



## Year 2 Coverage for Reading

### Summer Terms 4 and 5 2016-2017



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can read accurately by blending the sounds in words using graphemes for all 40+ phonemes, including alternative sounds.
- I can read common exception words from the Year 1 and 2 word list.
- I can make credible predictions on the basis of what has been read so far
- I can listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently; offer contribution to discussion; raise questions; explain opinions.
- I can discuss the meanings of new words, linking them to words already known.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can read words accurately and fluently without overt sounding and blending e.g. at over 90 words per minute.
- I can sound out unfamiliar words accurately and automatically (without undue hesitation).
- I can recognise key themes and ideas within a text.
- I can make simple inferences about thoughts and feelings of characters and reasons for their actions.
- I can discuss reasons for events, by using clues in the story.
- I can make predictions based on reading other books by the author and my own experiences.
- I understand how the author uses words to convey thoughts, feelings and actions, including 'reading between the lines'.

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- Discuss sequence of events accurately, and how items are related.
- Make insightful inferences and predictions on the basis of information given.
- Discuss and express views about a range of non-fiction texts, drawing comparisons and explaining viewpoint.
- Discuss and identify the meaning of new words, sometimes independently; justify favourite words and phrases; apply in writing.
- Listen to, discuss and express views about a wide range of stories, explaining viewpoint, raising questions and responding to what others say.
- Show clear comprehension of texts read independently; re-read and self-correct after misreading; comprehend more challenging vocabulary.



## Year 2 Coverage for Writing

### Summer Terms 4 and 5 2016-2017



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can talk with confidence about where the sentence begins and ends.
- I can write sequences of accurate sentences to form narratives based on real or fictional experiences.
- I can use capital letters for people, places, days of the week and "I".
- I can begin to punctuate sentences using capital letter and a full stop, question mark or exclamation mark.
- I can join words and clauses using "and" and begin to use other joining words (but, so, because).

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can add suffixes to spell longer words (less, ment, ness) to spell some words correctly.
- I can spell some words with contracted forms.
- I can use a range of writing genres.
- I can compose orally and write poetry in a variety of different forms.
- I can proof read for errors, and ensure my writing makes sense and make improvements to my word choice, grammar and punctuation.
- I can use sentences with different forms in my writing (statements, questions, exclamations and commands).
- I can use apostrophes for contraction and possession mostly correctly.
- I can use commas to separate items in a list.

Areas of learning for children assessed as **working above** year group expectations for

- Consistently write a range of sentence structures which are grammatically accurate e.g. commands, questions and statements.
- Vary the ways in which clauses are joined, whether by co-ordination (using and, or, but) or subordination (when, if, because).
- Punctuate sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas in lists.
- Consistently use varied vocabulary to create detail and interest.
- Identify four word classes and select appropriate usage of word.
- Choose the past or present tense appropriately, including the progressive form.



## Year 2 Coverage for Maths

### Summer Terms 4 and 5 2016-2017



Areas of learning for children assessed as **working below** year group expectations for this point in the academic year.

- I can consistently use the language of: equal to, more than, less than (fewer), most, least accurately when comparing numbers.
- I can consistently identify 1 more and 1 less from a given number and use in solving problems.
- I can count in 2s, 5s, and 10 from 0 to answer questions involving  $\times$  facts.
- I can recall doubles and halves of numbers to 20.
- I can recognise, find and name a half and quarter of a length, shape, set of objects or quantity.

Areas of learning for children assessed as **working at** year group expectations for this point in the academic year.

- I can identify, represent and estimate number using different representations including number line.
- I can compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs.
- I can count in steps of 2, 3 and 5 from 0, and in tens from any number forwards and backwards.
- I can 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 and knows that all parts must be equal of the whole.
- I can calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs.

Areas of learning for children assessed as **working above** year group expectations for this point in the academic year.

- Demonstrate reasoning about place value and number facts to solve more complex problems.
- Add and subtract numbers mentally using appropriate strategies, including: 2 2-digit numbers, adding /subtracting several single-digit numbers.
- Solve missing number problems involving a wider range of numbers.
- Solve more complex problems involving multiplication and division in a range of contexts including measures.
- Use addition and subtraction facts to solve more complex problems, such as 3 step problems.