

## Assessment Criteria

## Reading Year 2

<b>Name:</b>			<b>Test</b>	<b>Teacher assessment</b>
Start score:	Target Score:	End Score:		

Talk for Reading	1. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves		
	2. Discuss their favourite words and phrases		
	3. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say		
Range and Personal	4. Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales, including key events and detail.		
	5. Listen to and discuss a wide range of stories (including contemporary and classic), poetry and non-fiction at a level beyond that at which they can read independently		
	6. Are introduced to non-fiction books that are structured in different ways		
Comprehension	7. Check that the text makes sense to them as they read and can correct inaccurate reading. Can read most words at an instructional level 93-95 on books at a Y2 level.		
	8. Draw on what they already know or on background information and vocabulary provided by the teacher		
	9. Predict what might happen on the basis of what has been read so far		
	10. Answer and ask questions about class texts matched to the assessment of a Y2 reader. Pupils can ask questions about the events and characters in these books to other pupils.		
	11. Making inferences on the basis of what is being said and done Pupils can recognise when words or phrases are repeated in texts and when they are similar between different texts. They are beginning to think about why authors do this		
Word Reading	12. Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes		
	13. Reads accurately words of two or more syllables that contain the same graphemes as above		
	14. Reads words containing common suffixes		
	15. Read most common exception words (NATIONAL CURRICULUM APPENDIX 1)		
	16. 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		
Interpretation and Response	17. Discuss the sequence of events in books and how items of information are related		
	18. Recognise simple recurring literary language in stories and poems and begin to think about why authors do this		
	19. Discuss and clarify the meanings of words, linking new meanings to known vocabulary		
D & P	20. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear		

Turquoise - Below	Purple/Gold – Working Towards	White – On Track	Lime/Brown – Greater Depth		
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## Assessment Criteria

## Writing Stage 2

Name:		Class:	Year:	Teacher assessment
Start score:	Target Score:	End Score:		
<b>SPELLING</b>				
1. segment spoken words into phonemes and represent these by graphemes, spelling many correctly				
2. spell many common exception words				
3. spell some words with contracted forms				
<b>HANDWRITING</b>				
4. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined				
5. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters				
6. Use spacing between words that reflects the size of the letters				
<b>COMPOSITION</b>				
7. Develop positive attitudes towards and stamina for writing by: <i>writing narratives about personal experiences (real and fiction); real events; poetry and writing for different purposes</i>				
8. Consider what they are going to write by: <i>planning/saying what they are going to write about; writing down ideas/key words/new vocab; encapsulating ideas sentence by sentence</i>				
9. Make simple additions, revisions and corrections to their writing by: <i>evaluating writing with others; re-reading to check that it makes sense; proof-reading spelling, grammar, punctuation</i>				
10. Read aloud what they have written with appropriate intonation to make the meaning clear				
<b>GRAMMAR AND PUNCTUATION</b>				
11. Learn how to use correctly: full stops, capital letters, exclamation/question marks, commas for lists, apostrophe for contracted forms/possessive (singular)				
12. Learn how to use sentences with different forms: statement, question, exclamation, command				
13. Learn how to use expanded noun phrases to describe and specify				
14. Learn how to use the present and past tenses correctly and consistently including in the progressive form				
15. Learn how to use subordination using <i>when, if, that, because</i> and co-ordination using <i>or, and, but</i>				
16. adding suffixes to form nouns ( <i>-ness, -er</i> ); adjectives ( <i>-ful, -less</i> ) and adverbs ( <i>-ly</i> )				

# Assessment Criteria

# Mathematics Year 2

Name:			Test	Teacher assessment
Start score:	Target Score:	End Score:		
Place Value	1. Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward.			
	2. Recognise the place value of each digit in a two-digit number (tens, ones).			
	3. Identify, represent and estimate numbers using different representations, inc. the number line.			
	4. Compare and order numbers from 0 up to 100; use <, > and = signs.			
	5. Read and write numbers to at least 100 in numerals and in words.			
Add and Sub	6. Solve problems with addition and subtraction: using concrete objects and pictorial representations; applying their increasing knowledge of mental and written methods.			
	7. Recall and use add and subtract facts to 20 fluently, and derive and use related facts up to 100.			
	8. Add and sub nos using concrete objects, pictorial representations, and mentally, including: a 2-digit no and 1s or 10s; two 2-digit numbers; adding three 1-digit numbers.			
	9. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.			
Mult and Div	10. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.			
	11. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.			
	12. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.			
	13. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.			
Fractions	14. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.			
	15. Recognise/find/name/write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ , $\frac{3}{4}$ of a length, shape, set of objects or quantity.			
	16. Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .			
MEASURE	17. Choose/use appropriate stand units to estimate/measure length/height (m/cm); mass (kg/g); temp (°C); cap (litres/ml) to nearest unit, using rulers, scales, thermometers and measuring vessels.			
	18. Compare and order lengths, mass, volume/capacity and record the results using >, < and = .			
	19. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money.			
	20. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.			
	21. Compare and sequence intervals of time. Know the number of minutes in an hour and the number of hours in a day.			
	22. 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. Maths Mastery???			
GEOMETRY	23. Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line.			
	24. Identify and describe the properties of 3D shapes, inc the no. of edges, vertices and faces.			
	25. Identify 2D shapes on the surface of 3D shapes, e.g. circle on a cylinder; a triangle on a pyramid.			
	26. Compare and sort common 2D and 3D shapes and everyday objects.			
	27. Order and arrange combinations of mathematical objects in patterns and sequences.			
	28. Use math vocab to describe position, direction & movement inc movement in a straight line and distinguishing rotation as a turn & in terms of right angles for $\frac{1}{4}$ , $\frac{1}{2}$ , & $\frac{3}{4}$ turns (clock/anti-clockwise).			
STATS	29. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.			
	30. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity; ask and answer questions about totalling and comparing categorical data.			