National Curriculum 2014 Assessment and Tracking of progress and attainment/ Year 2 [updated October 2015]

Reading Key Performance Indicators	Reading Performance Standard	Writing Key Performance Indicators	Writing Performance Standard	Mathematics Key Performance Indicators	Mathematics Performance Standard
Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes. Reads accurately words of two or more syllables that contain the same graphemes as above. Reads most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending, when they have been frequently encountered. Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-reads these books to build up their fluency and confidence in word reading. Develops pleasure in reading, motivation to read, vocabulary and understanding by: 1. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently; 2. discussing the sequence of events in books and how items of information are related; 3. becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales; 4. retelling a range of stories, fairy stories and traditional tales; and 5. being introduced to non-fiction books that are structured in different ways. Understand both the books they can already read accurately and fluently and those that they listen to by: 1. checking that the text makes sense to them as they read and correcting inaccurate reading; 2. answering questions; and 3. predicting what might happen on the basis of what has been read so far. Participates in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.	**Reference to the KPIs** By the end of Y2, a child should be able to read books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words. A child can: decode most new words outside the spoken vocabulary, making a good approximation to the word's pronunciation; listen to and discuss a wide range of stories, poems, plays and information books, including whole books; justify the views about what has been read with support; read suffixes by building on the root words that have already been learnt; exercise choice in selecting books; monitor what they read, checking that the word they have decoded fits in with whatever else they have read and makes sense in the context of what they already know about the topic; identify cause and effect in both narrative and non-fiction (eg what has prompted a character's behaviour in a story; why certain dates are commemorated annually); and take part in a discussion, considering the opinions of others. **Working toward 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. **Working at the expected standard** The pupil can: read accurately most words of two or more syllables read most words containing common suffixes* read most common exception words*. In age-appropriate books, the pupil can: read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute sound out most unfamiliar words accurately,	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Develops positive attitudes towards, and stamina for, writing, by writing for different purposes. Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence. Makes simple additions, revisions and corrections to writing by: 1. proof-reading to check for errors in spelling, grammar and punctuation; 2. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and 3. learning new ways of spelling phonemes for which one or more spellings are already known; and learn some words with each spelling, including a few common homophones. Uses the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs. Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but). Uses the correct choice and consistent use of present tense and past tense throughout a written piece. Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use commas to separate items in a list.	**Reference to the KPIs** By the end of Y2 a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly. A child can: • use more word-specific knowledge of spelling, including homophones, and is able to do this for both single-syllable and multi-syllabic words; • spell words in a phonically plausible way, even if sometimes incorrectly; • apply a knowledge of suffixes from their word reading to their spelling and also draw from and apply a growing knowledge of word and spelling structure, as well as a knowledge of root words; • explain how different types of writing, including narratives, are structured and apply this to their own and others' writing; • think aloud as they collect ideas, draft and re-read to check their meaning is clear; • play roles and improvise scenes in various settings; and • use vocabulary, grammar and punctuation concepts set out in appendix 2 of the national curriculum document and be able to apply them correctly to examples of real language, such as their own writing eg subordination and coordination. **Working toward 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. **Working at the expected standard** The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher: demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks using sentences with different forms in their	**Number and place value** Counts in steps of two, three, and five from 0, and in tens from any number, forward and backward. Compares and orders numbers from 0 up to 100. Uses < > and = signs correctly. Uses place value and number facts to solve problems. **Addition and subtraction** Solves problems with addition and subtraction by: 1. using concrete objects and pictorial representations, including those involving numbers, quantities and measures; and 2. applying an increasing knowledge of mental and written methods. Recalls and uses addition and subtraction facts to 20 and 100: 1. fluently up to 20. **Multiplication and division** Recalls and uses multiplication and division facts for the two, five and 10 multiplication tables, including recognising odd and even numbers. Solves problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. **Fractions (including decimals)** Recognises, finds, names and writes fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity. **Measurement** Solves simple problems in a practical context involving addition and subtraction of money of the same unit including giving change. **Geometry: properties of shape** Compares and sorts common 2-D and 3- D shapes and everyday objects. **Geometry: position and direction** Uses mathematical vocabulary to describe position, direction and movement including movement in a straight line, and distinguishes between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). **Statistics** Asks and answers questions about totalling and comparing categorical data.	**Reference to the KPIs** By the end of Y2 a child should be mentally fluent with whole numbers, counting and place value. A child should know the number bonds to 20 and be precise in using and understanding place value. Using practical resources, a child can work with numerals, words and the four operations (eg concrete objects and measuring tools). Using a range of measures, a child can recognise, describe, draw, compare and sort different shapes and use the related vocabulary. A child can describe and compare different quantities such as length, mass, capacity/volume, time and money. A child can read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1. **Working toward 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 + ?; 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. **Working at the expected standard** The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the

	without undue hesitation. In a familiar book that they can already read accurately and fluently, the pupil can: check it makes sense to them answer questions and make some inferences on the basis of what is being said and done. **Working at greater depth** 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.		writing (statements, questions, exclamations and commands) using some expanded noun phrases to describe and specify using present and past tense mostly correctly and consistently using co-ordination (or / and / but) and some subordination (when / if / that / because) segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly spelling many common exception words* spelling some words with contracted forms* adding suffixes to spell some words correctly in their writing e.g. *–ment, –ness, –ful, –less, –ly** using the diagonal and horizontal strokes needed to join letters in some of their writing writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters using spacing between words that reflects the size of the letters. **Working at greater depth** 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.		same as 2 tens and 3 ones which is the same as 1 ten and 13 ones). The pupil can add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations. The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100). The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 – 33). The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. Δ – 14 = 28). The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing 35 ÷ 5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins). The pupil can identify 1/3, 1/4, 1/2, 2/4 , 3/4 and knows that all parts must be equal parts of the whole. The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note). The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug). The pupil can read the time on the clock to the nearest 15 minutes. The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square). **Working at greater depth** 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 + – 3 = 17; 14 + Δ =

					15 + 27). The pupil can determine remainders given known facts (e.g. given 15 ÷ 5 = 3 and has a remainder of 0, pupil recognises that 16 ÷ 5 will have a remainder of 1; knowing that 2 × 7 = 14 and 2 × 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).