



= Key area

<b>Word Reading</b>	
	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
	Read accurately words of two or more syllables that contain the same graphemes as above.
	Read words containing common suffixes.
	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
	Read most words (at an instructional level 93-95%) quickly and accurately, without overt sounding and blending, when they have frequently encountered.
	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
	Re-read these books to build up their fluency and confidence in word reading.
<b>Comprehension</b>	
	<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i>
	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 they can read independently;
	discussing the sequence of events in books and how items of information are related;
	becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales;
	retell a range of stories, fairy stories and traditional tales;
	being introduced to non-fiction books that are structured in different ways;
	recognising simple recurring literary language in stories and poetry;
	discussing and clarifying the meaning of words, linking new meaning to known vocabulary;
	discussing their favourite words and phrase;
	continuing to build up a repertoire of poems learnt by heart;
	appreciate poems reciting some, with appropriate intonation to make the meaning clear.
<b>Comprehension</b>	
	<i>Understanding both the books they can already read accurately and fluently and those they listen to by:</i>
	drawing on what they already know or on background information and vocabulary provided by the teacher;
	checking that they text makes sense to them as they read and correcting inaccurate reading;
	making inferences on the basis of what is being said and done;
	answering questions;
	asking questions;
	predicting 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 them and those that they can read for themselves, taking turns and listening to what others say.



St Nicholas Catholic Primary School

National Curriculum 2014 - **Writing** Age Related Expectations

KEY STAGE 1 - YEAR 2

	<u>WORKING TOWARDS THE EXPECTED STANDARD:</u> The child can after discussions with the teacher:
	Write sentences that are sequenced to form a short narrative about their own and others' experiences (real and fictional)
	Form lower-case letters in the correct direction, starting and finishing in the correct place
	Form lower-case letters of the correct size relative to one another in some of their writing
	Use spacing between words
	Demarcate some sentences with capital letters and full stops
	Spell some common exception words - see English appendix 1
	Segment spoken words into phonemes and represent these by graphemes. Spell some words correctly and make phonetically-plausible attempts at others
	<u>WORKING AT THE EXPECTED STANDARD:</u> The child can after discussions 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
	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
	Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly
	Use co-ordination (or/and/but) and some subordination (when/if/that/ because) to join clauses
	Use present and past tenses mostly correctly and consistently
	Segment spoken words into phonemes and represent these by graphemes. Spell many words correctly and make phonetically-plausible attempts at others
	Spell many common exception words - see English appendix 1
	<u>WORKING AT GREATER DEPTH:</u> The child can after discussions with the teacher:
	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar choices in their writing
	Make simple additions, revisions and corrections to their writing after proof-reading
	Use diagonal and horizontal strokes to join some letters
	Use the punctuation taught at key stage 1 mostly correctly - see English appendix 2

	Add suffixes to spell most words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly - see English appendix 1
	Spell most common exception words - see English appendix 1



## St Nicholas Catholic Primary School

### National Curriculum 2014 - **Maths** Age Related Expectations

#### KEY STAGE 1 - YEAR 2

= Key area

<b>Number and Place Value</b>	
	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
	Recognise the place value of each digit in a two-digit number (tens, ones).
	Identify, represent and estimate numbers using different representations, including the number line
	Compare and order numbers from 0 up to 100; use $<$ , $>$ and $=$ signs.
	Read and write numbers to at least 100
	Use place value and number facts to solve problems.
<b>Addition and Subtraction</b>	
	Solve problems with addition and subtraction: <ul style="list-style-type: none"> <li>• Using concrete objects and pictorial representations, including those involving numbers, quantities and measures;</li> <li>• Applying their increasing knowledge of mental and written methods.</li> </ul>
	Recall and use addition and subtraction facts to 20 and 100: <ul style="list-style-type: none"> <li>• fluently up to 20;</li> <li>• related facts to 100.</li> </ul>
	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> <li>• a two-digit number and ones;</li> <li>• a two-digit number and tens;</li> <li>• two two-digit numbers;</li> <li>• adding three one-digit numbers.</li> </ul>
	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.
<b>Multiplication and Division</b>	
	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) 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 facts, including problems in contexts.
	<b>Fractions</b>
	Recognise, find, name and write fractions $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ , and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
	Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .
	<b>Measurement</b>
	Choose and use appropriate standard units to estimate and measure to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels:
	length/height in any direction (m/cm);
	mass (kg/g);
	temperature ( $^{\circ}\text{C}$ );
	capacity (litres/ml).
	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 value
	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 number of hours in a day.
	<b>Geometry - Properties of Shape</b>
	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 [for example, a circle on a cylinder and a triangle on a pyramid].
	Compare and sort common 2-D and 3-D shapes and everyday objects.
	<b>Geometry - Position and Direction</b>

	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).
	<b>Statistics</b>
	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
	Ask and answer questions about totalling and comparing categorical data.