



Reigate Parish Church
Primary School



Year 2

Assessment Booklet

For Reading, Writing and Maths

Child's Name



Tick



Tick

Reigate Parish Church Primary School: A trusting, respectful and caring place for children to reach their full potential, with the Christian faith and Christian values at our heart.

We aim to recognise, nurture and harness the strengths and talents of all children.

To provide a broad, balanced and creative learning environment through excellence in teaching.

To promote social, cultural, moral and spiritual development, supporting pupils and staff to become confident and responsible members of society.

To establish an atmosphere in which each child has a positive self-image and where individual achievements are valued by all.

To build self-confidence, self-esteem and independence in order to achieve success.

To value curiosity, encourage a questioning attitude and promote a love of life-long learning.

To grow from being an outstanding infant school into an outstanding primary school whilst maintaining our caring ethos, culture and atmosphere.

And, working in partnership with parents, to support their child's learning and development.

Reading Targets

YEAR 2 / 2016 - 2017

Decoder Skill

1

KPI: I read accurately by blending sounds in words that contain graphemes taught so far.

2

KPI: I can read familiar words quickly without needing to sound them out.

3

I can read most words containing common suffixes.

4

I can read most common exception words.

5

KPI: I read accurately words of two or more syllables that contain the graphemes taught so far.

6

KPI: I sound out unfamiliar words accurately, automatically and without undue hesitation (90 words/min - Gold or White books).

Comprehender Targets

1

KPI: I can retell a story, referring to most of the key events & characters.

2

KPI: In a story, I can sequence events & can describe how items (ie. people, events, plots) are related.

3

KPI: I know non-fiction is structured in different ways.

4

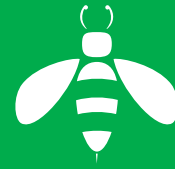
KPI: I can answer questions about the text.

5

KPI: I check that that text makes sense because I read correctly and correct any inaccurate reading.

6

KPI: I re-read books to build up my fluency and confidence in reading.



Reading Detective Targets

1

KPI: I predict what might happen based on what I have read so far and my own experiences.

2

I can make simple inferences about thoughts and feelings of characters and reasons for their actions.

3

I am aware that books are set in different places and time.

4

I can recognise key themes and ideas within a text.

Language Lover Targets

1

KPI: I can retell a range of stories, fairy stories and traditional tales.

2

KPI: I am becoming increasingly familiar with a wider range of stories, fairy tales and traditional stories.

3

I can discuss and clarify the meaning of words, linking new meanings to known vocabulary.

4

I can discuss my favourite words and phrases.

5

I can identify & comment on vocabulary & literary features: "fairy tales often have pattern of three & start with "Once upon a time""

Reading Targets

YEAR 2 / 2016 - 2017

Responder Targets

1

KPI: I enjoy listening, discussing & expressing my views on a range of texts.

2

I can participate in discussion about books, poems and other works that are read to me.

3

I can participate in discussion about books, poems and other works that I can read for myself.

Big Reader Targets

1

I can make choices about which texts to read, based on prior reading experiences.

2

I can relate what I read to my own experiences.

3

I know many nursery rhymes off by heart.

4

I know some poems by heart.

The “surpassing” qualities

IN THE YEAR 2 CURRICULUM FOR READING / 2016 - 2017

DECODER SKILLS TARGETS

★★★

1

Notice the spelling of unfamiliar words and relate to known words.

2

Show increased awareness of vocabulary and precise meaning.

3

Sustain silent reading to include longer, more varied and complex texts.

COMPREHENDER TARGETS

★★★

1

Use contents and index to help retrieve information.

2

Reference text when answering literal retrieval questions.

3

Search for and find information in texts and summarise key points in response to questions.

4

Discuss similarities and differences in the structure and organisation of texts.

5

Understand that chapters can signal episodes in stories.

READING DETECTIVE TARGETS

★★★

1

Offer and discuss interpretations of text, including inferences about thoughts, feelings and reasons for actions.

2

Respond, when questioned with different possible scenarios for events and actions.

3

Make simple predictions using experience of reading similar books.

4

Use own experience and vocabulary provided by the teacher to add detail to the understanding of a range of texts.

5

Use a range of clues from a text to express simple opinions.

