Hamsey Green Primary School

Year 2 Reading Overview

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. (Word Reading)
Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes. (Word Reading)
Recognise alternative sounds for graphemes. (Word Reading)
Read accurately words of two or more syllables that contain graphemes taught so far. (Word Reading)
Read words containing common suffixes. (Word Reading)
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Word Reading)
Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding. (Word Reading)
Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. (Word Reading)
Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. (Word Reading)
Develop pleasure in reading, motivation to read, vocabulary and understanding by 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 he/she can read independently. (Comprehension)
Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.(Comprehension)
Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. (Comprehension)
Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry. (Comprehension)
Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.(Comprehension)
Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases. (Comprehension)
Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. (Comprehension)
Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher. (Comprehension)
Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading. (Comprehension)
Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done. (Comprehension)
Make inferences on the basis of what is said and done in a book he/she is reading independently. (Comprehension)
Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links. (Comprehension)
Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions about what might happen on the basis of what has been read so far. (Comprehension)
Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say. (Comprehension)
Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself. (Comprehension)
Explain what has happened so far in what he/she has read. (Comprehension)
Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others. (Spelling)

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Year 2 Writing Overview

Spell by 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. (Spelling)
Spell many common exception words. (Spelling)
Spell some words with contracted forms. (Spelling)
Spell most words with contracted forms. (Spelling)
Spell by learning the possessive apostrophe (singular) e.g. the girl's book. (Spelling)
Spell by distinguishing between homophones and near-homophones. (Spelling)
Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly. (Spelling)
Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly). (Spelling)
Apply spelling rules and guidance, as listed in (English Appendix 1). (Spelling)
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. (Spelling)
Form lower-case letters of the correct size relative to one another in some of his/her writing. (Handwriting)
Form lower-case letters of the correct size relative to one another in most of his/her writing. (Handwriting)
Use the diagonal and horizontal strokes needed to join letters in some of his/her writing. (Handwriting)
Use the diagonal and horizontal strokes needed to join letters. (Handwriting)
Understand which letters, when adjacent to one another, are best left unjoined. (Handwriting)
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. (Handwriting)
Use spacing between words that reflects the size of the letters. (Handwriting)
Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional). (Composition)
Write about real events, recording these simply and clearly. (Composition)
Write poetry to develop positive attitudes and stamina for writing. (Composition)
Write for different purposes to develop positive attitudes and stamina for writing. (Composition)
Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing. (Composition)
Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about. (Composition)
Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary. (Composition)
Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence. (Composition)
Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils. (Composition)
Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. (Composition)
Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher. (Composition)
Read aloud what he/she has written with appropriate intonation to make the meaning clear. (Composition)
Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. (Vocabulary, Grammar and Punctuation)
Form adjectives using suffixes such as -ful, -less. (Vocabulary, Grammar and Punctuation)
Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. (Vocabulary, Grammar and Punctuation)
Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. (Vocabulary, Grammar and Punctuation)

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Year 2 Writing Overview

Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. (Vocabulary, Grammar and Punctuation)
Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. (Vocabulary, Grammar and Punctuation)
Use present and past tense mostly correctly and consistently. (Vocabulary, Grammar and Punctuation)
Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. (Vocabulary, Grammar and Punctuation)
Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. (Vocabulary, Grammar and Punctuation)
Use question marks and exclamation marks appropriately. (Vocabulary, Grammar and Punctuation)
Use commas to separate items in a list. (Vocabulary, Grammar and Punctuation)
Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name. (Vocabulary, Grammar and Punctuation)
Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma. (Vocabulary, Grammar and Punctuation)

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Year 2 Maths Overview

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. (Number and Place Value)
Recognise the place value of each digit in a two-digit number (tens, ones). (Number and Place Value)
Identify, represent and estimate numbers using different representations, including the number line. (Number and Place Value)
Compare and order numbers from 0 up to 100; use <, > and = signs. (Number and Place Value)
Read and write numbers to at least 100 in numerals. (Number and Place Value)
Read and write numbers to at least 100 in words. (Number and Place Value)
Use place value and number facts to solve problems. (Number and Place Value)
Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones. (Number and Place Value)
Use reasoning about numbers and relationships to solve more complex problems and explain his/her thinking e.g. 29 + 17 = 15 + 4 + ?; 'Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc. (Number and Place Value)
Recall the multiples of 10 below and above any given 2 digit number e.g. say that for 67 the multiples are 60 and 70. (Number and Place Value)
Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. (Addition and Subtraction)
Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required. (Addition and Subtraction)
Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 - 3 = 4, then 17 - 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 - 14 = 3 and 17 - 3 = 14). (Addition and Subtraction)
Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. (Addition and Subtraction)
Add and subtract numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including a two-digit number and ones. (Addition and Subtraction)
Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens. (Addition and Subtraction)
Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers. (Addition and Subtraction)
Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers. (Addition and Subtraction)
Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. (Addition and Subtraction)
Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. (Addition and Subtraction)
Recall doubles and halves to 20 e.g. knowing that double 2 is 4, double 5 is 10 and half of 18 is 9. (Addition and Subtraction)
Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that 48 + 35 will be less than 100. (Addition and Subtraction)
Solve missing number problems using addition and subtraction. (Addition and Subtraction)
Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. (Multiplication and Division)
Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. (Multiplication and Division)
Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. (Multiplication and Division)
Solve problems involving multiplication and division, using concrete materials and mental methods. (Multiplication and Division)
Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that 2 × 7 = 14 and 2 × 8 = 16, explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left. (Multiplication and Division)
Use multiplication and division facts for 2, 5 and 10 to make deductions outside known multiplication facts e.g. know that multiples of 5 have one digit of 0 or 5 and use this to reason that 18 × 5 cannot be 92 as it is not a multiple of 5. (Multiplication and Division)

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Year 2 Maths Overview

Solve word problems involving multiplication and division with 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. (Multiplication and Division)
Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements e.g. 10 + 10 + 10 + 5 + 5 = 3 × 10 + 2 × 5 = 4 × 10. (Multiplication and Division)
Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole. (Fractions)
Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2. (Fractions)
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. (Measurement)
Compare and order lengths, mass, volume/capacity and record the results using >, < and =. (Measurement)
Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. (Measurement)
Find different combinations of coins that equal the same amounts of money. (Measurement)
Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. (Measurement)
Compare and sequence intervals of time. (Measurement)
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. (Measurement)
Remember the number of minutes in an hour and the number of hours in a day. (Measurement)
Read scales in divisions of ones, twos, fives and tens. (Measurement)
Read scales where not all numbers on the scale are given and estimate points in between. (Measurement)
Read the time on a clock to the nearest 15 minutes. (Measurement)
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. (Properties of Shape)
Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. (Properties of Shape)
Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres). (Properties of Shape)
Identify 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle on a pyramid. (Properties of Shape)
Compare and sort common 2-D and 3-D shapes and everyday objects describing similarities and differences e.g. find 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 and describe what is different about them. (Properties of Shape)
Order and arrange combinations of mathematical objects in patterns and sequences. (Position and Direction)
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). (Position and Direction)
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. (Statistics)
Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. (Statistics)
Ask and answer questions about totalling and comparing categorical data. (Statistics)