These are the standards children must meet to be judged as 'Greater Depth' for Year 2.

In **_addition_** to the expected standards the children must be able to demonstrate the following skills to be judged as 'Greater Depth'.

Reading:
The pupil can, in a book they are reading independently:
• make inferences on the basis of what is said and done
• predict what might happen on the basis of what has been read so far
• make links between the book they are reading and other books they have read.

Writing
The pupil can, after discussion with the teacher:
• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
• make simple additions, revisions and proof-reading corrections to their own writing
• use the punctuation taught at key stage 1 mostly correctly^
• spell most common exception words*
• add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
• use the diagonal and horizontal strokes needed to join some letters.

<u>Maths</u>

The pupil can:

• reason about addition (e.g. that the sum of 3 odd numbers will always be odd)

• use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92, as it is not a multiple of 5)

• work out mental calculations where regrouping is required (e.g. 52 − 27; 91 − 73)

• solve more complex missing number problems (e.g. $14 + \square − 3 = 17$; $14 + \Delta = 15 + 27$)

• determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left)

• solve word problems that involve more than one step (e.g. "which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?")

• recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$)

• find and compare fractions of amounts (e.g. ¼ of £20 = £5 and ½ of £8 = £4, so ¼ of £20 is greater than ½ of £8)

• read the time on the clock to the nearest 5 minutes

• read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.

• describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).