



## Key Performance Indicators

# Year Two

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## Key Performance Indicators

At Grove Park Primary School, we continuously draw upon a range reliable and robust assessment procedures which help us to build a clear understanding of where a child is in his or her learning journey. Continuous assessment allows for personalised teaching and individualised target setting. One of the ways in which we record performance data is against attainment and progress Key Performance Indicators. These statements, in line with the 2014 National Curriculum, set out clear expectations of what a child should know by the end of their year group. These statements may be shared with pupils to help define and guide the next steps in their learning.

In order to support your child in their learning, please refer to the KPIs for Reading, Writing and Maths for each year group. If you require any additional information about this, or any other assessment procedures at Grove Park Primary School, please do not hesitate to contact your child's class teacher, or any member of the Senior Leadership Team.

## Maths

### KEY PERFORMANCE INDICATORS

Can count forward and backwards in jumps of 2, 3 and 5 from 0 and in tens from any number.

Can compare and order any numbers from 0-100

Can use place value and number facts to solve problems.

Is able to use addition and subtraction facts to 20 quickly and work out similar facts to 100.

Can solve problems using all four operations, including those involving numbers, quantities and measures by using objects and/or pictorial representation.

Uses multiplication and division facts for the 2,5 and 10 times table and recognise odd and even numbers.

Finds names and writes fractions of a length, shape, set of objects or amount, including  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$

Can solve problems in a practical context, adding and subtracting money and giving change.

Compares and sorts common 2d and 3d shapes

Uses mathematical vocabulary to describe position, direction and movement. This could include movement in a straight line.

Can ask and answer questions about totalling and comparing grouped data.

# Writing

## KEY PERFORMANCE INDICATORS

Is able to spell by:

- Segmenting spoken words into phonemes and representing these by graphemes.
- Learning new ways of spelling by using already familiar spellings.

Writes capital letters and digits of correct size, orientation and relationship to one another and to lower case letters

Writes for different purposes and at varying lengths.

Is able to plan for a piece of writing, summarising what is to be said in each sentence.

Can proof read his/her work and check for spelling, grammar and punctuation errors.

Can add the following letter groups to the end of words: -er, -est, -ly. E.g. smoother, smoothest, smoothly

Uses subordination (using when, if, that, because) and coordination (using and, or but)

Uses present and past tense mostly correctly and consistently.

Uses capital letters and full stops to demarcate sentences consistently in his/her writing with some use of question marks and exclamation marks. Uses commas to separate items in a list.

# Reading

## KEY PERFORMANCE INDICATORS

Read accurately by blending the sounds in words that contain graphemes for all 40+ phonemes.

Recognise alternative sounds for graphemes

Read accurately words of one or two syllables that contain graphemes taught so far.

Read words in age-appropriate books accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.

Read books aloud that are closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately.

Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction.

Can discuss a sequence of events in a story. Becomes increasingly familiar with retelling a wide range of stories, fairy stories and traditional tales.

Understands the books that he/she can already read accurately and fluently and those that he/she listens to by:

- Carrying out checks as he/she is reading to make sure the text makes sense.
- Asking and answering questions, making links in the text.
- Predicting what might happen on the basis of what has happened so far.

Participates in discussion about books, poems and other works. Is able to take turns and listen to what others say.