

Expected Standard Maths Statements – Year 2

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 recognise the place value of each digit in a two-digit number (tens, ones).	
	I can identify, represent and estimate numbers using different representations, including the number line.	
	I can compare and order numbers from 0 up to 100; use <, > and = signs.	
	I can read and write numbers to at least 100 in numerals and in words.	
	I can use place value and number facts to solve problems.	
Addition and Subtraction	I can use concrete objects and pictorial representations, including those involving numbers, quantities and measures applying my increasing knowledge of mental and written methods.	
	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 numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers.	
	I can add three one-digit numbers.	
	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 recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	
Multiplication and Division	I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication 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 (x), division (÷) and equals (=) signs.	
	I can show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	
	I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	
Fractions	I can recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, and set of objects or quantity.	
	I can write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.	
Measures	I can 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.	
	I can compare and order lengths, mass, volume/capacity and record the results using >, < and =.	
	I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	
	I can find different combinations of coins that equal the same amounts of money.	
	I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	
	I can compare and sequence intervals of time.	
	I can 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.	
	I know the number of minutes in an hour and the number of hours in a day.	
Geometry - Properties of shapes	I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.	
	I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.	
	I can identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].	
	I can compare and sort common 2-D and 3-D shapes and everyday objects	
Geometry - Position and movement	I can order and arrange combinations of mathematical objects in patterns and sequences.	
	I can 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 anticlockwise).	
Statistics	I can interpret and construct simple pictograms, tally charts, block diagrams and 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.	

Greater Depth Maths Statements – Year 2

Number and Place Value	Demonstrate fluency and reasoning in counting forwards and backwards in steps of 2, 5 and 10 including from different starting points and using numbers beyond 100.	
	Consistently use less than (<), equals (=) and greater than (>) signs correctly when comparing numbers and expressions.	
	Identify and represent numbers using different representations including more complex number lines.	
	Demonstrate reasoning about place value and number facts to solve more complex problems	
Addition and Subtraction	Recall and use addition and subtraction facts to 20 fluently; derive and use related facts to 100 and beyond.	
	Add and subtract numbers mentally using appropriate strategies, including: 2 2-digit numbers, adding /subtracting several single digit numbers.	
	Add and subtract numbers using objects, pictorial representations and the written columnar method including: adding several 2digit numbers, subtracting 2-digit numbers, adding a 2-digit number to a 3-digit number, adding 3-digit numbers.	
	Solve missing number problems involving a wider range of numbers.	
	Use addition and subtraction facts to solve more complex problems, such as 3 step problems.	
Multiplication and Division	Rapidly recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables and write mathematical statements using the multiplication (×), division (÷) and equals (=) signs.	
	Count in 3s to solve multiplication and division problems for the 3 multiplication table.	
	Solve more complex problems involving multiplication and division in a range of contexts including measures.	
	Make connections between place value and multiplication/ division by 10 and use known multiplication and division facts to derive others	
Fractions	Express more complex problems using fraction notation and solve them.	
Measures	Find all possible combinations of coins to equal a given amount or how to pay a given amount using the fewest possible number of coins.	
	Know that there are 60 minutes in an hour and 24 hours in a day and use these facts to solve problems.	
	Tell and write the time to 5 minutes and draw hands on a clock face to show these times.	
	Solve more complex problems involving, money and other measures, including time.	
	Reason about multiplicative relationships between specific measured quantities, drawing on knowledge of 2, 5 and 10 tables and knowledge of fractions.	
Geometry - Properties of shapes	All aspects of geometry – properties of shape at the national standard are embedded.	
	Compare and sort common 2-D and 3-D shapes and common objects, using more than 1 criterion, identifying and describing their properties.	
	Reason about and solve more complex problems involving shapes and their properties.	
Geometry - Position and movement	Order and arrange combinations of mathematical objects in more complex patterns and sequences.	
	Solve more complex problems involving position and direction.	
Statistics	Interpret and construct pictograms (where the symbols show many to one correspondence), block diagrams (where the scale is divided into 2s or 5s) and more complex tables.	
	Use more complex charts to ask and answer questions by reading from the chart the number of objects in each category, sorting the categories by quantity, totalling and comparing categorical data	

