Year 2 curriculum TT statements – Reading, Writing, Maths and Science

Reading

Word Reading Comprehension

Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Develop pleasure in reading, motivation to read, vocabulary and understanding by 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 he/she can read independently	Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes	Read words in age- appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding	Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related	Understand both the books that he/she can already aread accurately and fluently and those that he/ she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.
Recognise alternative sounds for graphemes	Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	Understand both the books that he/ she can already read accurately and fluently and those that he/ she listens to by checking that the text makes sense to him/her as he/ she reads and corrects inaccurate reading.
Read accurately words of two or more syllables that contain graphemes taught so far	Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading	Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry	Understand both the books that he/ she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done.
Read words containing common suffixes		Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary	Make inferences on the basis of what is said and done in a book he/ she is reading independently.
		Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases	Understand both the books that he/ she can already read accurately and fluently and those that he/ she listens to by answering and asking questions and making links.

			Understand both the books that he/ she can already read accurately and fluently and those that he/ she listens to by making plausible predictions about what might happen on the basis of what has been read so far
			Participate in discussion about books, poems and other works that are read to him/ her and thos that he/ she can read for himself/ herself, taking in turns and listening to what others say
			Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself
			Explain what has happened so far in what he/she has read

Writing

Spelling   Handwriting   Composition   Vocabulary, Grammar and Punctuation

Spelling	Handwriting	Composition	Vocabulary, Grammar and Punctuation
Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically- plausible attempts at others	Form lower-case letters of the correct size relative to one another in some of his/her writing	Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional)	Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman
Spell by 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	Form lower-case letters of the correct size relative to one another in most of his/her writing	Write about real events, recording these simply and clearly	Form adjectives using suffixes such as -ful, -less
Spell many common exception words	Use the diagonal and horizontal strokes needed to join letters in some of his/her writing	Write poetry to develop positive attitudes and stamina for writing	Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest
Spell most common exception words	Use the diagonal and horizontal strokes needed to join letters	Write for different purposes to develop positive attitudes and stamina for writing	Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses
Spell some words with contracted forms	Understand which letters, when adjacent to one another, are best left unjoined	Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing	Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon
Spell most words with contracted forms	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about	Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Spell by learning the possessive apostrophe (singular) e.g. the girl's book	Use spacing between words that reflects the size of the letters	Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary	Use present and past tense mostly correctly and consistently

Spell by distinguishing between homophones and near-homophones		Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence	Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting
Add suffixes to spell some longer words correctly, including - ment, -ness, -ful, -less, - ly		Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils	Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required
Add suffixes to spell most longer words correctly (e.g. -ment, - ness, -ful, -less, -ly)		Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Use question marks and exclamation marks appropriately
Apply spelling rules and guidance, as listed in (English Appendix 1)		Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher	Use commas to separate items in a list
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far		Read aloud what he/she has written with appropriate intonation to make the meaning clear	Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name
			Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma

Maths

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity and demonstrate understanding that all parts must be equal parts of the whole	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
Recognise the place value of each digit in a two- digit number (tens, ones)	Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2	Compare and order lengths, mass, volume/capacity and record the results using >, < and =
Identify, represent and estimate numbers using different representations, including the number line	Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
Compare and order numbers from 0 up to 100; use <, > and = signs	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Solve problems involving multiplication and division, using concrete materials and mental methods		Find different combinations of coins that equal the same amounts of money
Read and write numbers to at least 100 in numerals	Add and subtract numbers where no regrouping is required, using concrete objects, pictorial representations, and mentally, including a two-digit number and ones	Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that 2 × 7 =		Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

		14 and 2 × 8 = 16, explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left		
Read and write numbers to at least 100 in words	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two- digit number and tens	Use multiplication and division facts for 2, 5 and 10 to make deductions outside known multiplication facts e.g. know that multiples of 5 have one digit of 0 or 5 and use this to reason that 18 × 5 cannot be 92 as it is not a multiple of 5		Compare and sequence intervals of time
Use place value and number facts to solve problems	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers	Solve word problems involving multiplication and division with more than one step e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet		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
Partition two-digit numbers into different combinations of tens and ones using apparatus if needed e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers	Recognise the relationships between addition and subtraction and rewrite addition statements as simplified multiplication statements e.g. 10 + 10 + 10 + 5 + 5 = 3 × 10 + 2 × 5 = 4 × 10		Remember the number of minutes in an hour and the number of hours in a day
Use reasoning about numbers and relationships to solve more complex problems and explain his/her thinking e.g. 29 + 17 = 15 + 4 + ?; 'Together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.	Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot			Read scales in divisions of ones, twos, fives and tens
Recall the multiples of 10 below and above any	Recognise and use the inverse relationship			Read scales where not all numbers on the scale are

given 2 digit number e.g. say that for 67 the multiples are 60 and 70	between addition and subtraction and use this to check calculations and solve missing number problems			given and estimate points in between
	Recall doubles and halves to 20 e.g. knowing that double 2 is 4, double 5 is 10 and half of 18 is 9			Read the time on a clock to the nearest 15 minutes
	Use estimation to check that his/her answers to a calculation are reasonable e.g. knowing that 48 + 35 will be less than 100			
	Solve missing number problems using addition and subtraction			
Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	Order and arrange combinations of mathematical objects in patterns and sequences	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables		
Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	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)	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity		
Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres)		Ask and answer questions about totalling and comparing categorical data		
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 describing similarities and differences e.g. find 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the				

same number of edges, faces and vertices and describe what is different about them				

Science

Living things and their habitats Materials Animals Including Humans Plants

Working scientifically

Explore and compare the differences between things that are living, dead, and things that have never been alive	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Understand that animals, including humans, have offspring which grow into adults	Observe and describe how seeds and bulbs grow into mature plants	Discuss what they have found out
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	Find out and describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Describe the basic needs of animals, including humans, for survival (water, food and air)	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Ask and raise their own scientific questions
				Perform simple tests
				Use simple equipment e.g. hand lenses, egg timers
Identify and name a variety of plants and animals in their habitats, including micro-habitats		Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene		Use first-hand practical experiences to find answers
Describe how animals obtain their food from plants and other animals, using				Gather and record data using diagrams, words and charts

the idea of a simple food chain, and identify and name different sources of food				Observe closely