

Information for Parents/Carers

Reading Targets

A Year 2 Reader

Word Reading

I can decode automatically and fluently.

I can blend sounds in words that contain the graphemes we have learnt.

I can recognise and read alternative sounds for graphemes.

I can read accurately words of two or more syllables that contain the same GPCs.

I can read words with common suffixes.

I can read common exception words.

I can read and comment on unusual correspondence between grapheme and phoneme.

I read most words quickly and accurately when I have read them before without sounding out and blending.

I can read most suitable books accurately, showing fluency and confidence.

Comprehension

I can talk about and give an opinion on a range of texts.

I can discuss the sequence of events in books and how they relate to each other.

I use prior knowledge, including context and vocabulary, to understand texts.

I can retell stories, including fairy stories and traditional tales.

I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.

I can find recurring language in stories and poems.

I can talk about my favourite words and phrases in stories and poems.

I can recite some poems by heart, with appropriate intonation.

I can answer and ask questions about the text.

I can make predictions based on what I have read.

I can draw (*simple*) inferences from illustrations, events, characters' actions and speech.

Exceeding Year 2 Expectations

When reading aloud I can improve my meaning through my expression and intonation.

I can identify and comment on the main characters in stories and the way they relate to one another.

I can self-correct, look backwards and forwards in the text and search for meaning.

I can comment on the way the characters relate to one another

I can show an understanding of the main points of the text and re-tell the story.

I can make sensible predictions about what is likely to happen in the story and to different characters.

I know how suspense and humour are built up in a story, including the development of the plot.

I can recognise similarities in the plot or characters within different stories.

I can extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary.

I can read poetry, using intonation and expression, and I can handle humour appropriately when needed.

Targets in Spoken Language

A Year 2 Speaker

I can ask question to get more information and clarify meaning.

I can talk in complete sentences.

I can decide when I need to use specific vocabulary.

I can take turns when talking in pairs or a small group.

I am aware that formal and informal situations require different language (*beginning*).

I can retell a story using narrative language and linking words and phrases.

I can hold the attention of people I am speaking to by adapting the way I talk.

I understand how to speak for different purposes and audiences (*beginning*).

I can perform a simple poem from memory.

Targets in Spoken Language

Exceeding Year 2 Expectations

I can use different style, tone and loudness of speech when speaking to a larger audience.

I can help the discussion to go well by listening and responding to others' ideas.

I can think of some questions about a group of objects that is shared or discussed with the class.

I can explain the main things I have learnt from a presentation by someone else.

I can talk about why I think certain things happen in science.

I can talk about own feelings when thinking about a story.

I can choose persuasive language to suit the listener

I know when to vary my voice and language to express my feelings at a key moment.

I can make sure instructions follow one another in sequence.

I can decide how to present a poem dramatically, using all members of the group.

Writing Targets - A Year 2 Writer

Transcription

Spelling

I can segment spoken words into phonemes and record these as graphemes.

I can spell words with alternative spellings, including a few common homophones.

I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.

I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.

I can identify phonemes in unfamiliar words and use syllables to divide words.

Handwriting

I can form lower-case letters of the correct size relative to one another.

I can begin to use some of the diagonal and horizontal strokes needed to join letters.

I show that I know which letters are best left unjoined.

I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

I use spacing between words that reflects the size of the letters.

Composition

I can write narratives about personal experiences and those of others, both real and fictional.

I can write for different purposes, including real events.

I can plan and discuss the content of writing and record my ideas.

I am able to orally rehearse structured sentences or sequences of sentences.

I can evaluate my own writing independently, with friends and with an adult.

I can proof-read to check for errors in spelling, grammar and punctuation.

Grammar and punctuation

Sentence structure

I can use subordination and co-ordination.

I can use expanded noun phrases.

I can say how the grammatical patterns in a sentence indicate its function.

Text structure

I consistently use the present tense and past tense correctly.

I can use the progressive forms of verbs in the present and past tense.

Punctuation

I use capital letters for names of people, places, days of the week and the personal pronoun 'I'.

I use question marks and exclamation marks correctly.

I can use commas to separate items in a list.

I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

Writing Targets

Exceeding Year 2 Expectations

My descriptions are clear enough for people to recognise what is meant, even when things are not named.

