WRITING LEARNING WALL Year TWO

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
			I know what changes happen to the meaning of words when I add -er, -est and -ly to words.			I can add -ness and -er to the end of a word to make new words and I know some words (such as superman or whiteboard) are made by joining two different words together.
Once finished, I will re-read my work to make sure it makes sense.	I can write my own poems.	Before I start my writing, I plan what I am going to say either by thinking about what I want to write or by saying my ideas out loud.	*I can write down brief descriptions about what I want to include in my writing, before I begin.*	I can use an apostrophe to show where some letters are missing from a word or to say when something belongs to someone. For example, I'll means I will.		I can add -ful and -less to words to make adjectives.
I am beginning to write stories about things that have happened to me or other people.	I have learnt how to correctly use the possessive apostrophe (singular) [for example, the girl's book] in my spelling.	I spell words correctly, by adding -ment, -ness, -ful, -less, -ly to make them longer.	*I can write letters and numbers that are the right way round and the right size.*	*I check my finished work to make sure there are no mistakes in spelling, grammar or punctuation.*		I am able to write more interesting sentences by adding further detail.
I can write out a sentence told to me by my teacher and use the correct punctuation.	*I can spell words correctly by saying them out loud.*	I know how to spell words that do not follow a spelling pattern.	When I write, my letters are the same size.	*I can use commas correctly when making a list of things.*	*I am using familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks.*	
I can spell the words correctly in my Year 2 spelling list.	I can spell more words by using 'rules' I already know.	*I am learning new ways for spelling words which sound the same but have different meanings.*	I am learning which letters to join up in my handwriting, and which ones are best left unjoined.	*I can use words such as when, if, that, because, or, and or but when I write sentences.*	I can read aloud my work in a way which helps people understand it.	
I know where to leave spaces between words.	I am able to write longer stories about real things that have happened.	*I can show I know the difference between homophones and near-homophones in my spelling.*	I think about what I am going to write by writing down my ideas and important words which will help me.	*I try to write in the present or past tense when writing.*	I am learning to write sentences which convey different meaning for different purposes.	
I can make changes in my writing by listening to what others have to say about it.		*I like to write for different purposes, for example, for my teacher, myself or for a class assembly.*		When I discuss my writing, I can use the correct Year 2 grammar as set out in my Year 2 grammar list.		

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Dear Parents/Carer

National Curriculum Learning Walls – A Strategy to Support Next Steps in Learning

We are pleased to be able to share with you your child's Learning Walls. The Learning Walls (attached) are taken from the New National Curriculum and they outline the expectations as the minimum requirements your child must meet in order to ensure continued progress.

They have been converted to child friendly language to enable most of our children to access them and then reproduced in a handy wall format.

The children will be using the Learning Walls in school to establish their next steps in learning – the things they need to work on to progress towards achieving Age Related Expectations by the end of the school year.

We have decided to share the Learning Walls with parents/carers so that you know what your child is working on in school. We will be encouraging the children to self-assess by creating regular opportunities to reflect on their achievements during lessons. We will of course be supporting our younger readers and children who have difficulty in accessing the written words. It would be helpful if you could do the same. Any extra support you can give your children to achieve these expectations is greatly valued.

If you have any questions, suggestions or feedback about the Learning Walls then please let us know by sending an email to the address above.

