



Grade 2 Learning Outcomes

Below are the learning outcomes of the course stating what students are expected to know/be able to do upon completion of the course.

Schoolwide Learner Outcomes

The 5 Steps Academy students develop the following global competencies (to the extent reasonable for their age group) to thrive in the unpredictable and fast-changing:

- Courage to try and make mistakes and the ability to learn from mistakes.
- Respect people regardless of their age, gender, nationality, religion, beliefs, or opinions.
- Discipline in self-development and achievement of dreams.

Mathematics

By the end of the course students should be able to:

- Place values
- Multiplication sentences
- Relate addition and multiplication
- Relate multiplication and division
- Multiplication tables up to 10
- Division facts to 10
- Multiply numbers ending in zeroes
- Divide numbers ending in zeroes
- Multiply one-digit numbers by two-digit numbers
- Multiply one-digit numbers by three-digit or four-digit numbers
- Multiplication of a two-digit number by a two-digit number
- Divide large numbers
- Complete the addition sentence - up to three digits
- Complete the subtraction sentence - up to three digits
- Complete the division table
- Addition, subtraction, multiplication and division word problems
- Exchanging coins
- Equivalent groups of coins
- Adding and subtracting money - word problems
- Least number of coins

English

By the end of the course students should be able to:



Vocabulary:

Memorize and correctly apply the meanings of 1106 core words from the stipulated list.

Grammar:

Identify and utilise the following grammatical features with proficiency.

- Countable and Uncountable Nouns (*a, an, few, many, some, a lot of; a little, much, some, a lot of, a large amount of*)
- Singular and Plural Nouns (*s, es, -y to -ies, -f/-fe to, -ves*)
- Gender Nouns
- Proper Nouns
- Collective Nouns
- Reflexive Pronouns (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*)
- Adjectives. Quantity, quality, comparative form, superlative form.
- New regular and irregular verbs (*hit, put, cut*)
- Future Tense. Using simple present & continuous for events, arranged or planned for the future (*shall, will, going to*)
- Verb 'to do': simple tenses and negative forms
- Modals (*can, could, may, might, should, ought to*).

Reading – word reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension

- 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 at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing

- write 100-word compositions with vividness and structure.
- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or keywords, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils



- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Spelling

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in the tables below
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Public Speaking

- Speak coherently and with ease in front of an audience.