I use some phrases and words that I come across in reading.

I use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest.

My stories have interesting endings that have been carefully thought about.

I am consistent in using the *first* or *third* person.

I keep my writing interesting throughout and I am not be tempted to look at quick ways to finish it.

I check that capital letters, commas and question marks are used when needed and I attempt to use speech marks.

I use a dictionary to check the spellings of words.

I use specific nouns when needed, e.g. 'terrier' instead of 'dog'.

I take time to describe characters and events within stories, rather than move from one event to another.

MATHEMATICS TARGETS - A YEAR 2 MATHEMATICIAN

Number and place value

I can count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward.

I can read and write numbers to at least 100 in numerals and in words.

I can compare and order numbers from 0 up to 100; using $<$ $>$ $=$ signs.

I recognise the place value of each digit in a 2-digit number.

I can identify, represent and estimate numbers using different representations, including the number line.

I can use place value and number facts to solve problems.

Calculations

I can recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

I can add and subtract mentally, including:

A 2-digit number and ones

A 2-digit number and tens

Two 2-digit numbers

Adding three 1-digit numbers

I can add and subtract numbers using concrete objects and pictorial representations, including:

A 2-digit number and ones

A 2-digit number and tens

Two 2-digit numbers

Adding three 1-digit numbers

I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.

I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.

I can solve problems with addition and subtraction applying my increasing knowledge of mental and written methods.

I can recall and use multiplication and division facts for the 2, 5 and 10x tables, including recognising odd and even numbers.

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 solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.

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

Fractions

I 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.

I can write simple fractions.

I recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

Measurement

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

I can choose and use standard units to estimate and measure length/height in any direction in m and cm using rulers.

I can choose and use standard units to estimate and measure mass in kg and g using scales.

I can choose and use standard units to estimate and measure temperature in $^{\circ}\text{C}$ using thermometers.

I can choose and use standard units to estimate and measure capacity in l and ml using measuring vessels.

I recognise and use symbols for £ and p and combine amounts to make a particular value.

I can find different combinations of coins that equal the same amount of money.

I can tell and write the time to five minutes, including quarter to/past and draw the hands on a clock face to show these times.

I can compare and sequence intervals of time.

I know the number of minutes in an hour.

I know the number of hours in a day.

I can solve simple problems in a practical context involving addition and subtraction of money of the same units, including giving change.

Geometry - properties of shapes

I can compare and sort common 2D shapes and everyday objects.

I can compare and sort common 3D shapes and everyday objects.

I can identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.

I can identify and describe the properties of 3D shapes including the number of edges, vertices and faces.

I can identify 2D shapes on the surface of 3D shapes.

Geometry - position and 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.

Statistics

I can interpret and construct simple pictograms.

I can interpret and construct tally charts.

I can interpret and construct block diagrams.

I can interpret and construct 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.

Exceeding Year 2 Expectations

I can count reliably up to 1000 in 2s, 5s and 10s.

I can count on and back in multiples of 4, 8, 25, 50 and 100 from any given number to beyond 1000.

I can add and subtract fractions with a common denominator.

I can apply knowledge of number up to 100 to solve a one-step problem involving a addition, subtraction and simple multiplication and division.

I can apply knowledge of addition and subtraction to pay for items, up to £10, within a problem solving context.

I can add and subtract two 2-digit and numbers to 100.

I can use an appropriate strategy to add and subtract numbers that move between and through 100, for example, $97 + 7$; $103 - 8$.

I know about right angles and where they can be seen in the environment.

I can tell the time to 5 minute intervals with both analogue and digital clocks and relate one to the other.

I can measure, compare, add and subtract using common metric measures.

RE TARGET - Year 2 Expectations

I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

I can re-tell and suggest meanings to some religious and moral stories, exploring and discussing sacred writing and sources of wisdom and recognising the traditions from which they come.

I can ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

I can observe and recount different ways of expressing identity and belonging, responding sensitively for myself

I can notice and respond sensitively to some similarities between different religions and world views.

I can explore questions about belonging, meaning and truth so they can express their own ideas and opinions in response using words, music, art or poetry.

I can find out about and respond with ideas to examples of co-operation between people who are different.

