Working at Greater Depth within the Expected Standard for the end of Year 2

Working at Greater Depth within the Expected Standard for the end of Year 2

Writing

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly

- spelling most common exception words

- spelling most words with contracted forms

- 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 letters in most of their writing.

Reading

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done

- predict what might happen on the basis of what has been read so far

- make links between the book they are reading and other books they have read

Working at Greater Depth within the Expected Standard for the end of Year 2

Maths

•The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).

• The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).

• The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$).

• The pupil can solve more complex missing number problems (e.g. $14 + - 3 = 17$; $14 + \Delta = 15 + 27$).

• The pupil can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).

• The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?).

• The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).

• The pupil can find and compare fractions of amounts (e.g. 14 of £20 = £5 and 12 of £8 = £4 so 14 of £20 is greater than 12 of £8).

• The pupil can read the time on the clock to the nearest 5 minutes.

• The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.

• The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).