**Southfields Primary School**

**Year 2 KPI’s for English and Mathematics**

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|  | 1st Half Term | 2nd Half Term |
| Autumn | R- Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes. (Word Reading)  R- Recognise alternative sounds for graphemes. (Word Reading)  R- Read accurately words of two or more syllables that contain graphemes taught so far. (Word Reading)  R- Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say. (Comprehension)  W- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically plausible attempts at others. (Spelling)  W- Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence. (Composition)  W- Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. (Vocabulary, grammar and punctuation)  M- Compare and order numbers from 0 up to 100; use <, > and = signs. (Number and Place Value)  M- Use place value and number facts to solve problems. (Number and Place Value)  M - Count in steps of 2, 3 and 5 from 0 and in tens, from any number, forward and backward. (Number and Place Value)  M- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. (Addition and Subtraction)  M- Solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where re-grouping may be required. (Addition and Subtraction) | R- Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. (Word Reading)  R- Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding. (Word Reading)  R- Understand both the books he/she can already accurately and fluently and those that he/she listens to by making plausible predictions about what might happen on the basis of what has been read so far. (Comprehension)  W- Spell by 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. (Spelling)  W- Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. (Vocabulary, grammar and punctuation)  W- Write capital letters and digits the correct size, orientation and relationship to one another and to other letters. (Handwriting)  W- Write for different purposes to develop positive attitudes and stamina for writing. (Composition)  W- Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher. (Composition)  M- Solve problems involving multiplication and division, using concrete materials and metal methods. (Multiplication and Division).  M- Solve problems involving multiplication and division, using arrays, repeated addition and multiplication and division facts, including problems in contexts e.g. knowing that 2x7=14 and 2x8=16, explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left. (Multiplication and Division)  M- Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. (Measurement) |