Yours Sincerely

Mrs S Vania

Head Teacher

READING LEARNING WALL   Year TWO

- I like to guess what happens next in a story, using what I already know has gone on before.
- *I take turns to discuss and listen to others about what I have read.*
- I can recognise simple language patterns in stories and poems.
- *When I re-read my books, I become better and better at reading the text.*
- *I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.*
- I discuss the meaning of words.
- *I check what I am reading makes sense as I read through it.*
- I can say out loud a number of poems I have learnt.
- I can read a range of unusual words from our word lists.
- I am happy to tell you my favourite words and phrases from my reading.
- I can read words with common word endings, such as -ing and -ed.
- I can read words quickly because I know how to sound out all parts of a word.
- *When I see a word I have not read before, I can sound out the word without help from an adult.*
- *I can answer and ask questions about what I have read.*
- I understand the books I can read.
- I can explain and discuss what has happened in books that either I have read or have been read to me.
- *I can read most words quickly and accurately.*
- *I can tell you about all the different stories I have read.*
- *I read by blending together the sounds I know and can read out within a word.*
- *I can read words with two or three syllables.*
- *When I read, I am able to tell you about things in the order they happen and if they are connected.*
- I enjoy finding out about non-fiction books and how they are set out.
- I can tell you why certain things happen in a book or why a character says the things they do.

MATHS LEARNING WALL   Year TWO

- *I can find 1/3 or 1/4 or 2/4 or 3/4 of a shape, length or set of objects.*
- I can write simple fractions sentences such as 1/2 of 6 = 3 and know that 2/4 equals 1/2.
- I can add or subtract three numbers such as 2 + 5 + 9.
- I can find different combinations of coins that equal the same amounts of money.
- I can add or subtract numbers such as 42 - 22 or 56 + 29 using objects or pictures to help me.
- *I answer addition and subtraction maths problems using objects to help me work it out.*
- *I can solve addition and subtraction problems and work out how I answer it on paper or show you how I did in my head by explaining step by step.*
- I can check my answers or solve missing number problems by doing an inverse check.
- I can read and construct picture graphs, tally charts and tables.
- I know that adding to numbers together can be done in any order but subtracting numbers can only be done in one order.
- *I can order numbers up to 100 and tell you which numbers are bigger or smaller.*
- *I can count forward and backward in steps of 2, 3, and 5 from 0, and make jumps in tens from any number.*
- *I use the greater than, less than and equals signs in maths and know what they mean.*
- I use multiplication (×), division (÷) and equals (=) signs when writing out my times tables.
- I can read and write numbers to 100 in digits and words.
- I know what each digit means in tw0-digit numbers such as 24.
- I can find and show numbers on a number line.
- *I solve problems using number facts such as 18÷2=20 and what I know about the value of digits in a number.*
- *I know my 2 and 5 and 10 times tables by heart and can tell whether a number is odd or even.*
- I can add and subtract numbers such as 34 - 8 or 52 + 5 using objects or pictures to help.
- *I answer problems with addition and subtraction using my number facts to 20 and other number facts up to 100.*
- I add and subtract two -digit numbers using objects to help me.
- *I can solve multiplication and division problems using times table facts and objects or pictures to help me.*
- I can tell you which 2-D shapes appear as the faces on 3-D shapes, such as triangles on a pyramid.
- I can describe the properties of some 3-D shapes, including the number of edges, faces and vertices they have.
- I know that the multiplication of two numbers can be done in any order, but that the division of numbers can only be done in one order.
- I can describe the properties of some 2-D shapes, including the number of sides they have and facts about their symmetry.
- *I can describe my position, direction and movement, including describing turns as quarter, half and three-quarter turns in clockwise and anticlockwise directions.*
- I can choose, use and measure the correct unit to measure length or height in any direction (m/cm); weight (kg/g); temperature (° C); or capacity (litres/ ml).
- I can sort objects into categories and tell you how many objects are in each category and show which category has the most.
- I can order combinations of mathematical objects in patterns and sequences.
- I know there are 60 minutes in an hour and 24 hours in a day.
- I can compare and order lengths, weight and capacity and then record the results using symbols for greater than, less than and equals.
- *I have solved money problems such as how much change do I get from 50p if I buy an apple for 35p?*
- *I can compare 2-D and 3-D shapes with everyday objects around me.*
- *I work on sorting objects and can answer questions about the groups of objects I have sorted.*
- I can put the time of events in order.
- I know and use the symbols for pounds (£) and pence (p) and can add together different amounts of money, such as 253p and £2.
- I can 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.