

# Year 2



## Reading, Writing and Mathematics Objectives

These objectives, taken from the 2014 National Curriculum, have been re-written by staff in child friendly language and in 'I can' format.

## Reading Targets

<b>Word</b>	I can read words quickly because I know how to sound out all parts of a word.
<b>Word</b>	I read by blending together the sounds I have learnt and can read out in a word.
<b>Word</b>	I can read words of two or three syllables.
<b>Word</b>	I can read words with common word endings, such as -ing and -ed.
<b>Word</b>	I can read a range of unusual words from our word list.
<b>Word</b>	I can read most words quickly and accurately.
<b>Word</b>	When I see a word I have not read before, I can quickly sound out the word.
<b>Word</b>	When I re-read my books, I become more fluent and confident at reading the text.
<b>Comprehension</b>	I listen to and talk about a wider range of poems, stories and non-fiction books, which may be too difficult to read by myself at the moment.
<b>Comprehension</b>	When I read, I am able to tell you about things in the order they happen and if they are related.
<b>Comprehension</b>	I can retell stories, including fairy stories and traditional tales.
<b>Comprehension</b>	I have seen non-fiction books and how they are set out.
<b>Comprehension</b>	I can recognise simple patterns of language in stories and poetry.
<b>Comprehension</b>	I discuss what new words mean, linking them to words I already know.
<b>Comprehension</b>	I can discuss my favourite words and phrases from my reading.
<b>Comprehension</b>	I can recite a wider range of rhymes or poems off by heart, making the meaning clear.
<b>Comprehension</b>	I understand the books I can read.
<b>Comprehension</b>	I check the text I am reading makes sense as I read through it.
<b>Comprehension</b>	I can tell you about why a character does or says some things.
<b>Comprehension</b>	I can answer and ask questions about the text.
<b>Comprehension</b>	I can predict what might happen next based on what I have read so far.
<b>Comprehension</b>	I take turns to talk and listen, when I discuss books and stories with others.
<b>Comprehension</b>	I can explain what has happened in the story someone has just read to me.

## Writing Targets

Spelling	I can spell words correctly by breaking them up and saying them out loud.
Spelling	I am learning new ways for spelling words which sound the same but have different meanings.
Spelling	I know how to spell words that do not follow a spelling pattern.
Spelling	I can spell more words with contracted forms (e.g. can't, don't, I'll).
Spelling	I have learnt how to correctly use the possessive apostrophe (e.g. the girl's book) in my spelling.
Spelling	I can show I know the difference between homophones and near-homophones in my spelling.
Spelling	I spell longer words correctly, by adding suffixes like -ment, -ness, -ful, -less, -ly.
Spelling	I can spell the words correctly in my Year 2 spelling list.
Spelling	I can write out a sentence told to me by my teacher and use the correct punctuation.
Handwriting	When I write, my letters are consistent in size.
Handwriting	I am starting to join up my letters and know which ones are best left unjoined.
Handwriting	I can write letters and numbers that are the right way round and the right size.
Handwriting	I leave appropriate sized spaces between words.
Composition	I am beginning to write stories about things that have happened to me or other people.
Composition	I am able to write stories about real things that have happened.
Composition	I can write my own poems.
Composition	I like to write for different purposes, (e.g. for my teacher, myself or my whole class).
Composition	I can plan what I am going to write about either by thinking about what I want to write or by saying my ideas aloud.
Composition	I can plan what what I am going to write by writing down my ideas and important words which will help me.
Composition	I can talk about what I want to include in my sentences.
Composition	I can make changes in my writing by discussing it with my teachers or my friends.
Composition	Once finished, I will re-read my work to make sure it makes sense and the verbs I have used are correct.
Composition	I check my writing to make sure there are no mistakes in spelling, grammar or punctuation.
Composition	I can read my work out loud in a way which helps people understand it.
Grammar	I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.
Grammar	I can use commas correctly when writing lists.
Grammar	I am learning to write sentences which convey different meaning for different purposes.
Grammar	I am able to describe nouns to add more detail (e.g. The blue butterfly).
Grammar	I try to write in the present or past tense in my writing.
Grammar	I can use words such as "when", "if", "that", "because", "and", "or" and, "but" when I write sentences.
Grammar	I know some words such as "superman" or "whiteboard" are made by joining two different words together.

Grammar	I can add -ful and -less to words to make adjectives and -ly to turn some adjectives into adverbs.
Grammar	I know what changes happen to the meaning of words when I add -er, -est to words.
Grammar	When I discuss my writing, I can use the correct vocabulary from the Year 2 grammar list.

