



Class 2 Non-Negotiable Targets

In Y2 Most pupils are expected to
Reading
1. read accurately most words of two or more syllables
2. read most words containing common suffixes, e.g. -ment, -ness, -ful, -less, -ly, -tion
3. read most common exception words*.
In age-appropriate books, the pupil can:
4. read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
5. sound out most unfamiliar words accurately, without undue hesitation.
6. In a familiar book that they can already read accurately and fluently, the pupil can:
7. check it makes sense to them
8. answer questions and make some inferences on the basis of what is being said and done.
Working at greater depth within the expected standard in reading
The pupil can, in a book they are reading independently:
9. make inferences on the basis of what is said and done
10. predict what might happen on the basis of what has been read so far
11. make links between the book they are reading and other books they have read.
Common exception words as well as Year 1 common exception words: door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas
TARGET:
Writing
Pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:
1. demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
2. using sentences with different forms in their writing (statements, questions, exclamations and commands)
3. using some expanded noun phrases to describe and specify e.g. <i>the blue butterfly, plain flour, the man in the moon</i>
4. using present and past tense mostly correctly and consistently
5. using co-ordination (or / and / but) and some subordination (when / if / that / because)
6. segmenting spoken words into phonemes (sounds) and representing these by graphemes (writing), spelling many correctly
7. spelling many common exception words (as above)
8. spelling some words with contracted forms*
9. adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly*
In handwriting
10. using the diagonal and horizontal strokes needed to join letters in some of their writing
11. writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
12. using spacing between words that reflects the size of the letters.
Working at greater depth within the expected standard in writing
The pupil can write for different purposes, after discussion with the teacher:
13. using the full range of punctuation taught at key stage 1 mostly correctly i.e. Separation of words with spaces, capital letters including for names and personal pronoun <i>I</i> , full stops, question marks and exclamation marks, commas to separate items in a list, apostrophes to mark where letters are missing in spelling (e.g. <i>l'll</i>) and to mark singular possession in nouns(e.g. <i>the girl's name</i>)
14. spelling most common exception words (as above)
15. spelling most words with contracted forms, e.g. <i>I'm, I'll, we'll, can't, didn't, hasn't, couldn't, it's</i>
16. adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly*
17. using the diagonal and horizontal strokes needed to join letters in most of their writing.
TARGET:

In maths the pupil can:

1. partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
2. add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.
3. use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).
4. subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).
5. recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).
6. recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).
7. identify 13, 14, 12, 24, 34 and knows that all parts must be equal parts of the whole.
8. use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
9. read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
10. read the time on the clock to the nearest 15 minutes.
11. describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

Working at greater depth within the expected standard the pupil can:

12. reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).
13. 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).
14. work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$).
15. solve more complex missing number problems (e.g. $14 + \Delta = 17$; $14 + \Delta = 15 + 27$).
16. 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).
17. 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?).
18. recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).
19. 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).
20. read the time on the clock to the nearest 5 minutes.
21. read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
22. 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).

TARGET: