

| Year 2 Reading              | Word Reading   | Comprehension<br><ul style="list-style-type: none"> <li>▪ develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> </ul>   |  |
|-----------------------------|--|--|--|
| Pupils should be taught to: | <ul style="list-style-type: none"> <li>▪ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> </ul>              | <ul style="list-style-type: none"> <li>▪ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>  |  |
| Pupils should be taught to: | <ul style="list-style-type: none"> <li>▪ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> </ul>          | <ul style="list-style-type: none"> <li>▪ 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 they can read independently</li> </ul>       |  |
| Pupils should be taught to: | <ul style="list-style-type: none"> <li>▪ read accurately words of two or more syllables that contain the same graphemes as above</li> </ul>  | <ul style="list-style-type: none"> <li>▪ discussing the sequence of events in books and how items of information are related</li> </ul>  |  |
| Pupils should be taught to: | <ul style="list-style-type: none"> <li>▪ read words containing common suffixes</li> </ul>  | <ul style="list-style-type: none"> <li>▪ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> </ul>  |  |
| Pupils should be taught to: | <ul style="list-style-type: none"> <li>▪ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>                           | <ul style="list-style-type: none"> <li>▪ being introduced to non-fiction books that are structured in different ways</li> </ul>  |  |
| Pupils should be taught to: | <ul style="list-style-type: none"> <li>▪ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> </ul>                                    | <ul style="list-style-type: none"> <li>▪ recognising simple recurring literary language in stories and poetry</li> </ul>   |  |
| Pupils should be taught to: | <ul style="list-style-type: none"> <li>▪ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul> | <ul style="list-style-type: none"> <li>▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> </ul>  |  |
| Pupils should be taught to: | <ul style="list-style-type: none"> <li>▪ re-read these books to build up their fluency and confidence in word reading.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>                                      |  |
| Pupils should be taught to: |  | <ul style="list-style-type: none"> <li>▪ <b>understand the books they can already read accurately and fluently by:</b></li> <li>▪ discussing their favourite words and phrases</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>understand the books that they listen to by:</b></li> <li>▪ discussing their favourite words and phrases</li> </ul>  |
| Pupils should be taught to: |  | <ul style="list-style-type: none"> <li>▪ <b>understand the books they can already read accurately and fluently by:</b></li> <li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>understand the books that they listen to by:</b></li> <li>▪ drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul> |
| Pupils should be taught to: |  | <ul style="list-style-type: none"> <li>▪ <b>understand the books they can already read accurately and fluently by:</b></li> <li>▪ checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>             | <ul style="list-style-type: none"> <li>▪ <b>understand the books that they listen to by:</b></li> <li>▪ checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>             |
| Pupils should be taught to: |  | <ul style="list-style-type: none"> <li>▪ <b>understand the books they can already read accurately and fluently by:</b></li> <li>▪ making inferences on the basis of what is being said and done</li> </ul>   | <ul style="list-style-type: none"> <li>▪ <b>understand the books that they listen to by:</b></li> <li>▪ making inferences on the basis of what is being said and done</li> </ul>   |
| Pupils should be taught to: |  | <ul style="list-style-type: none"> <li>▪ <b>understand the books they can already read accurately and fluently by:</b></li> <li>▪ answering and asking questions</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>understand the books that they listen to by:</b></li> <li>▪ answering and asking questions</li> </ul>  |
| Pupils should be taught to: |  | <ul style="list-style-type: none"> <li>▪ <b>understand the books they can already read accurately and fluently by:</b></li> <li>▪ predicting what might happen on the basis of what has been read so far</li> </ul>                                | <ul style="list-style-type: none"> <li>▪ <b>understand the books that they listen to by:</b></li> <li>▪ predicting what might happen on the basis of what has been read so far</li> </ul>                                |
| Pupils should be taught to: |  | <ul style="list-style-type: none"> <li>▪ participate in discussion about books, poems and other works that are <b>read to them</b>, taking turns and listening to what others say</li> </ul>   | <ul style="list-style-type: none"> <li>▪ participate in discussion about books, poems and other works <b>that they can read for themselves</b>, taking turns and listening to what others say</li> </ul>                 |
| Pupils should be taught to: |  | <ul style="list-style-type: none"> <li>▪ explain and discuss their understanding of books, poems and other material, <b>that they listen to</b></li> </ul>   | <ul style="list-style-type: none"> <li>▪ explain and discuss their understanding of books, poems and other material, <b>that they read for themselves.</b></li> </ul>  |

| Year 2 Writing              | Transcription  | Handwriting   | Composition  | Writing – vocabulary, grammar and punctuation  |