Year 2	Transcription		Composition	
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation
Emerging	Write from memory simple dictated sentences which include familiar words and GPCs.	Holds pencil correctly. Writing is legible.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words.	Write sentences which are usually grammatically accurate, sequenced to form short narratives; combine words to form single clause sentences. Co-ordinate some sentences using and, or, but.
	Spell accurately most words containing previously taught phonemes.	Letters and digits are mostly formed and orientated accurately, with some consistency in size.	Write narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form.	Use capital letters for some proper nouns and the personal pronoun 'I'. Use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks; some use of commas in lists.
	Accurately spell words using affixes e.g. un-, -ing, -ed, -er and -est where the root does not change.	Uses spaces between words; attempts appropriate size to suit letters.	Write about real events, sometimes maintaining form.	Show some examples of varied vocabulary, such as expanded noun phrases, to add descriptive detail.
	Spell most common exception words from Y1 spelling appendix, and some from Y2 e.g. child, who, again, any, Mrs.	Some letters are joined correctly, according to the school's handwriting approach.	Write poetry in a variety of forms, beginning to recognise its difference from other forms, e.g. narrative.	Begin to identify some of the following word classes: noun, adjective, verb and adverb.
	Spell some common homophones e.g. to, two; hear, here; blue, blew.		Re-read and check own writing. With support, proof read for errors. Talk about word choice, grammar and punctuation e.g. re-read sentence aloud and discuss where full stop should go.	Recognise past and present tense verbs and, with support, attempt to maintain tense orally and in writing.
	Attempt to spell some common contractions e.g. it's, can't; or to mark singular possession e.g. Dad's coat.			Sometimes use appropriate features of Standard English, such as subject-verb agreement e.g. we were, I did.
Expected	Write from memory, simple dictated sentences which include familiar words and GPCs.	Holds pencil correctly. Writing is legible.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words.	Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Co-ordinate sentences using and, or, but.
	Spell common decodable two and three syllable words which include familiar graphemes.	All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.	Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.	Sometimes use subordination e.g. when, if, because.
	Accurately spell words with suffixes -ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.	Spacing is appropriate to the size of letters.	Write about real events, maintaining form and purpose.	Demarcate most sentences with capital letters and full stops, with some use of question marks and exclamation marks; use commas to separate items in a list.
	Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.		Compose orally and write poetry in a variety of forms.	Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.
	Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.		Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.	Identify word classes: noun, adjective, verb and adverb.
	Spell some common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.	Some letters are joined correctly, according to the school's handwriting approach.		Choose the past or present tense, mostly correctly and consistently. Experiment with the progressive form e.g. she was swimming. Use appropriate features of Standard English.
Exceeding	Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	Holds pencil correctly.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words, drawn from wide reading.	Consistently write a range of sentence structures which are grammatically accurate e.g. commands, questions and statements.
	Spell confidently at the national standard, using phonemic knowledge and familiarity with YR 2 spelling rules and conventions.	Writing is legible.		Vary the ways in which clauses are joined, whether by co-ordination (using and, or, but) or subordination (when, if, because).
	Attempt to spell more ambitious vocabulary.	All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.	Maintain appropriate narrative form, through longer pieces of writing about personal experiences or those of others, whether real or imagined.	Punctuate sentences mostly correctly, including capital letters, full stops, question marks and exclamation marks; commas in lists.
	Spell all common exception words in the YR 2 spelling appendix accurately.	Spacing is appropriate to the size of letters.	Write about real events, independently maintaining form and purpose.	Consistently use varied vocabulary to create detail and interest.
	Spell all common homophones in the YR 2 spelling appendix.		Confidently and independently write poems which are effective, in a variety of forms.	Identify four word classes and select appropriate usage of word.
	Spell most contractions accurately e.g. it's, can't, didn't; or to mark singular possession.		Appropriate letters are joined consistently, according to the school's handwriting approach.	Re-read writing and make revisions and additions, often without prompting.

Year 2 Reading	Word Reading	Comprehension	
Emerging (10/11)	Regularly apply phonic knowledge and skills to decode unfamiliar words.	Enjoy some books and texts, sometimes choosing their own, and showing pleasure by talking about preferences.	
	Know and decode alternative sounds for most graphemes.	Listen to and talk about some poems, either contemporary or classical (or both); read a few poems independently.	
	Read two or more syllable words containing some common suffixes e.g. sadness, happiness, lonely.	Listen to and talk about stories, both those read to them and some of those read independently; listen to what others say.	
	Read many familiar common exception words, e.g. because, both, most, would, many, Mr, Mrs.	Show understanding of those books at the pupil's reading level; sometimes notice that the text doesn't make sense; attempt to self-correct.	
	Use segmenting and blending to read unfamiliar words; then read automatically the words which are known.	Know some stories including fairytales and traditional tales; attempt to retell orally and through writing.	
	Read phonically-decodable books which include the GPCs which have been taught; regularly sound out new words.	Attempt to retell, draw or write the sequence of events in stories, sometimes using prompts or support, and with variable success.	
		Make inferences on the basis of what is said and done, in a book that is familiar to them, e.g. infer that a character is angry when he shouts or stamps; predict that a character will have an accident when he runs on a slippery path.	
	Expected (12/13)	Apply phonic knowledge and skills consistently to decode quickly and accurately.	Know that non-fiction texts are different from fiction; become familiar with using the photographs, text boxes, bullet points and other areas of the text to begin to find things out.
Decode alternative sounds for graphemes.		Talk about favourite words and phrases; attempt to find out the meaning of new words.	
Read most words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.		Identify rhyming words in poetry or rhyming stories.	
Read a wider range of common exception words which have been taught, including most words from the YR2 Spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.		In a group, learn to recite poems (or sections of poems) learnt by heart; attempt to recite a short, simple poem independently.	
Read most words without overtly segmenting and blending, once they are familiar, e.g. at over 90 words per minute.		Fully engage with reading and take pleasure from books and texts.	
Sound out most unfamiliar words accurately, without undue hesitation.		Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.	
Read some phonically-decodable books with fluency; sound out unfamiliar words automatically.		Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Take account of what others say.	
Read accurately most words of two or more syllables.		Show understanding of texts read independently; self-correct.	
Exceeding (14/15)	Use phonic knowledge and skills to read automatically and with fluency.	Know and retell a wide range of stories, fairy stories and traditional tales.	
	Confidently and independently read words with common suffixes.	Discuss the sequence of events in books and how items of information are related.	
	Automatically read a wide range of common exception words in Appendix 1, YR 2.	In a book they read accurately and fluently, make inferences on the basis of what is said and done; predict according to what has been read so far.	
	Use segmenting and blending only occasionally, when required for new words.	Discuss and express views about a range of non-fiction texts which are structured in different ways.	
		Recognise simple recurring literary language in stories and poetry.	Discuss and clarify the meaning of new words; discuss favourite words and phrases.
		Recite a repertoire of poems learnt by heart, using appropriate intonation.	Recognise simple recurring literary language in stories and poetry.
		Predict what might happen on the basis of what has been read so far.	Recite a repertoire of poems learnt by heart, using appropriate intonation.