



# Greenfield Primary School



*'Everyone can grow in a Greenfield!'*

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## Key Performance Indicators

We have established Key Performance Indicators (KPIs) for each year group in our school. These are the things we feel are fundamental for pupils to sufficiently grasp, or master, at each stage of their learning, so that their learning is sustainable over time and can be built upon in subsequent years. There are several KPIs for each of reading, writing and maths for each year group; in the future we will be establishing these for other curriculum subjects. Those KPIs in bold must be achieved to be at that age related expectation.

### Year 2 – Reading

- **In age-appropriate books (minimum of Gold band by the end of Y2), read most words accurately without overt sounding and blending, and sufficiently fluently (90 wpm) and sound out most unfamiliar words accurately, without undue hesitation.**
- **Read accurately most words of two or more syllables, including words containing common suffixes.**
- **Read most KS1 common exception words.**
- **In a book that they can already read fluently, check it makes sense to them, correcting any inaccurate reading.**
- Read aloud, taking into account full stops, including question and exclamation marks.
- Use a growing knowledge of vocabulary to gain meaning from text and explain the meaning of interesting words in context including words with common prefixes and suffixes (e.g. undecided, forgetful).
- **Locate some specific information (e.g. key events, characters' names or key information in a non-fiction text).**
- Summarise a story, giving the main points clearly in sequence.
- **In a book that they can already read fluently, answer questions and make some inferences.**
- Make predictions about texts and relate texts to their own experiences.
- **In a book that they can already read fluently, explain what has happened so far in what they have read.**

### Year 2 – Writing

- **Form lower-case letters, capital letters and digits of the correct size, orientation and relationship to one another – handwriting overall is neat, accurate and regular in size.**
- **Use spacing between words that reflects the size of the letters.**
- **Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.**
- **Spell Year 1 & Year 2 common exception words (many for secure and most for advanced)**
- Can add suffixes to spell longer words (-ment, -ness, -ful, -less, -ly).
- **Use present and past tense mostly correctly and consistently.**
- **Structure basic clauses/sentences correctly and uses co-ordination (e.g. or, and, but) correctly; and some subordination (e.g. when, if, that, because) to join clauses.**
- **Demarcates most sentences in their writing accurately with capital letters and full stops, including using capital letters for names and I, and use question marks correctly when required.** (Advanced if also using in the extended range of punctuation - exclamation marks, commas for lists and apostrophes for contracted forms and to mark singular possession in nouns.)



- **After discussion with the teacher, write simple, coherent narratives (of close to a side of A4 or more) about personal experiences and those of others (real or fictional).**
- **After discussion with the teacher, can write about real events, recording these simply and clearly.**
- Can make writing interesting by adding details and adjectives to make expanded noun phrases for example.
- Make simple additions, revisions and corrections to their own writing (including spelling, punctuation, for sense and consistency in tenses).

## Year 2 – Maths

- Counts in steps of two, three, and five from 0, and in tens from any number, forward and backward.
- **Compares and orders numbers from 0 up to 100 using  $<$   $>$  and  $=$  signs correctly.**
- **Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and nonstandard partitioning.**
- **Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.**
- **Fluent with addition and subtraction facts within 10.**
- **Solves problems with addition and subtraction by: 1. using concrete objects and pictorial representations, including those involving numbers, quantities and measures; and 2. applying an increasing knowledge of mental and written methods.**
- Recalls and uses addition and subtraction facts to 20 and 100: 1. fluently up to 20.
- **Recalls and uses multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.**
- Solves problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
- **Recognises, finds, names and writes fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.**
- Solves simple problems in a practical context involving addition and subtraction of money of the same unit including giving change.
- **Reads the time on the clock to the nearest 15 minutes**
- **Reads relevant scales (in divisions of ones, twos, fives and tens) to the nearest numbered unit.**
- Compares and sorts common 2-D and 3D shapes and everyday objects.
- Uses mathematical vocabulary to describe position, direction and movement including movement in a straight line, and distinguishes between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
- Asks and answers questions about totalling and comparing categorical data.