Years 1 and 2 reading

Year 1 **word reading**	Year 1 **comprehension**- pleasure in reading, motivation to read, vocabulary and understanding by:	Year 2 **Word reading**	Year 2 **comprehension** develop pleasure in reading, motivation to read, vocabulary and understanding by:	Year 2 **assessment framework**
apply phonic knowledge and skills as the route to decode words	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent .	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	**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* • read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* • read many common exception words.*
respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	being encouraged to link what they read or hear read to their own experiences	read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	discussing the sequence of events in books and how items of information are related	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 • sound out many unfamiliar words accurately.
read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	read accurately words of two or more syllables that contain the same graphemes as above	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	In a familiar book that is read to them, the pupil can: • answer questions in discussion with the teacher and make simple inferences.
read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	recognising and joining in with predictable phrases	read words containing common suffixes	being introduced to non-fiction books that are structured in different ways	
read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	learning to appreciate rhymes and poems, and to recite some by heart	read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	recognising simple recurring literary language in stories and poetry	**Working at the expected standard** The pupil can: • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words.*
read other words of more than one syllable that contain taught GPCs	discussing word meanings, linking new meanings to those already known	read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	In age-appropriate1 books, the pupil can: • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words2 • sound out most unfamiliar words accurately, without undue hesitation.
read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	**understand both the books they can already read accurately and fluently and those they listen to by:** ▪ drawing on what they already know or on background information and vocabulary provided by the teacher	read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	discussing their favourite words and phrases	In a book that they can already read fluently, the pupil can: • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences
read aloud accurately books that are	checking that the text makes sense	re-read these books to build up their	continuing to build up a repertoire of poems	

consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	to them as they read and correcting inaccurate reading	fluency and confidence in word reading	learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	• explain what has happened so far in what they have read.
	discussing the significance of the title and events			
re-read these books to build up their fluency and confidence in word reading	making inferences on the basis of what is being said and done		**understand both the books that they can already read accurately and fluently and those that they listen to by:** ▪ drawing on what they already know or on background information and vocabulary provided by the teacher	
	predicting what might happen on the basis of what has been read so far		checking that the text makes sense to them as they read and correcting inaccurate reading	**Working at greater depth within the expected standard** The pupil can, in a book they are reading independently: • make inferences • make a plausible prediction about 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.
	participate in discussion about what is read to them, taking turns and listening to what others say .		making inferences on the basis of what is being said and done	
	explain clearly their understanding of what is read to them		answering and 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	
			explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	

writing

Year 1 transcription	Year 1 Handwriting	Year 1 Composition	Year 1 vocabulary, grammar, punctuation	Year 2 transcription	Year 2 Handwriting	Year 2 composition	Year 2 Vocabulary, grammar and punctuation	End of KS framework
spell: words containing each of the 40+ phonemes already taught common exception words the days of the week	sit correctly at a table, holding a pencil comfortably and correctly	write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives	develop their understanding of the concepts set out in English Appendix 2 by:	spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly .	form lower-case letters of the correct size relative to one another	develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes	develop their understanding of the concepts set out in English Appendix 2 by: learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	**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
name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound	begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9	re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher.	leaving spaces between words	learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence	learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English	• 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.
add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in		joining words and joining clauses using and beginning to punctuate	learning to spell common exception words	write capital letters and digits of the correct size, orientation and	make simple additions, revisions and corrections to their own writing by: evaluating their writing	use and understand the grammatical terminology in English Appendix 2 in discussing their writing	**Working at the expected standard** The pupil can, after discussion with the teacher: • write simple, coherent narratives

marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	similar ways) and to practise these.		sentences using a capital letter and a full stop, question mark or exclamation mark		relationship to one another and to lower case letters	with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]		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
apply simple spelling rules and guidance, as listed in English Appendix 1			using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	learning to spell more words with contracted forms	use spacing between words that reflects the size of the letters	read aloud what they have written with appropriate intonation to make the meaning clear.		• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.			learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.	learning the possessive apostrophe (singular) [for example, the girl's book]				• 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.
				distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly				**Working at greater depth** 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^ • spell most common exception words* • add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* • use the diagonal and horizontal strokes needed to join some letters.

Maths

Year 1 Number and place value	Year 1 addition and subtraction	Year 1 multiplication and division	Year 1 Fractions	Year 1 measurement	Year 1 Geometry properties of shape	Year 2 Number and place value	Year 2 addition and subtraction	Year 2 multiplication and division	Year 2 Fractions	Year 2 measurement	Year 2 Geometry properties of shape	Year 2 statistics
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	recognise, find and name a half as one of two equal parts of an object, shape or quantity ⬚.	compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] time [for example, quicker, slower, earlier, later]	recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	recognise, find, name and write fractions 1/3 1 / 4 2/ 4 and 3/4 of a length, shape, set of objects or quantity	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	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	interpret and construct simple pictograms, tally charts, block diagrams and simple tables
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens	represent and use number bonds and related subtraction facts within 20		recognise, find and name a quarter as one of four equal parts of an object, shape or quantity	measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)	**Year 1 geometry** **position and direction**	recognise the place value of each digit in a two-digit number (tens, ones)	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs	⬚ write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2	compare and order lengths, mass, volume/capacity and record the results using >, < and =	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.	ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
given a number, identify one more and one less	add and subtract one-digit and two-digit numbers to 20, including zero			recognise and know the value of different denominations of coins and notes	describe position, direction and movement, including whole, half, quarter and three-quarter turns.	identify, represent and estimate numbers using different representations, including the number line	add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones	show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot		recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	**Year 2 Geometry Position and**	ask and answer questions about totalling and comparing categorical data.

						a two-digit number and tens two two-digit numbers adding three one-digit numbers					**direction**	
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9			sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]		compare and order numbers from 0 up to 100; use <, > and = signs	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts		find different combinations of coins that equal the same amounts of money	order and arrange combinations of mathematical objects in patterns and sequences	
read and write numbers from 1 to 20 in numerals and words				recognise and use language relating to dates, including days of the week, weeks, months and years		read and write numbers to at least 100 in numerals and in words	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.			solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	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).	
				tell the time to the hour and half past the hour and draw the hands on a clock face to show these times		use place value and number facts to solve problems				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 the number of hours in a day.		

End of KS Framework

Working towards the expected standard The pupil can:	Working at the expected standard The pupil can:	Working at greater depth The pupil can:
The pupil can: • 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 resources1 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 (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30) • recall at least four of the six2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4) • count in twos, fives and tens from 0 and use this to solve problems • know the value of different coins • name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).	• read scales* in divisions of ones, twos, fives and tens • partition any 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, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17) • 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 (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14) • 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 1/4, 1/3 , 1/2 , 2/4, 3/4, of a number or shape, and know that all parts must be equal parts of the 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 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry	• read scales* 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 outside known multiplication facts • use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ⬚; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.) • solve unfamiliar 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?') • read the time on a clock to the nearest 5 minutes • describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).