	Hartford Infant and Preschool		
	Year 2 Class 5 & 6 Spring Term Targets		
	Reading	**Writing**	**Maths**
PIVATS	Some children may we working on PIVATS [*Performance Indicators Value Added Target Setting*]. This contains personalised targets which will be shared at the Parents Evening.		
WTS	Read aloud many words quickly and accurately without overt sounding and blending.	Write sentences that are sequenced to form a short narrative (real or fictional) that include some sentences that are demarcated with capital letters and full stops, spelling some words correctly and making phonically-plausible attempts at others.	Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, e.g. 23 + 5, 46 + 20, 16 -5 and 88 -30).
EXS	In a book that they can already read fluently, explain what has happened so far in what they have read.	Write simple coherent narratives (real or fictional) that include the correct use of present and past tense and is demarcated with capital letters, full stops and question marks, where required. With clauses that include and, but, or and because and some with when, if and that.	Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method e.g. 48 + 35 and 72-17.
GDS	In a book they can read independently, make inferences to answer questions that start with 'why' and 'how'. e.g. *Why* do you think the giant ran frantically after Jack? *How* do you think the story will end?	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. e.g. 'If the sly fox sneakily crept into the dark woods, he would surely be able to capture the poor, defenceless pig. Watch out Mr Pig!"	Use reasoning about numbers and relationships to solve more complex problems and explain their thinking e.g 29 + 17 = 15 + 4 + ?

Key:
- **PIVATS** - Performance Indicators Value Added Target Setting
- **WTS** - Working towards the Expected Standard for the end of Key Stage 1.
- **EXS** - Working at the Expected Standard for the for the end of Key Stage 1.
- **GDS** - Working above the Expected Standard for the for the end of Key Stage 1.