LANGUAGE LOVER TARGETS

★★★

1

Identify the effects of different words and phrases (e.g. to create humour, images and atmosphere).

2

Understand how vocabulary is linked to the purpose of the text (e.g. imperative verbs, technical vocabulary).

3

I can identify how vocabulary choice affects meaning: "He crept" lets you know that he is trying to be silent.

RESPONDER TARGETS

★★★

1

Express reasoned preferences between texts.

2

Evaluate specific texts with reference to text types.

3

Make simple connections between books by the same author.

4

Identify simple morals an author is conveying in a story or poem.

5

Identify when more than one point of view can be expressed within a text.

Writing Targets

YEAR 2 / 2016 - 2017

Super Speller Targets

1

I can spell many of the Year 2 common exception words.

2

I can spell some contractions, ie. it's, can't, won't etc.

3

I can spell numbers to 100.

4

I can spell suffixes to spell words, ie. ment, ful, less, ly.

5

KPI: I can use the suffix –er, –est in adjectives and –ly to turn adjectives into adverbs.

Organised Targets

1

I can begin to use an appropriate opening and ending in my writing.

2

I know the organisation reflects the purpose of my writing, ie. a newspaper has a headline.

3

I can use connectives that signal time e.g. then, after, before.

4

KPI: I have a positive attitude towards, and, stamina for writing.

5

KPI: I consider what I am going to write before I write.



Purposeful Targets

1

I can read my writing back to an adult confidently.

2

I can convey basic information and ideas through appropriate word choices.

3

I am beginning to know who my writing is for.

4

KPI: I can check my work for errors in spelling, punctuation and grammar.

5

I am beginning to vary my word choice depending on what I am writing.

Word Wonder Targets

1

I can use interesting adjectives to describe people and objects.

2

I can use interesting adjectives to describe setting.

3

I can use interesting adverbs to describe action.

4

I can show evidence of using simple similes.

Writing Targets

YEAR 2 / 2016 - 2017

Grammar Giants' Targets

1

KPI: I can use capital letters, full stops, question marks and exclamation marks.

2

KPI: I can use co-ordinating conjunctions in my sentences (ie. or, and, but).

3

KPI: I can use subordination (ie. when, if, that, because).

4

KPI: I can use commas to separate items in a list.

5

KPI: I can use apostrophes for contracted forms.

6

KPI: I can use the present and past tense correctly throughout a piece of work.

Handwriting Hero Targets

1

I can form lower-case letters of the correct size.

2

KPI: I can write capital and lower case letters correctly.

3

I can use spacing between words that reflects the size of letters.

4

I understand which letters need to be joined in my writing.

The “surpassing” qualities

IN THE YEAR 2 CURRICULUM FOR WRITING / 2016 - 2017

GRAMMAR GIANT AND WORD WONDER



1 I use some apt word choices to create interest (e.g. write in a lively way that holds the reader's interest).

2 I use possessive apostrophe.

3 I use inverted commas to indicate direct speech.

4 I use a variety of “fronted adverbials” to add interest (e.g. In the middle of the park..., A week last Friday...).

5 I use simple time subordination to open sentences (e.g. When I finished dinner, After we had an ice cream).

6 I begin to use a range of past tense forms for purpose (e.g. I walked, I was walking, I had walked).

7 I begin to use commas after simple “fronted adverbials” (e.g. Today, I feel tired).

SUPER SPELLER



1 I can spell most common exception words.

2 I can spell most contractions.

3 I can spell some homophones.

4 I correctly use and spell pronouns.

5 I use a wider range of suffixes spelt correctly (e.g. -ly, -ful, -tion, -less, -ment,).

6 I use a range of prefixes spelt correctly in words (e.g. un, dis).

ORGANISED AND PURPOSEFUL



1 I use some apt word choices to create interest (e.g. write in a lively way that holds the reader's interest).

2 I use possessive apostrophe.

3 I use inverted commas to indicate direct speech.

4 I use a variety of “fronted adverbials” to add interest (e.g. In the middle of the park..., A week last Friday...).

5 I use simple time subordination to open sentences (e.g. When I finished dinner, After we had an ice cream).

Maths Targets

YEAR 2 / 2016 - 2017

Number and Place Value

1

I can write digits correctly.

2

KP1: I can count in steps of 2,3, 5 and 10 from 0.

3

KP1: I can count forwards and backwards in tens from any number.