|-----------------------------|--|---|--|--|
| Pupils should be taught to: | <b>Spelling (see English Appendix 1)</b> <ul style="list-style-type: none"> <li>▪ <b>spell by:</b> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>   | <ul style="list-style-type: none"> <li>▪ form lower-case letters of the correct size relative to one another</li> </ul>   | <ul style="list-style-type: none"> <li>▪ <b>develop positive attitudes towards and stamina for writing by:</b> <ul style="list-style-type: none"> <li>▪ writing narratives about personal experiences and those of others (real and fictional)</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>▪ the grammar for year 2 in English Appendix 2</li> <li>▪ develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>▪ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> </li> </ul> |
| Pupils should be taught to: | <b>Spelling (see English Appendix 1)</b> <ul style="list-style-type: none"> <li>▪ <b>spell by:</b> 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</li> </ul> | <ul style="list-style-type: none"> <li>▪ 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</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>develop positive attitudes towards and stamina for writing by:</b> <ul style="list-style-type: none"> <li>▪ writing about real events</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>▪ <b>learn how to use:</b> <ul style="list-style-type: none"> <li>▪ sentences with different forms: statement, question, exclamation, command</li> </ul> </li> </ul>  |
| Pupils should be taught to: | <b>Spelling (see English Appendix 1)</b> <ul style="list-style-type: none"> <li>▪ <b>spell by:</b> learning to spell common exception words</li> </ul>   | <ul style="list-style-type: none"> <li>▪ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>                                       | <ul style="list-style-type: none"> <li>▪ <b>develop positive attitudes towards and stamina for writing by:</b> <ul style="list-style-type: none"> <li>▪ writing poetry</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>learn how to use:</b> <ul style="list-style-type: none"> <li>▪ expanded noun phrases to describe and specify [for example, the blue butterfly]</li> </ul> </li> </ul>  |
| Pupils should be taught to: | <b>Spelling (see English Appendix 1)</b> <ul style="list-style-type: none"> <li>▪ <b>spell by:</b> learning to spell more words with contracted forms</li> </ul>   | <ul style="list-style-type: none"> <li>▪ use spacing between words that reflects the size of the letters.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>develop positive attitudes towards and stamina for writing by:</b> <ul style="list-style-type: none"> <li>▪ writing for different purposes</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>learn how to use:</b> <ul style="list-style-type: none"> <li>▪ the present and past tenses correctly and consistently including the progressive form</li> </ul> </li> </ul>  |
| Pupils should be taught to: | <b>Spelling (see English Appendix 1)</b> <ul style="list-style-type: none"> <li>▪ <b>spell by:</b> learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones</li> </ul>                                   |   | <ul style="list-style-type: none"> <li>▪ <b>consider what they are going to write before beginning by:</b> <ul style="list-style-type: none"> <li>▪ planning or saying out loud what they are going to write about</li> <li>▪ writing down ideas and/or key words, including new vocabulary</li> </ul> </li> </ul>                                       | <ul style="list-style-type: none"> <li>▪ <b>learn how to use:</b> <ul style="list-style-type: none"> <li>▪ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul> </li> </ul>   |
| Pupils should be taught to: | <ul style="list-style-type: none"> <li>▪ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> </ul>   |   | <ul style="list-style-type: none"> <li>▪ <b>consider what they are going to write before beginning by:</b> <ul style="list-style-type: none"> <li>▪ encapsulating what they want to say, sentence by sentence</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>▪ <b>learn how to use:</b> <ul style="list-style-type: none"> <li>▪ some features of written Standard English</li> </ul> </li> </ul>  |
| Pupils should be taught to: |  |   | <ul style="list-style-type: none"> <li>▪ <b>make simple additions, revisions and corrections to their own writing by:</b> <ul style="list-style-type: none"> <li>▪ evaluating their writing with the teacher and other pupils</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>▪ use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>  |
| Pupils should be taught to: |  |   | <ul style="list-style-type: none"> <li>▪ <b>make simple additions, revisions and corrections to their own writing by:</b> <ul style="list-style-type: none"> <li>▪ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> </ul> </li> </ul> |  |
| Pupils should be taught to: |  |   | <ul style="list-style-type: none"> <li>▪ <b>make simple additions, revisions and corrections to their own writing by:</b> <ul style="list-style-type: none"> <li>▪ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> </li> </ul>                                   |  |
| Pupils should be taught to: |  |   | <ul style="list-style-type: none"> <li>▪ read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>   |  |

| Year 2 Maths                       | Number and place value  | Addition and Subtraction  | Multiplication and Division   | Fractions  | Measurement   | Geometry<br>Properties of Shape<br>Position and Direction  | Statistics  |
|------------------------------------|---|---|---|--|---|--|---|
