



Year 2 Writing Learning Musts

By the end of the year I must be able to...

Spelling

- I can break down spoken words into their sounds and write them mostly correctly (See Appendix 1).
- I can learn new spellings by using words I already know how to spell.

Handwriting

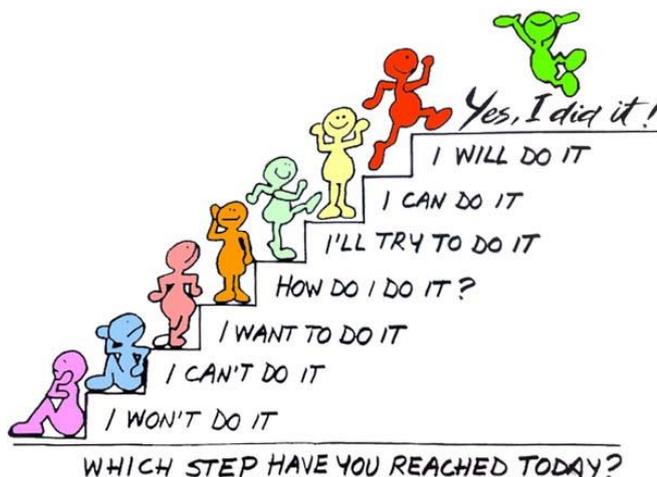
- I can write capital letters and numbers the right way up, and the correct size relative to each other and lower-case letters
- I can start to join my letters (See Appendix 2).

Composition

- I can write for different purposes, writing long and short pieces of work.
- I can plan my writing by writing down my ideas or talking about them for each sentence.

Vocabulary, Grammar and Punctuation

- I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.
- I can use these words in my writing: when, if, that, because, and, or, but.
- I can use the correct tense in my writing.
- I can use capital letters, full stops, question marks and exclamation marks to show where sentences start and end.
- I can use commas when I am writing a list.
- I can use the appropriate Vocabulary, Connectives, Openers and Punctuation (See Appendix 3)





Year 2 Reading Learning Musts

By the end of the year I must be able to...

Word reading

- I can read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters (See Appendix 1).
- I can read most words quickly and accurately without needing to sound and blend words I have seen before.
- I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses.
- I can re-read books, sounding out new words correctly to improve my speed and confidence.

Comprehension

- I can enjoy and understand books by listening to, and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.
- I can enjoy reading and discussing the order of events in books and how items of information are related.
- I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.
- I can spot if a word has been read wrongly by following the sense of the text.
- I can ask and answer simple questions about the books or stories I am reading (and start to use inference and deduction).
- I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.



Year 2 Maths Learning Musts

By the end of the year I must be able to...

Number and place value

- I can count forward and backwards in jumps of 2, 3 and 5 from 0 and in 10s from any number.
- I can compare and order numbers from 0 to 100 using $<$, $>$ and $=$.
- I can use place value and number facts to answer questions.

Addition and subtraction

- I can solve problems with addition and subtraction, including those involving numbers, quantities and measures by using objects or pictures.
- I can answer simple addition and subtraction questions in my head as well as by writing them down.
- I can use addition and subtraction facts to 20 quickly and work out similar facts to 100.

Multiplication and division

- I can remember and use multiplication and division facts for the 2, 5 and 10 times tables and recognise odd and even numbers.
- I can answer questions involving multiplication and division mentally and with objects.

Fractions

- I can find, name and write fractions of a length, shape, set of objects or amount, including $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$.

Measurement

- I can add and subtract money and give change.

Properties of shape

- I can compare and sort common 2-D and 3-D shapes and everyday objects.

Position and direction

- I can use mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line.

Statistics

- I can ask and answer questions about totalling and comparing grouped data.

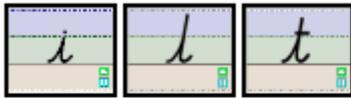


Appendix 1:

