

End of Key Stage 1 statutory writing assessment – Working at expected standard

Name:								
The pupil can, after discussion with the teacher:								
• Write simple, coherent narratives about personal experiences and those of others (real and fictional)								
• Write about real events recording these simply and clearly								
• Demarcating most sentences with:	capital letters and full stops							
With some use of:	question marks							
• Using present and past tense mostly correctly and consistently								
• Using co-ordination (or / and / but)								
• Using some sub ordination (when / if / that / because)								
• Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically plausible attempts at others								
• Spelling many common exception words*								
• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters								
• Using spacing between words that reflects the size of the letters								

Year 2 Expectations for Mathematics

Working At the Expected Standard	The pupil can:		Date of Evidence					Criteria Met
	Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus.							
	Add 2 two digit numbers within 100 and can demonstrate their method using concrete apparatus or pictorial representations.							
	Use estimation to check that their answers to a calculation are reasonable.							
	Subtract mentally a two-digit number from another two-digit number when no re-grouping is required.							
	Recognise the inverse relationship between addition and subtraction	Use this to check calculations.						
		Work out missing number problems.						
	Recall and use multiplication and division facts to solve simple problems, demonstrating an understanding of commutativity as necessary	2x						
		5x						
		10x						
	Identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and know that all parts must be equal parts of the whole.							
	Use different coins to make the same amount.							
	Read scales in a practical situation where all numbers in the scale are given	In divisions of ones/ twos						
		Fives/tens						
Read the time on the clock to the nearest 15 minutes.								
Describe properties of shapes	2D, 3D							

Year 2 Word Reading and Comprehension Expectations

Fully engage with reading and take pleasure from books and texts.						
Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.						
Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say.						
Show understanding of texts read independently; self-correct.						
Know and retell a wide range of stories, fairy stories and traditional tales.						
Discuss the sequence of events in books, and how items of information are related.						
Make inferences on the basis of what is said and done; predict according to what has been read so far.						
Discuss and express views about a range of non-fiction texts which are structured in different ways.						
Discuss and clarify the meaning of new words; discuss favourite words and phrases.						
Recognise simple recurring literary language in stories and poetry.						
Recite a repertoire of poems learnt by heart, using appropriate intonation.						
Apply phonic knowledge and skills consistently to decode quickly and accurately.						
Decode alternative sounds for graphemes. □ Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.						
Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.						
Read most words without overtly segmenting and blending, once they are familiar.						
Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.						

