

Essential Statements for WRITING

I can plan what I am going to write about by writing down ideas and important words.

I can read back what I have written and comment on whether it makes good sense.

I can read back what I have written and check that my spelling is correct.

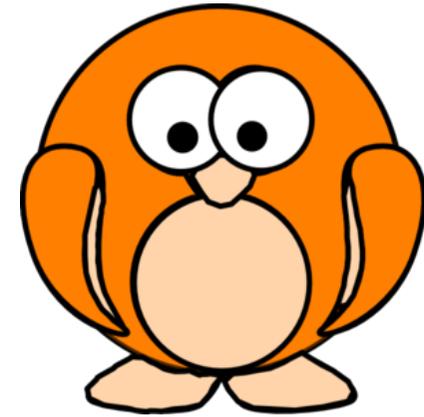
I can read back what I have written and check that my grammar and punctuation are correct.

I can spell the common exception words for Y2 (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).

Assessment Outcomes to Track Progress

We track progress using the following outcomes:

- **Y2 Commencing** (*where pupils should be by the end of autumn term*)
- **Y2 Developing** (*where pupils should be by the end of spring term*)
- **Y2 SECURE** (*Year group objectives achieved*)
- **Y2 Secure Advanced** (*for secure+ and more able learners*)
- **Y2 Secure Deep** (*for more able learners*)



All Saints C of E Primary

'I Can' Statements

Supporting Assessment in
ENGLISH

YEAR 2

INFORMATION FOR PARENTS

What are 'I can' Statements?

These are a series of statements from the programmes of study to be taught and achieved for each year group. These are used for teaching and for assessing whether children have understood particular aspects of these programmes of study.

How are they used for assessment and tracking progress?

There are *two categories* of 'I can' statements – '*essential*' and '*other*'. In order to achieve **SECURE** for Year 2 (the National Expectation), children need to have achieved ALL of the statements for the previous year plus the following essential statements **by the end of the year**:

Essential Statements for READING

I can decode words quickly and fluently using sounds I have been taught.

I can read words of one syllable by blending sounds in words.

I can read 100 high frequency irregular words.

I can recognise and read alternative sounds for graphemes.

I can read words of two or more syllables by blending sounds in words.

I can notice when reading does not make sense and take appropriate action.

Essential Statements for WRITING

I can spell many words correctly by segmenting them.

I can spell some phonemes with different graphemes (e.g. '-ai', 'a-e').

I use capital letters to start my sentences.

I use capital letters for names and for 'I'.

I write sentences that have a subject and a verb (e.g. The boy ran).

I always leave spaces between words when I write.

I can write the letters of the alphabet in the correct order.

I can group my ideas together in logical sequence.

I can add a question mark at the end of a question.

I can place letters properly on a line including ascending and descending letters.

I can group my ideas together in sections.

I can write in the third person and not get mixed up: she, he, it and they.

I can write in the past tense (e.g. He fell down the hole.).

I can write in the present tense (e.g. They are jumping on the trampoline.).

I can use capital letters and full stops correctly nearly all the time.