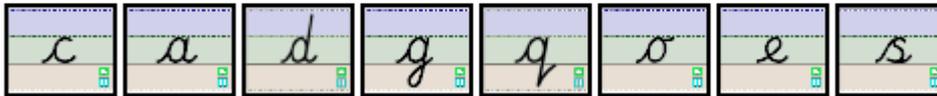
Phonics phase:	Phonics teaching:	Tricky words:																																																																				
<p>PHASE ONE (Reception)</p>	<p>Supports the importance of speaking and listening and develops children’s discrimination of sounds, including letter sounds. Activities are divided into seven aspects, including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting</p>																																																																					
<p>PHASE TWO (Reception)</p>	<p>The children learn to pronounce the sounds themselves in response to letters, before blending them. This leads to them being able to read simple words and captions. Letters: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</p>	<p>the, to, l, no, go</p>																																																																				
<p>PHASE THREE (Reception)</p>	<p>Completes the teaching of the alphabet and moves on to sounds represented by more than one letter. The children will learn letter names and how to read and spell some tricky words. Letters: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p>	<p>he, she, we, me, be, was, my, you, they, her, all, are</p>																																																																				
<p>PHASE FOUR (Reception)</p>	<p>The children learn to read and spell words containing adjacent consonants.</p>	<p>said, so, have, like, some, come, were, there, little, one, do, when, out, what</p>																																																																				
<p>PHASE FIVE (Year 1)</p>	<p>The children broaden their knowledge of sounds for use in reading and spelling. They will begin to build word-specific knowledge of the spellings of words. Sounds: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a_e, i_e, u_e, o_e</p>	<p>oh, their, people, Mr, Mrs, looked, called, asked</p>																																																																				
<p>PHASE SIX (Year 2)</p>	<p>This focuses more sharply on word-specific spellings. It encourages children to become fluent readers and increasingly accurate spellers. Working on spelling, including prefixes and suffixes, doubling and dropping letters etc</p>	<p>Common exception words:</p> <div style="background-color: #e0f2f7; padding: 10px; border: 1px solid #ccc;"> <p style="text-align: center;">Year 2</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">door</td> <td style="padding: 2px;">gold</td> <td style="padding: 2px;">plant</td> <td style="padding: 2px;">clothes</td> </tr> <tr> <td style="padding: 2px;">floor</td> <td style="padding: 2px;">hold</td> <td style="padding: 2px;">path</td> <td style="padding: 2px;">busy</td> </tr> <tr> <td style="padding: 2px;">poor</td> <td style="padding: 2px;">told</td> <td style="padding: 2px;">bath</td> <td style="padding: 2px;">people</td> </tr> <tr> <td style="padding: 2px;">because</td> <td style="padding: 2px;">every</td> <td style="padding: 2px;">hour</td> <td style="padding: 2px;">water</td> </tr> <tr> <td style="padding: 2px;">find</td> <td style="padding: 2px;">great</td> <td style="padding: 2px;">move</td> <td style="padding: 2px;">again</td> </tr> <tr> <td style="padding: 2px;">kind</td> <td style="padding: 2px;">break</td> <td style="padding: 2px;">prove</td> <td style="padding: 2px;">half</td> </tr> <tr> <td style="padding: 2px;">mind</td> <td style="padding: 2px;">steak</td> <td style="padding: 2px;">improve</td> <td style="padding: 2px;">money</td> </tr> <tr> <td style="padding: 2px;">behind</td> <td style="padding: 2px;">pretty</td> <td style="padding: 2px;">sure</td> <td style="padding: 2px;">Mr</td> </tr> <tr> <td style="padding: 2px;">child</td> <td style="padding: 2px;">beautiful</td> <td style="padding: 2px;">sugar</td> <td style="padding: 2px;">Mrs</td> </tr> <tr> <td style="padding: 2px;">children</td> <td style="padding: 2px;">after</td> <td style="padding: 2px;">eye</td> <td style="padding: 2px;">parents</td> </tr> <tr> <td style="padding: 2px;">wild</td> <td style="padding: 2px;">fast</td> <td style="padding: 2px;">could</td> <td style="padding: 2px;">Christmas</td> </tr> <tr> <td style="padding: 2px;">climb</td> <td style="padding: 2px;">last</td> <td style="padding: 2px;">should</td> <td style="padding: 2px;">everybody</td> </tr> <tr> <td style="padding: 2px;">most</td> <td style="padding: 2px;">past</td> <td style="padding: 2px;">would</td> <td style="padding: 2px;">even</td> </tr> <tr> <td style="padding: 2px;">only</td> <td style="padding: 2px;">father</td> <td style="padding: 2px;">who</td> <td></td> </tr> <tr> <td style="padding: 2px;">both</td> <td style="padding: 2px;">class</td> <td style="padding: 2px;">whole</td> <td></td> </tr> <tr> <td style="padding: 2px;">old</td> <td style="padding: 2px;">grass</td> <td style="padding: 2px;">any</td> <td></td> </tr> <tr> <td style="padding: 2px;">cold</td> <td style="padding: 2px;">pass</td> <td style="padding: 2px;">many</td> <td></td> </tr> </table> </div>	door	gold	plant	clothes	floor	hold	path	busy	poor	told	bath	people	because	every	hour	water	find	great	move	again	kind	break	prove	half	mind	steak	improve	money	behind	pretty	sure	Mr	child	beautiful	sugar	Mrs	children	after	eye	parents	wild	fast	could	Christmas	climb	last	should	everybody	most	past	would	even	only	father	who		both	class	whole		old	grass	any		cold	pass	many	
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child	beautiful	sugar	Mrs																																																																			
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Appendix 2:

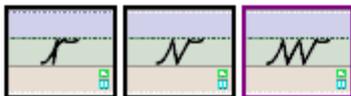
Handwriting straight line continuous cursive letters



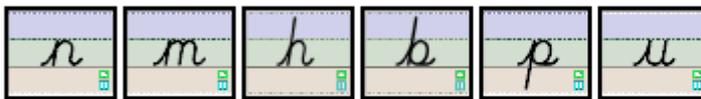
Handwriting curves to start continuous cursive letters



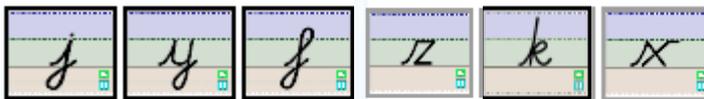
Handwriting top exit continuous cursive letters



Handwriting tunnel continuous cursive letters



Handwriting hooks, loops & line continuous cursive letters



APPENDIX 3:

