

Year 2 Met (Age Related Expectations) Descriptors for Reading, Writing and Maths (From September 2015)

<i>Reading</i>	<i>Writing</i>	<i>Maths</i>
<ul style="list-style-type: none"> • Phonic knowledge and skills are consistently applied to decode quickly and accurately. • Decodes using alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught. • Reading is seen as a pleasurable activity. • Self-corrects where the sense of the text is lost. • Is beginning to use appropriate intonation when reading aloud. • Demonstrates knowledge of developing range of poetry, stories (including fairy stories and traditional tales), and non-fiction through identification of key aspects of the text, explanation, and active discussion that takes account of what others say. • Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another. • Recognises simple recurring literary language in stories and poetry. • Recognises and understands the different structures of non-fiction books that have been introduced. • Shares favourite words and phrases, and clarifies the meaning of new words through discussion. • Asks and answers questions appropriately, including simple inference based on what is said and done. 	<ul style="list-style-type: none"> • Writing maintains form when writing narratives about personal experiences and those of others (real and fictional), writing about real events and writing poetry. • Ideas from their reading are directly drawn into their writing through magpie-ing. • Well sequenced ideas form longer narratives. • Adjectives, adverbs and expanded noun phrases are used to describe. • Appropriate use of present and past tense, including the progressive form to mark actions in progress throughout writing. • Simple sentences are grammatically correct across a range of forms and functions (e.g. statements, questions, exclamations and commands). • Writing shows co-ordination using or/and/but and subordination using when/if/that/ because. • Overall writing is starting to show features of written Standard English. • Punctuation is mostly correct (including: capital letters, full stops, exclamation marks and question marks to demarcate sentence boundaries; commas to separate items in lists; and apostrophes for some contracted forms and some singular possession in nouns). • GPCs, common exception words are spelt correctly. • Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes, are usually applied for more complex spellings. • Handwriting is legible. Words are almost always appropriately and consistently spaced in relation 	<ul style="list-style-type: none"> • Count from 0 in multiples of 2, 3, 5 and 10 (up and back). • Recognise the place value of each digit in a 2-digit number. • Identify, represent and estimate numbers using different representations, including the number line. • Compare and order numbers to at least 100 and use the <> and = sign. • Read, write and spell numbers to at least 100 in numerals and in words. • Solve problems with addition and subtraction using concrete objects and pictorial representations including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods (expanded columnar). • Recall and use addition and subtraction facts to 20 fluently. • Derive and use related facts up to 100. • Add and subtract numbers using concrete objects, pictorial representations and mentally up to two 2-digit numbers and three 1-digit numbers. • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. • Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

<ul style="list-style-type: none"> • Can make predictions about what may happen next and at the end of the story based on what has been read so far. 	<p>to the size of the letters. Diagonal and horizontal strokes are beginning to be used to join letters.</p> <ul style="list-style-type: none"> • Writing is checked for errors in spelling, grammar and punctuation and meaning with improvements then being made 	<ul style="list-style-type: none"> • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. • Recognise odd and even numbers within a set. • Calculate mathematical statements for multiplication and division within the taught multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. • Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division fact, including problems in contexts. • Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$ and $3/4$ of a length, shape, set of objects or quantity. • Write simple fractions for example, $1/2$ of $6=3$. Recognise the equivalence of $2/4$ and $1/2$. • Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ • Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular
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		<p>value.</p> <ul style="list-style-type: none">•Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.•Compare and sequence intervals of time.•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.•Know the number of minutes in an hour and the number of hours in a day. <ul style="list-style-type: none">•Pupils read and write names for shapes that are appropriate for their word reading and spelling.•Pupils draw lines and shapes using a straight edge .Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.•Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.•Identify 2-D shapes on the surface of 3-D shapes [e.g., a circle on a cylinder and a triangle on a pyramid].•Compare and sort common 2-D and 3-D shapes and everyday objects. <ul style="list-style-type: none">•Order and arrange combinations of mathematical objects in patterns and sequences.•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).
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