Formative statements for Writing in year 2	
Transcription	I can spell by segmenting spoken words into phonemes and representing these bygraphemes, spelling many correctly.
Transcription	I can spell by learning new ways of spelling phonemes for which one or more spellings are already known. I can learn some words with each spelling, including a few common homophones.
Transcription	I can learn to spell common exception words.
Transcription	I can learn to spell words with contracted forms.
Transcription	I can learn the possessive apostrophe (singular) for example, the girl's book.
Transcription	I can distinguish between homophones and near-homophones.
Transcription	I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.
Transcription	I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Handwriting	I can form lower-case letters of the correct size relative to one another.
Handwriting	I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
Handwriting	I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
Handwriting	I can use spaces between words that reflect the size of the letters.
Composition	I can develop a positive attitude towards and stamina for writing, by writing narratives about personal experiences and those of others.
Composition	I can develop a positive attitude towards and stamina for writing, by writing about real events.
Composition	I can develop a positive attitude towards and stamina for writing, by writing poetry.
Composition	I can develop a positive attitude towards and stamina for writing, by writing for different purposes.
Composition	I can consider what I am going to write before beginning, by writing down ideas and/or key words, including new vocabulary.
Composition	I can make simple additions, revisions and corrections to my own writing by evaluating this with the teacher and other pupils.
Composition	I can re-read my writing to check that it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
Composition	I can proof-read to check for errors in spelling, grammar and punctuation [for example the ends of sentences are punctuated correctly].
Vocabulary, Grammar and Punctuation	I can develop my understanding by learning how to use both familiar and new punctuation correctly. This includes full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
Vocabulary, Grammar and Punctuation	I can learn how to use sentences with different forms, for example statements, questions, exclamations and commands.
Vocabulary, Grammar and Punctuation	I can learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly].
Vocabulary, Grammar and Punctuation	I can learn how to use the present and past tenses correctly and consistently including the progressive form.
Vocabulary, Grammar and Punctuation	I can learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).

Formative statements for Reading in year 2	
Word Reading	I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
Word Reading	I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
Word Reading	I can read accurately words of two or more syllables that contain the same graphemes.
Word Reading	I can read words containing common suffixes.
Word Reading	I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
Word Reading	I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
Comprehension	I can develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.
Comprehension	I can develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.
Comprehension	I can develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words and linking new meanings to known vocabulary.
Comprehension	I can develop pleasure in reading, motivation to read, vocabulary and understanding by discussing my favourite words and phrases.
Comprehension	I can understand both the books that I can already read accurately and fluently and those that I listen to by drawing on what I already know or on background information and vocabulary provided by the teacher.
Comprehension	I can understand both the books that I can already read accurately and fluently and those that I listen to by checking that the text makes sense to me. I can correct inaccurate reading.
Comprehension	I can understand both the books that I can already read accurately and fluently and those that I listen to by making inferences on the basis of what is being said and done.
Comprehension	I can understand both the books that I can already read accurately and fluently and those that I listen to by answering and asking questions.
Comprehension	I can understand both the books that I can already read accurately and fluently and those that I listen to by predicting what might happen on the basis of what has been read so far.

Formative statements for Mathematics in year 2	
Number	I can count in steps of 2, 3, and 5 from 0 and in tens from any number, forward and backwards.
Number	I can recognise the place value of each digit in a two-digit number.
Number	I can identify, represent and estimate numbers using different representations, including the number line.
Number	I can compare and order numbers from 0 up to 100. I can use <, > and = signs.
Number	I can read and write numbers to at least 100 in numerals and in words.
Number	I can use place value and number facts to solve problems.
Number	I can solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
Number	I can solve problems with addition and subtraction, applying my increasing knowledge of mental and written methods.
Number	I can recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.
Number	I can add and subtract numbers using concrete objects, pictorial representations and mentally, including a two-digit number and ones.
Number	I can add and subtract numbers using concrete objects, pictorial representations and mentally, including a two-digit number and tens.
Number	I can add and subtract numbers using concrete objects, pictorial representations and mentally, including two-digit numbers.
Number	I can add and subtract numbers using concrete objects, pictorial representations and mentally, adding three one-digit numbers.
Number	I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
Number	I can recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Number	I can recall and use multiplication and division facts for the numbers 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
Number	I can calculate mathematical statements for multiplication and division within the multiplication tables. I can write these statements using the multiplication (x), division (/) and equals (=) signs.
Number	I can show that multiplication of two numbers can be done in any order (commutative) but division of one number by another cannot.
Number	I can solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts. I can solve problems in contexts.
Number	I can recognise, find, name and write fractions (1/3, 1/4, 2/4, 3/4) of a length, shapes, sets of objects or quanitity.
Number	I can write simple fractions for example, 1/2 of 6=3 and recognise the equivalence of 2/4 and 1/2.
Measurement	I can choose and use appropriate standard units to estimate and measure length and height in any direction including (m/cm), mass (kg/g), temperature (degree C), capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
Measurement	I can compare and order lengths, mass, volume and capacity and record the results using >, < and =.
Measurement	I can recognise and use symbols for pounds and pence and combine amounts to make a particular value.
Measurement	I can find different combinations of coins that equal the same amounts of money.
Measurement	I can solve simple problems in a practical context involving the addition and subtraction of money of the same unit. I can give change.
Measurement	I can compare and sequence intervals of time.
Measurement	I can tell and write the time to within five minutes, including quarter past and to the hour. I can draw the hands on a clock face to show these times.

Measurement	I know the number of minutes in an hour and the number of hours in a day.
Geometry	I can identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
Geometry	I can identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
Geometry	I can identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.
Geometry	I can compare and sort common 2-D and 3-D shapes and everyday objects.
Geometry	I can order and arrange combinations of mathematical objects in patterns and sequences.
Geometry	I can use mathematical vocabulary to describe position, direction and movement, including movement in a straight line. I can distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns.
Statistics	I can interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
Statistics	I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
Statistics	I can ask and answer questions about totalling and comparing categorical data.