| <i>Pupils should be taught to:</i> | <ul style="list-style-type: none"> <li>count in steps of 2, 3, and 5 from 0, forward and backward</li> </ul>  | <b>solve problems with addition:</b> <ul style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> </ul>   | <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2s (multiplication table), including recognising odd and even numbers</li> </ul>  | <ul style="list-style-type: none"> <li>recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> </ul> | <ul style="list-style-type: none"> <li>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (<math>^{\circ}\text{C}</math>); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</li> </ul> | <ul style="list-style-type: none"> <li>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> </ul>   | <ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> </ul>                                 |
| <i>Pupils should be taught to:</i> | <ul style="list-style-type: none"> <li>count in steps of tens from any number, forward and backward</li> </ul>  | <b>solve problems with addition:</b> <ul style="list-style-type: none"> <li>applying their increasing knowledge of mental and written methods</li> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> </ul>                    | <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 5s (multiplication table), including recognising odd and even numbers</li> </ul>  | <ul style="list-style-type: none"> <li>write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</li> </ul>                                      | <ul style="list-style-type: none"> <li>compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>  | <ul style="list-style-type: none"> <li>identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]</li> </ul>                                    | <ul style="list-style-type: none"> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> </ul> |
| <i>Pupils should be taught to:</i> | <ul style="list-style-type: none"> <li>recognise the place value of each digit in a two-digit number (tens, ones)</li> </ul>                          | <b>solve problems with subtraction:</b> <ul style="list-style-type: none"> <li>using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> </ul>  | <ul style="list-style-type: none"> <li>recall and use multiplication and division facts for 10s (multiplication table), including recognising odd and even numbers</li> </ul>   |  | <ul style="list-style-type: none"> <li>recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>find different combinations of coins that equal the same amounts of money</li> </ul>   | <ul style="list-style-type: none"> <li>compare and sort common 2-D and 3-D shapes and everyday objects.</li> </ul>   | <ul style="list-style-type: none"> <li>ask and answer questions about totalling and comparing categorical data.</li> </ul>  |
| <i>Pupils should be taught to:</i> | <ul style="list-style-type: none"> <li>identify, represent and estimate numbers using different representations, including the number line</li> </ul> | <b>solve problems with subtraction:</b> <ul style="list-style-type: none"> <li>applying their increasing knowledge of mental and written methods</li> </ul>   | <ul style="list-style-type: none"> <li>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs</li> </ul> |  | <ul style="list-style-type: none"> <li>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>  | <ul style="list-style-type: none"> <li>order and arrange combinations of mathematical objects in patterns and sequences</li> </ul>   |   |
| <i>Pupils should be taught to:</i> | <ul style="list-style-type: none"> <li>compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> </ul>                              | <b>solve problems with addition and subtraction:</b> <ul style="list-style-type: none"> <li>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> </ul>   | <ul style="list-style-type: none"> <li>show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> </ul>   |  | <ul style="list-style-type: none"> <li>compare and sequence intervals of time</li> <li>know the number of minutes in an hour and the number of hours in a day.</li> </ul>   | <ul style="list-style-type: none"> <li>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).</li> </ul> |   |
| <i>Pupils should be taught to:</i> | <ul style="list-style-type: none"> <li>read and write numbers to at least 100 in numerals and in words</li> </ul>                                     | <b>add numbers using concrete objects, pictorial representations, and mentally, including:</b> <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers</li> </ul>      | <ul style="list-style-type: none"> <li>solve problems involving multiplication, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>   |  | <ul style="list-style-type: none"> <li>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</li> </ul>  |  |   |
| <i>Pupils should be taught to:</i> | <ul style="list-style-type: none"> <li>use place value and number facts to solve problems.</li> </ul>   | <b>subtract numbers using concrete objects, pictorial representations, and mentally, including:</b> <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers</li> </ul> | <ul style="list-style-type: none"> <li>solve problems involving division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul>   |  |   |  |   |
| <i>Pupils should be taught to:</i> |   | <ul style="list-style-type: none"> <li>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> </ul>  |   |  |   |  |   |
| <i>Pupils should be taught to:</i> |   | <ul style="list-style-type: none"> <li>recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>   |   |  |   |  |   |