



Darrick Wood Infant and Nursery School

Year 2 Assessment Criteria

Reading

Working Towards the Expected Standard

- The pupil can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.*
- The pupil can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs).*
- The pupil can read many common exception words.*
- In a book closely matched to the GPCs as above, the pupil can read aloud many words quickly and accurately without overt sounding and blending.
- In a book closely matched to the GPCs as above, the pupil can sound out many unfamiliar words accurately.
- In a familiar book that is read to them, the pupil can answer questions in discussion with the teacher and make simple inferences.

Working at the Expected Standard

- The pupil can read accurately most words of two or more syllables.
- The pupil can read most words containing common suffixes.*
- The pupil can read most common exception words.*
- In age-appropriate books, the pupil can read words accurately and fluently without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
- In age-appropriate books, the pupil can sound out most unfamiliar words accurately, without undue hesitation.
- In a book that they can already read fluently, the pupil can check it makes sense to them, correcting any inaccurate reading.
- In a book that they can already read fluently, the pupil can answer the questions and make some inferences.
- In a book that they can already read fluently, the pupil can explain what has happened so far in what they have read.

Working at Greater Depth within the Expected Standard

- The pupil can, in a book they are reading independently, make inferences.
- The pupil can, in a book they are reading independently, make a plausible prediction about what might happen on the basis of what has been read so far.
- The pupil can, in a book they are reading independently, make links between the book they are reading and other books they have read.

Writing

Working Towards the Expected Standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the Expected Standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Working at Greater Depth Within the Expected Standard

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- Use the punctuation taught at key stage 1 mostly correctly.
- spelling most common exception words*
- adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly*
- using the diagonal and horizontal strokes needed to join some letters.

Maths

Working Towards the Expected Standard

The pupil can, after discussion with the teacher:

- read and write numbers in numerals up to 100.
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources, e.g. base ten to support them.
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus.
- recall at least four of the six number bonds for 10 and reason about associated facts.
- count in twos, fives and tens from 0 and use this to solve problems.
- know the value of different coins.
- name some common 2D and 3D shapes from a group of shapes or from pictures of the shapes and describe some of the properties.

Working at the Expected Standard

The pupil can, after discussion with the teacher:

- read scales in divisions of ones, twos, fives and tens.
- partition a two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.
- add and subtract any 2 two-digit numbers using an efficient strategy, explain their method verbally, in pictures or using apparatus.
- 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.
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of a whole.
- use different coins to make the same amount.
- read the time on a clock to the nearest 15 minutes.
- name and describe properties of 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Working at Greater Depth within the Expected Standard

The pupil can, after discussion with the teacher:

- read scales (on a number line, a practical situation or graph axis) where not all numbers on the scale are given and estimate points in between.
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions of outside known multiplication facts.
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking.
- solve unfamiliar word problems that involve more than one step.
- read the time on a clock to the nearest 5 minutes.
- describe the similarities and differences of 2D and 3D shapes, using their properties.