I can find out about questions of right and wrong and begin to express my ideas and opinions in response.

SCIENCE TARGETS - A YEAR 2 SCIENTIST

Working scientifically

(Y1 and Y2)

I can ask simple scientific questions.

I can use simple equipment to make observations.

I can carry out simple tests.

I can identify and classify things.

I can suggest what I have found out.

I can use simple data to answer questions

Biology

Living things and their habitats

I can identify things that are living, dead and never lived.

I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).

I can identify and name plants and animals in a range of habitats.

I can match living things to their habitat.

I can describe how animals find their food.

I can name some different sources of food for animals.

I can explain a simple food chain.

Plants

I can describe how seeds and bulbs grow into plants.

I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).

Animals, including humans

I can explain the basic stages in a life cycle for animals, including humans.

I can describe what animals and humans need to survive.

I can describe why exercise, a balanced diet and good hygiene are important for humans.

Chemistry

Uses of everyday materials

I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.

I can suggest why a material might or might not be used for a specific job.

I can explore how shapes can be changed by squashing, bending, twisting and stretching.

Physics

No content.

Science Targets

Exceeding Year 2 Expectations

I can say whether things happened as I expected and if not why not.

I can suggest more than one way of grouping animals and plants and explain my reasons.

I can use information from books and online sources to find things out.

I can name some characteristics of an animal that helps it to live in a particular habitat.

I can describe what animals need to survive and link this to their habitats.

I can describe what plants need to survive and link it to where they are found.

I can classify living things into groups according to a range of criteria I have been given.

I can describe the properties of different materials using words like transparent or opaque, flexible, etc.

I can say which materials are natural and which are man made.

I can tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted.

SCIENCE TARGETS - A YEAR 2 SCIENTIST

Working scientifically

(Y1 and Y2)

I can ask simple scientific questions.

I can use simple equipment to make observations.

I can carry out simple tests.

I can identify and classify things.

I can suggest what I have found out.

I can use simple data to answer questions

Biology

Living things and their habitats

I can identify things that are living, dead and never lived.

I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).

I can identify and name plants and animals in a range of habitats.

I can match living things to their habitat.

I can describe how animals find their food.

I can name some different sources of food for animals.

I can explain a simple food chain.

Plants

I can describe how seeds and bulbs grow into plants.

I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).

Animals, including humans

I can explain the basic stages in a life cycle for animals, including humans.

I can describe what animals and humans need to survive.

I can describe why exercise, a balanced diet and good hygiene are important for humans.

Chemistry

Uses of everyday materials

I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.

I can suggest why a material might or might not be used for a specific job.

I can explore how shapes can be changed by squashing, bending, twisting and stretching.

Physics

No content.

Exceeding Year 2 Expectations

I can say whether things happened as I expected and if not why not.

I can suggest more than one way of grouping animals and plants and explain my reasons.

I can use information from books and online sources to find things out.

I can name some characteristics of an animal that helps it to live in a particular habitat.

I can describe what animals need to survive and link this to their habitats.

I can describe what plants need to survive and link it to where they are found.

I can classify living things into groups according to a range of criteria I have been given.

I can describe the properties of different materials using words like transparent or opaque, flexible, etc.

I can say which materials are natural and which are man-made.

I can tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted.

Targets in History and Geography

History Targets - A Year 2 Historian

I can use words and phrases like: before, after, past, present, then and now.

I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.

I can give examples of things that were different when my grandparents were children.

I can find out things about the past by talking to an older person.

I can answer questions using books and the internet.

I can research the life of a famous person from the past using different sources of evidence.

Geography Targets - A Year 2 Geographer

I can say what I like and do not like about the place I live in.

I can say what I like and do not like about a different place.

I can describe a place outside Europe using geographical words.

I can describe some of the features of an island.

I can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.

I can explain how jobs may be different in other locations.

I can explain how an area has been spoilt or improved and give my reasons.

I can explain the facilities that a village, town and city may need and give reasons.

I can name the continents of the world and locate them on a map.

I can name the world oceans and locate them on a map.

I can name the capital cities of England, Wales, Scotland and Ireland.

I can find where I live on a map of the United Kingdom.