4

I can estimate to check the answer.

5

I know the place value of each digit in a 2-digit number and I can represent this.

6

KP1: I can recognise odd and even numbers.

7

KP1: I can compare and order numbers 0 – 100 using $<$ and $>$ and $=$

8

KP1: I can use place value and number facts to solve problems.

Addition and Subtraction

1

KP1: I can apply mental strategies to problems.

2

KP1: I can apply written strategies to problems.

3

KP1: I can recall and use $+$ and $-$ facts to 20 and use number facts to 100.

4

I can find 10 more, 10 less and 1 more, 1 less.

5

I can add and subtract 2-digit numbers.

6

KP1: I can solve simple one step problems with addition and subtraction.

7

I can show that addition can be done in any order, subtraction can't.

8

I can recognise and use inverse relationships between $+$ and $-$



Multiplication and Division

1

KP1: I can recall and use \times and division facts for the 2, 5 and 10 \times tables.

2

I can \div (within the \times tables).

3

I can \times (within the \times tables).

4

I can recognise and use inverse relationships between \times and \div

5

I can show that multiplication can be done in any order and in division you can't.

6

KP1: I can solve one step problems involving multiplication and division.

Fractions

1

I understand fractions as parts of a whole.

2

I can find $\frac{1}{2}$ of shapes, number and length.

3

I can find $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of shapes, number and length.

4

I can find $\frac{1}{3}$ of shapes, number and length.

5

I can write simple fractions and recognise equivalence.

Maths Targets

YEAR 2 / 2016 - 2017

Measures

1 I use the correct standard units to estimate and measure.

2 I can compare and order length, mass, volume/capacity.

3 I can use different equipment to measure accurately.

4 I can read relevant scales to the nearest numbered unit.

5 I can recognise and use symbols for pounds and pence.

6 I can find different combinations of coins to make the same amount.

7 KP1: I can solve simple money problems in a practical context.

Geometry and Time

1 KP1: I can compare and sort common 2-D and 3-D shapes.

2 I can identify and describe the properties of 2-D and 3-D shapes (corner, side, vertices, edge, face).

3 I can identify lines of symmetry in 2-D shapes.

4 I can identify 2-D shapes on the surface of 3-D shapes.

5 KP1: I can use maths vocab to describe positions, direction and movement.

6 I can compare and sequence intervals of time.

7 I can tell and write the time to the nearest 15 minutes and.

Statistics

1 I can interpret and construct simple tally charts.

2 I can interpret and construct simple pictograms.

3 I can interpret and construct simple block diagrams.

4 I can interpret and construct simple tables.

5 KP1: I can ask and answer questions when comparing data.

The “surpassing” qualities

IN THE YEAR 2 CURRICULUM FOR MATHS / 2016 - 2017

THE FOUR OPERATIONS



1

Pupils can work out mental calculations where regrouping is required (eg. $52 - 17$).

2

Pupils can solve more complex missing number problems (eg. $14 + ? - 3 = 17$).

3

I use appropriate vocabulary to add detail in my non-fiction writing.

4

Pupils can determine remainders given known facts.

PROBLEM SOLVING AND REASONING



1

Pupils can solve word problems that involve more than one step.

2

Pupils can reason about addition (eg. the sum of three odd numbers will always be odd).

3

Pupils can recognise the relationship between addition and subtraction and can rewrite additional statements as simplified multiplication statements (eg. $10+10+10+5+5 = 3 \times 10 + 2 \times 5$).

4

Pupils can find and compare fractions of amounts.

MEASURES AND SHAPE



1

Pupils can describe similarities and differences of shape properties.

2

Pupils can read scales in division of 1s, 2, 5, and 10s in a practical situation where not all numbers on the scale are given.

3

Pupils can read the time on the clock to the nearest 5 minutes.



