Year 2 Coverage for Reading

Autumn Term 1 2019-20

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

- I can read a range of simple common exception words from the Year 1 list.

- I can link what I read to my own experiences.

- I can talk about and enjoy some non-fiction texts, becoming aware of their difference from stories.

- I can say what the title means and how it relates to the events.

- I can, with help, begin to make predictions about what might happen next.

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

- I can respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.

- I can read the simple common exception words from the Year 1 word list.

- I am becoming familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics.

- I can listen to, discuss and enjoy a range of non-fiction texts; draw on what I already know, on background information and vocabulary provided by the teacher.

- I can check that texts make sense when reading; self-correct and re-read inaccurate reading.

- I can discuss the meanings of new words, linking them to words already known.

Areas of learning for children assessed as **working above** 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 quickly identify when reading has not made sense, or punctuation misinterpreted; re-read and self-correct without prompting.

- 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.

Year 2 Coverage for Writing

Autumn Term 1 2019-20

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

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

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

- I can name most letters of the alphabet.

- I can write from memory, short and simple dictated phrases containing the **GPC**s and words taught so far.

- I can orally compose and write sentences as a group.

- I can write phrases which can mostly understood.

- I can, with support, discuss simple adjectives and attempt to use them in my sentences.

- I can form capital letters correctly for some names of people, places and days of the week.

- I can spell most of the Year 1 High Frequency Words

- I can use the spelling rule for adding – ed , -est and – ing when thinking about different tenses

- I can sequence sentences to form short narratives.

- I can 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).

- 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 independently and without prompting, re-read writing to check that it makes sense and make appropriate revisions.

- I can orally compose and write a variety of sentences linked to different curriculum subjects: Learning Adventure, Star Week , Maths etc

- I can spell some common contractions eg it's, can't, don't.

- I can use capital letters for people, places, days of the week and 'I'.

Year 2 Coverage for Maths

Autumn Term 1 2019 – 2020

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

- I can count, read and write numbers to 20 in numerals.

- I can recognise the place value of each digit in a two digit number (tens and ones)

- I can identify 1 more and 1 less from a given number, working with numbers to 20.

- I can combine 2 small groups and count the total and take away from a group and count how many left.

- Share even numbers of objects, up to 20, into 2 groups.

- I can recognise and sort coins to £1.

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

- I can count, read and write numbers to 100 in numerals.

- I can identify one more and one less to 100 from a given number.

- I can add and subtract one-digit and two-digit numbers to 20, including zero.

- I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.

- I can count in 2s, 5s, and 10 from 0 to answer questions involving x facts.

- I can recognise and know the value of different denominations of coins and notes up to £2.

- I can count in 2s, 5s, and 10 from 0 to answer questions involving x facts.

Areas of learning for children assessed as **working above** 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 use place value and number facts to solve problems.

- I can solve problems that involve addition and subtraction, using concrete objects and pictorial representations.

- I can recognise and use the inverses to check calculations and solve missing number problems.

- I can count in 2s, 3s, 5s, and 10 from 0 to answer questions involving x facts.

- I can find different combinations of coins which equal the same amounts of money.