Targets in *Safe Computing*

A Year 1 and 2 *Safe Computer User*

Knowledge and understanding

I understand the different methods of communication (e.g. email, online forums etc).

I know you should only open email from a known source.

I know the difference between email and communication systems such as blogs and wikis.

I know that websites sometimes include pop-ups that take me away from the main site.

I know that bookmarking is a way to find safe sites again quickly.

I have begun to evaluate websites and know that everything on the internet is not true.

I know that it is not always possible to copy some text and pictures from the internet.

I know that personal information should not be shared online.

I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.

Skills

I follow the school's safer internet rules.

I can use the search engines agreed by the school.

I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc).

I can use the internet for learning and communicating with others, making choices when navigating through sites.

I can send and receive email as a class.

I can recognise advertising on websites and learn to ignore it.

I can use a password to access the secure network.

Computing Targets - A Year 2 Computer User

Algorithms and programming

I can use a range of instructions (e.g. direction, angles, turns).

I can test and amend a set of instructions.

I can find errors and amend. (debug)

I can write a simple program and test it.

I can predict what the outcome of a simple program will be (logical reasoning).

I understand that algorithms are used on digital devices.

I understand that programs require precise instructions.

Information technology

I can organise digital content.

I can retrieve and manipulate digital content.

I can navigate the web to complete simple searches.

Digital literacy

I use technology respectfully.

I know where to go for help if I am concerned.

I know how technology is used in school and outside of school.

Targets in Music and a Foreign Language

Music Targets - A Year 2 Musician

I can sing and follow a melody.

I can perform simple patterns and accompaniments keeping a steady pulse.

I can play simple rhythmic patterns on an instrument.

I can sing or clap increasing and decreasing tempo.

I can order sounds to create a beginning, middle and an end.

I can create music in response to different starting points.

I can choose sounds which create an effect.

I can use symbols to represent sounds.

I can make connections between notations and musical sounds.

I can listen out for particular things when listening to music.

I can improve my own work.

Foreign Language Targets - A Year 1 and Year 2 International Speaker

Spoken language

I can join in with songs and rhymes.

I can respond to a simple command.

I can answer with a single word.

I can answer with a short phrase.

I can ask a question.

I can name people.

I can name places.

I can name objects.

I can use set phrases.

I can choose the right word to complete a phrase.

I can choose the right word to complete a short sentence.

Reading

I can read and understand single words.

I can read and understand short phrases.

I can use simple dictionaries to find the meaning of words.

Writing

I can write single words correctly.

I can label a picture.

I can copy a simple word or phrase.

Targets in Physical Education

Physical Education Targets - A Year 2 Sports Person

Games

I can use hitting, kicking and/or rolling in a game.

I can decide the best space to be in during a game.

I can use one tactic in a game.

I can follow rules.

Gymnastics

I can plan and perform a sequence of movements.

I can improve my sequence based on feedback.

I can think of more than one way to create a sequence which follows some 'rules'.

I can work on my own and with a partner.

Dance

I can change rhythm, speed, level and direction in my dance.

I can dance with control and coordination.

I can make a sequence by linking sections together.

I can use dance to show a mood or feeling.

General

I can copy and remember actions.

I can talk about what is different from what I did and what someone else did.

Targets in Art & Design and Design & Technology

Art & Design Targets - A Year 2 Artist

- I can choose and use three different grades of pencil when drawing.
- I can use charcoal, pencil and pastel to create art.
- I can use a viewfinder to focus on a specific part of an artefact before drawing it.
- I can mix paint to create all the secondary colours.
- I can create brown with paint.
- I can create tints with paint by adding white.
- I can create tones with paint by adding black.
- I can create a printed piece of art by pressing, rolling, rubbing and stamping.
- I can make a clay pot.
- I can join two clay finger pots together.
- I can use different effects within an IT paint package.
- I can suggest how artists have used colour, pattern and shape.
- I can create a piece of art in response to the work of another artist.

Design & Technology Targets - A Year 2 Designer

- I can think of an idea and plan what to do next.
- I can choose tools and materials and explain why I have chosen them.
- I can join materials and components in different ways.
- I can explain what went well with my work.
- I can explain why I have chosen specific textiles.
- I can measure materials to use in a model or structure.
- I can describe the ingredients I am using.