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ASSESSMENT BOOKLET: KEY PERFORMANCE INDICATORS (KPIs)

Year 2

Year 2 Key Performance Indicators

This booklet outlines the Key Performance Indicators (KPIs) in each subject area of the National Curriculum. For pupils to have achieved the **expected** standard for their year group, they will have demonstrated evidence of achievement for **all** the KPIs. This will be through a variety of methods including written work, observations, discussion, performance and testing. For writing only, there are additional **greater depth** statements (which appear in green) to support the judgement for children working at this standard.

The KPIs do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess the pupils' achievement.

Year 2 Key Performance Indicators

	MATHS							
Number	Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using partitioning							
Number	Compare and order numbers from 0 up to 100, use <, > and =							
Number	Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10							
Number	Read and write numbers to at least 100 in numerals and in words							
Addition and Subtraction	Recognise the subtraction as 'difference' and answer questions of the form, "How many more...?"							
Addition and Subtraction	Add and subtract a two-digit number and ones Add and subtract a two-digit number and tens							
Addition and Subtraction	Add and subtract two two-digit numbers							
Addition and Subtraction	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems							
Multiplication and Division	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables							
Multiplication and Division	Calculate mathematical statements using the multiplication (×), division (÷) and equals (=) signs							
Multiplication and Division	Solve problems involving multiplication and division (including problems in contexts) using arrays, repeated addition and mental methods							
Multiplication and Division	Show that multiplications can be done in any order							
Fractions	Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape or set of objects							
Measurement	Find different combinations of coins that equal the same amounts of money							
Measurement	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							
Geometry	Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties							
Statistics	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables							

Year 2 Key Performance Indicators

	READING			
Attitude	Develops pleasure in reading and motivation to read, taking part in discussions and considering the opinions of others			
Form	Discusses the sequence of events in stories			
Form	Introduced to non fiction books that are structured in different ways and discusses how items of information are related			
Vocabulary	Reads accurately by blending sounds in words containing the graphemes taught so far including recognising alternative graphemes			
Vocabulary	Reads accurately most words of two or more syllables			
Vocabulary	Reads most words containing common suffixes			
Vocabulary	Reads most common exception words			
Vocabulary	In age-appropriate books, reads words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute			
Vocabulary	In age-appropriate books, sounds out most unfamiliar words accurately, without undue hesitation			
Comprehension	In a book that they can already read fluently, the pupil can check it makes sense, correcting any inaccurate reading			
Comprehension	In a book that they can already read fluently, the pupil can answer questions and make some inferences			
Comprehension	In a book that they can already read fluently, the pupil can explain what has happened so far in what they have read			
Range & Purpose	Listens to, discusses and expresses their view about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Becomes increasingly familiar with and is able to retell a wider range of stories.			

Year 2 Key Performance Indicators

WRITING				
Write simple, coherent narratives about personal experiences and those of others (real or fictional)				
Write about real events, recording these simply and clearly				
Use noun phrases to describe and specify				
Maintain stamina in longer pieces of writing				
Use a range of co-ordination e.g. <i>or, and, but, yet, so</i> to join clauses				
Use some subordination e.g. <i>when, if, that, because, as</i> to join clauses				
Use a range of simple, compound and complex sentences				
Write sentences with different forms: statements, questions, commands and exclamations				
Use present and past tense mostly correctly and consistently				
Start to use the progressive forms of verbs e.g. <i>The dragon is flying. The people were screaming.</i>				
Use some features of standard written English				
Use a variety of simple pronouns				
Demarcate most sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required				
Add -er, -ed, -ing, -est to words where a change to the root word is needed				
Add -ies to words to make plurals where a change to the root word is needed				
Use a dictionary				
Spell many Year 2 common exception words correctly				
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others				
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				
Use the diagonal and horizontal strokes needed to join some letters				
Evaluate their writing through discussion and make improvements to clarify the meaning and sense				
<i>Maintain the quality and accuracy of their writing when writing at greater length</i>				
<i>Manipulate the language and grammar taught within Year 2 in a range of independent writing drawing on shared and independent reading.</i>				

Year 2 Key Performance Indicators

<i>Consistently use vocabulary from across the curriculum in their writing</i>				
<i>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i>				
<i>Use the punctuation taught at KS1 mostly correctly (commas in lists, apostrophe for contraction and singular possession, exclamations marks and question marks)</i>				
<i>Make simple additions, revisions and proof-reading corrections to their own writing</i>				
<i>Spell most common exception words and homophones correctly</i>				
<i>Add suffixes to spell most words correctly in their writing – for example: –ment, –ness, –ful, –less, –ly</i>				
<i>Use the diagonal and horizontal strokes needed to join most letters</i>				
<i>Make simple additions, edits and revisions to their own writing in relation to the Y2 grammar and spelling expectations(including phonemes)</i>				

