



Year 2 Information for Parents

Parents asked for more information regarding how we assess the children and what the terms Emerging, expected and exceeding mean for each year group.

Emerging— **Yet to be secure** in the end of year expectations.

Expected— Secure in **the majority** of the end of year expectations.

Exceeding— Secure in **all the end of year expectations** and is able to use and apply their knowledge and skills confidently.

Each child is assessed in terms of how well (emerging, expected or exceeding) they have achieved in **all of the objectives** for each subject.

Paddling
(emerging)

Snorkelling
(expected)

Diving
(exceeding)



Year 1 Reading End Points

Phonics and word reading

- Recognise RWI set 1, 2 and 3 sounds and blend these sounds accurately: i n c k u b f p g o e l h r j v y w z m a s d t x, ch ng nk qu sh th (set 1), ay ee igh ow oo ar or air ir ou oy (set 2) and a-e ea i-e o-e u-e oi ai oa aw ur er ire ear ure ew are ow (set 3)
- be able to read Blue books accurately and confidently
- read words with -s, -es, -ing, -ed, -er and -est endings
- Read common exception words
- Read contractions such as 'I'll, we'll etc.'
- Re-read to correct
- Read with pace and expression, i.e. pause at full stops and raise voice for a question

Reading - comprehension

- Read for pleasure and relate reading to own experiences
- Re-tell with considerable accuracy
- Discuss significance of title and events
- Make simple predictions on basis of what has been read
- Know difference between fiction and non-fiction texts
- Learn some simple rhymes and poems by heart

Year 1 Writing End Points

Skills	Year 1		
Composition	<p>Writes 4-5 sentences linked by a simple idea.</p> <p>Rehearses what they want to write by saying it out loud.</p> <p>Rereads writing to check it makes sense.</p> <p>Can read own writing.</p> <p>Adult can read writing.</p>	Grammar	<p>Joins with <i>and</i>.</p> <p>Uses adjectives to describe nouns.</p>
Structure and Organisation	<p>Writing is organised as a sequence of sentences.</p> <p>Includes familiar storytelling language <i>eg. Once upon a time, One day, The End</i></p> <p>Repeat key words to show meaning</p>	Spelling	<p>In own writing spells 40 high frequency words correctly.</p> <p>Can spell Year 1 common exception words.</p> <p>Spelling of words is phonically plausible.</p> <p>Can spell correct phoneme to grapheme.</p> <p>Can write from memory simple sentences dictated by a teacher. The sentence must include GPCs already taught so far and common exception words.</p> <p>Can name letters of the alphabet in order.</p> <p>Uses letter names for spellings.</p> <p>Can spell phonically in own writing.</p> <p>Can spell numbers 1 – 10.</p> <p>Can spell days of the week.</p>

Punctuation	<p>Uses capital letters and full stops accurately to demarcate two sentences.</p> <p>Some use of capital letters for people's names, places, days and the personal pronoun I.</p> <p>Sometimes uses exclamation marks and question marks accurately.</p>	Word Work	<p>Leaves spaces between words.</p> <p>Uses joining words (and)</p> <p>Uses plural noun suffixes –s or –es (<i>dog-dogs, wish-wishes</i>)</p> <p>Uses some suffixes that can be added to verbs where no change is needed (<i>helped, helping, helper</i>).</p> <p>Uses some simple descriptive words (<i>shape, colour, size, emotions</i>).</p> <p>Shows awareness of names, days, I by using capital letters.</p>
Handwriting and Presentation	<p>Holds pencil comfortably and correctly</p> <p>Sits in correct handwriting position at a table.</p> <p>Forms lower case letters correctly – descenders below the line, ascenders clear.</p> <p>Forms capital letters correctly.</p> <p>Writes digits 0-9.</p>		

Year 1 Maths End Points

Number and Place Value	Number – Addition & Subtraction
<ul style="list-style-type: none"> □ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; □ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens; □ given a number, identify one more and one less; □ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least; □ read and write numbers from 1 to 20 in numerals and words. 	<ul style="list-style-type: none"> ▪ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs; ▪ represent and use number bonds and related subtraction facts within 20; ▪ add and subtract one-digit and two-digit numbers to 20, including zero; ▪ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
Number – Multiplication and Division	Number – Fractions
<ul style="list-style-type: none"> □ solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	<ul style="list-style-type: none"> ▪ recognise, find and name a half as one of two equal parts of an object, shape or quantity; ▪ recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
Measurement	
<ul style="list-style-type: none"> □ compare, describe and solve practical problems for: <ul style="list-style-type: none"> □ lengths and heights (for example, long/short, longer/shorter, tall/short, double/half); □ mass/weight (for example, heavy/light, heavier than, lighter than); □ capacity and volume (for example, full/empty, more than, less than, half, half full, quarter); □ time (for example, quicker, slower, earlier, later); □ measure and begin to record the following: <ul style="list-style-type: none"> □ lengths and heights; □ mass/weight; □ capacity and volume; □ time (hours, minutes, seconds); □ recognise and know the value of different denominations of coins and notes; □ sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening); □ recognise and use language relating to dates, including days of the week, weeks, months and years; □ tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	
Geometry – Properties of shapes & Position and Direction	
<ul style="list-style-type: none"> □ recognise and name common 2-D and 3-D shapes, including: <ul style="list-style-type: none"> □ 2-D shapes (for example, rectangles (including squares), circles and triangles); □ 3-D shapes (for example, cuboids (including cubes), pyramids and spheres); □ describe position, direction and movement, including whole, half, quarter and three-quarter turns. 	

Year 1 Science End Points

Approaches to enquiry - I will be helped to develop my understanding of scientific ideas by using different types of scientific enquiry to answer my own questions.

- I can observe changes over a period of time
- I can notice patterns
- I can group and classify things

Asking Questions - I will ask simple questions

- I can begin to shape questions using different question stems
- I can ask questions about how and why objects, materials and living things:
 - change
 - are similar or different to each other
 - connect with each other
 - are made or work

Planning - I will be able to recognise that questions can be answered in different ways

- With help:
 - I can suggest how to find things out
 - I can identify variables to change and measure
 - I can identify sorting criteria
 - I can suggest how to take measurements

Collecting data - I will be able to observe closely, using simple equipment

- I can use non-standard units to collect observations

I will be able to perform simple tests

- I can use non-standard units to collect data

I will be able to identify and classify

- I can sort objects by observable features
- I can make comparisons between simple features

I will be able to gather data to help in answering questions

- I can gather data to answer questions from a variety of sources including talking to people, first hand observation and practical activity

Presenting data - I will be able to record data to help in answering questions

- I can talk about what has been found out and how
- I can record observations in word and pictures
- I can record sorting in sorting circles or tables