Don't give up



Try new things



Work hard



Understand others



Concentrate



Improve



Imagine



push yourself



The Secrets of Success

	Bronze	Silver	Gold
To try new things	<ul style="list-style-type: none"> • Try new things with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest. 	<ul style="list-style-type: none"> • Try new things when encouraged. • Enjoy new experiences. • Join clubs or groups. • Talk about new experiences with others. 	<ul style="list-style-type: none"> • Enjoy new things and take opportunities wherever possible. • Find things to do that give energy. • Become fully involved in clubs or groups. • Meet up with others who share interests in a safe environment.
To work hard	<ul style="list-style-type: none"> • Work hard with the help of others. • Talk about some things of personal interest. • Join in with familiar activities. • Concentrate on things of interest. 	<ul style="list-style-type: none"> • Enjoy working hard in a range of activities. • Reflect on how effort leads to success. • Begin to encourage others to work hard. 	<ul style="list-style-type: none"> • Have fun working hard. • Understand the benefits of effort and commitment. • Continue to practise even when accomplished. • Encouraged others by pointing out how their efforts gain results.
To concentrate	<ul style="list-style-type: none"> • Give attention to areas of interest. • Begin to 'tune out' distractions. • Begin to show signs of concentration. • Begin to seek help when needed. 	<ul style="list-style-type: none"> • Focus on activities. • 'Tune out' some distractions. • Search for methods to help with concentration. • Develop areas of deep interest. 	<ul style="list-style-type: none"> • Give full concentration. • 'Tune out' most distractions. • Understand techniques and methods that aid concentration. • Develop expertise and deep interest in some things.
To push yourself	<ul style="list-style-type: none"> • Express doubts and fears. • Explain feelings in uncomfortable situations. • Begin to push past fears (with encouragement). • Listen to people who try to help. • Begin to try to do something more than once. 	<ul style="list-style-type: none"> • Begin to understand why some activities feel uncomfortable. • Show a willingness to overcome fears. • Push past fears and reflect upon the emotions felt afterwards. • Begin to take encouragement and advice from others. • Keep trying after a first attempt. 	<ul style="list-style-type: none"> • Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances. • Push oneself in areas that are not so enjoyable. • Listen to others who encourage and help, thanking them for their advice. • Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.
To imagine	<ul style="list-style-type: none"> • With help, develop ideas. • Respond to the ideas of others'. • Respond to questions about ideas. • Act on some ideas. 	<ul style="list-style-type: none"> • Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas. 	<ul style="list-style-type: none"> • Generate lots of ideas. • Show a willingness to be wrong. • Know which ideas are useful and have value. • Act on ideas. • Ask lots of questions.
To improve	<ul style="list-style-type: none"> • Share with others likes about own efforts. • Choose one thing to improve (with help). • Make a small improvement (with help). 	<ul style="list-style-type: none"> • Share with others a number of positive features of own efforts. • Identify a few areas for improvement. • Attempt to make improvements. 	<ul style="list-style-type: none"> • Clearly identify own strengths. • Identify areas for improvement. • Seek the opinion of others to help identify improvements. • Show efforts and commitment in refining and adjusting work.
To understand others	<ul style="list-style-type: none"> • Show an awareness of someone who is talking. • Show an understanding that ones own behaviour affects other people. • Listen to other people's point of view. 	<ul style="list-style-type: none"> • Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others. 	<ul style="list-style-type: none"> • Listen first to others before trying to be understood. • Change behaviours to suit different situations. • Describe and understand others' points of view.
To not give up	<ul style="list-style-type: none"> • Try again with the help of others. • Try to carry on even if a failure causes upset. • Keep going in activities of interest. • Try to think of oneself as lucky. 	<ul style="list-style-type: none"> • Find alternative ways if the first attempt does not work. • Bounce back after a disappointment or failure. • Show the ability to stick at an activity (or a club or interest). • See oneself as lucky. 	<ul style="list-style-type: none"> • Show a determination to keep going, despite failures or set backs. • Reflect upon the reasons for failures and find ways to bounce back. • Stick at an activity even in the most challenging of circumstances. • See possibilities and opportunities even after a disappointment. • Consider oneself to be lucky and understand the need to look for luck.

Year 2 Common Exception Words

Door	Child	Cold	Break	Father	Move
Floor	Children	Gold	Steak	Class	Prove
Poor	Wild	Hold	Pretty	Grass	Improve
Because	Climb	Told	Beautiful	Pass	Sure
kind	Most	Every	After	Plant	Sugar
Find	Only	Everybody	Fast	Path	Eye
Mind	Both	Even	Last	Bath	Could
behind	Old	great	past	hour	Should
would	who	whole	any	many	clothes
Busy	people	water	Again	money	Mr
parents	Christmas	Mrs	Half		