## Maths Targets

<b>Number and Place Value</b>	I can count up and down in steps of 2, 3, and 5 from 0, and make jumps in tens from any number.
<b>Number and Place Value</b>	I know what each digit means in Tens and Unit numbers such as 36.
<b>Number and Place Value</b>	I can find and show numbers on a number line.
<b>Number and Place Value</b>	I can order numbers up to 100 and tell you which numbers are bigger or smaller.
<b>Number and Place Value</b>	I use the greater than, less than and equals signs in maths and know what they mean.
<b>Number and Place Value</b>	I can read and write numbers to 100 in digits and words.
<b>Number and Place Value</b>	I solve problems using number facts and what I know about the value of digits in a number.
<b>Operations</b>	I answer addition and subtraction maths problems using pictures and objects to help me work it out.
<b>Operations</b>	I can solve addition and subtraction problems and explain how I answer it on paper or show you how I did it in my head by explaining step by step.
<b>Operations</b>	I answer problems with addition and subtraction using my number facts to 20 and other number facts up to 100.
<b>Operations</b>	I can add and subtract numbers (e.g. $56-9$ , $42+6$ ) using objects or pictures to help me.
<b>Operations</b>	I can add and subtract two-digit numbers and multiples of 10 using objects or pictures to help me.
<b>Operations</b>	I can add and subtract two-digit numbers using objects or pictures to help me.
<b>Operations</b>	I can add and subtract numbers mentally.
<b>Operations</b>	I can add or subtract three numbers (e.g. $2+5+9$ ).
<b>Operations</b>	I know that adding two numbers together can be done in any order but subtracting numbers cannot.
<b>Operations</b>	I can do an inverse check to check my answers or solve missing number problems.
<b>Operations</b>	I know my 2 and 5 and 10 times tables by heart and can tell whether a number is odd or even.
<b>Operations</b>	I use multiplication ( $\times$ ), division ( $\div$ ) and equals ( $=$ ) signs when writing out my times tables.
<b>Operations</b>	I know that multiplying two numbers can be done in any order, but that dividing numbers cannot.
<b>Operations</b>	I can solve multiplication and division problems using times table facts and objects or pictures to help me.
<b>Fractions</b>	I can find $\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{2}{4}$ or $\frac{3}{4}$ of a shape, length or number of objects.
<b>Fractions</b>	I can write simple fractions sentences such as $\frac{1}{2}$ of $6 = 3$ and know that $\frac{2}{4}$ equals $\frac{1}{2}$ .
<b>Measure</b>	I can choose and use the correct unit to estimate and measure length or height (m/cm); weight (kg/g); temperature ( $^{\circ}\text{C}$ ); or capacity (litres/ml) using the correct equipment.
<b>Measure</b>	I can compare and order length, weight and capacity and then record the results using symbols for greater than, less than and equals.
<b>Measure</b>	I know and use the symbols for pounds (£) and pence (p) and can add together different amounts of money, such as 187p and £2.
<b>Measure</b>	I can find different combinations of coins that equal the same amounts of money.
<b>Measure</b>	I can solve money problems (e.g. "How much change do I get from 50p if I buy a cake for 29p?").
<b>Measure</b>	I can put the length of different intervals of time in order.
<b>Measure</b>	I can tell and write the time to five minutes, including quarter past and quarter to the hour and draw the hands on a clock face to show these times.

<b>Measure</b>	I know there are 60 minutes in an hour and 24 hours in a day.
<b>Geometry</b>	I can describe the properties of some 2-D shapes, including the number of sides they have and facts about their lines of symmetry.
<b>Geometry</b>	I can describe the properties of some 3-D shapes, including the number of edges, faces and vertices they have.
<b>Geometry</b>	I can tell you which 2-D shapes appear as the faces on 3-D shapes, such as triangles on a pyramid.
<b>Geometry</b>	I can compare 2-D and 3-D shapes with everyday objects around me.
<b>Geometry</b>	I can order combinations of objects in patterns and sequences.
<b>Geometry</b>	I can describe my position, direction and movement, including describing turns as quarter, half and three-quarter turns in clockwise and anti-clockwise directions.
<b>Statistics</b>	I can read and construct pictograms, tally charts and tables.
<b>Statistics</b>	I can sort objects into categories and tell you how many objects are in each category and show which category has the most.
<b>Statistics</b>	I can sort objects and can answer questions about the groups of objects I have sorted.