division, using various methods, including multiplication and division facts, materials, arrays, repeated addition and mental problems in contexts.

Fractions

I can identify 1/3, ¼, ½, 2/4, ¾ and I know that all parts must be equal parts of a whole one.

I can write simple fractions e.g. 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half.

I can recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.

Measurement

I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. **(Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given.)**

I can compare and order lengths, mass, volume/capacity and record the results using >, < and =

I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.

I can find different combinations of coins that equal the same amounts of money.
I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
I can compare and sequence intervals of time
I can 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.
I know the number of minutes in an hour and the number of hours in a day

Properties of Shape

I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
I can identify 2-D shapes on the surface of 3-D shapes (for example, a circle on a cylinder and a triangle on a pyramid).
I can compare and sort common 2-D and 3-D shapes and everyday objects.

Position & Direction

I can order and arrange combinations of mathematical objects in patterns and sequences

I can 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 anti-clockwise).

Statistics

I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
I can ask and answer questions about totalling and comparing categorical data.

Year 2 Maths

Working at greater depth within the expected standard...

- The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).

- The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).

- The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$).

- The pupil can solve more complex missing number problems (e.g. $14 + \square - 3 = 17$; $14 + \Delta = 15 + 27$).

- The pupil can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).

- The pupil can solve 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?).

- The pupil can recognise the relationships between addition and subtraction and can rewrite addition

statements as simplified multiplication statements (e.g. 10 + 10 + 10 + 5 + 5 = 3 × 10 + 2 × 5 = 4 × 10).

- The pupil can find and compare fractions of amounts (e.g. 14 of £20 = £5 and 12 of £8 = £4 so 14 of £20 is greater than 12 of £8).
- The pupil can read the time on the clock to the nearest 5 minutes.
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).