Year 2 Key Performance Indicators

	SCIENCE			
Working Scientifically	Ask their own questions about what they notice			
	Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including finding things out using secondary sources of information			
	Noticing similarities, differences and patterns			
	Grouping and classifying things			
	Carrying out simple comparative tests			
	Observing changes over time			
	Use appropriate scientific language to communicate their ideas in a variety of ways, what they do and what they find out.			
Animals, including Humans	Describe the main changes as young animals, including humans, grow into adults			
	Describe the basic needs of animals for survival (water, food and air)			
	Describe the importance of exercise, balanced diet and hygiene for humans			
Living Things and their habitats	Identify whether things are alive, dead or have never lived			
	Describe how plants and animals are suited to different habitats			
	Name different plants and animals, including micro-habitats			
	Describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships			
Materials	Use their knowledge and understanding of the properties of materials, to identify and group everyday materials, and compare their suitability for different uses, including wood, metal, plastic, glass, brick, rock and paper /card			
	Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching			
Plants	Describe the main changes as seeds and bulbs grow into mature plants			
	Describe basic needs of plants for survival and the impact of changing these			

Year 2 Key Performance Indicators

	COMPUTING			
Online Safety	Use technology safely including following e-safety rules and understanding 'cyberbullying'			
Online Safety	Use web sites and search engines effectively and safely, including understanding that they leave a 'digital trail'			
Programming	Talk about the order needed to program things, understand what an algorithm is and program a robot to do a particular task.			
Programming	Create and debug simple programmes.			
Multimedia	Open and save documents and use the keyboard to type short extracts.			
Multimedia	Use multimedia to present ideas in different ways			
Technology in our lives	Understand why technology is used in the wider world and the benefits of this for finding information and communicating.			
Handling Data	Discuss different ways that you can use technology to collect information and begin to record data using pictograms.			

	HISTORY			
Historical enquiry	Explore sources: Look at and use books and pictures, stories, eye-witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.			
Chronological understanding	Use a timeline to order people, events and/or objects.			
Historical Interpretation	Look at pictures, stories, eye-witness accounts and photographs to explore different experiences in the past and offer reasons why people may have acted in the way they did.			
Organisation & communication	Communicate ideas about people, objects or events from the past in a variety of ways such as speaking, writing, drawing, role-play, storytelling and using ICT.			
Knowledge and understanding	Use information to describe the past and compare it to the present day.			
Knowledge and understanding	Recount the main events from a significant event in history.			

Year 2 Key Performance Indicators

	GEOGRAPHY			
Geographical enquiry and fieldwork	Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.			
Geographical enquiry and fieldwork	Use maps, atlases, globes and aerial photographs to locate places (e.g. countries) and key human and physical features.			
Geographical enquiry and fieldwork	Devise simple maps and construct (and use) basic symbols in a key.			
Geographical enquiry and fieldwork	Use simple fieldwork and observational enquiry to study the geography of their environment.			
Locational knowledge	Name and locate the world's seven continents and five oceans .			
Locational knowledge	Name, locate and identify characteristics of the four countries of the United Kingdom , including capital cities) and its surrounding seas.			
Human and physical geography	Describe the location of the Equator and the North and South Poles .			
Human and physical geography	Describe key physical features (such as valleys, oceans, rivers & mountains) and human features (such as cities, towns, offices, factories, ports & harbours).			
Place knowledge	Compare an area of the UK with a contrasting area of a non-European country , e.g. Australia.			

	PE			
Skills	Master basic movements including running, jumping, throwing and catching.			
Gym	Develop balance, agility and co-ordination and begin to apply these in a range of activities.			
Games	Participate in team games, developing simple tactics for attacking and defending.			
Games	Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.			
Dance	Perform dances using simple movement patterns			

Year 2 Key Performance Indicators

	MUSIC			
Singing	Sing with good diction.			
Singing & Instrumental	Sing and play at the same time.			
Composing	Improvise rhythms.			
Composing & Instrumental	Improvise solos using instruments.			
Instrumental	Understand and use notes of different pitch.			
Listening & Responding	Listen and appraise, with focus and attention to detail, recalling sounds and patterns.			

	ART			
Learning	Learn about a range of artists			
Learning	Give reasons for his/her preferences when looking at art/craft or design work of others			
Techniques	Use drawing and painting to develop and share ideas			
Techniques	Develop art and design techniques using colour, shape, form, pattern, space and texture			
Techniques	Represent things observed, remembered or imagined using colour/paint/tools			

Year 2 Key Performance Indicators

	DT			
Cooking and nutrition	Use the basic principles of a healthy diet to prepare food			
Processes	Choose tools I would like to use and select materials based on my knowledge of their properties			
Processes	Safely measure, mark out, cut and shape materials and components using a range of tools			
Processes	Design functional and appealing products and communicate my design ideas through talking and drawing.			
Processes	Make mock ups and evaluate and assess existing products and those I have made against success criteria.			
Processes	Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable			

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