

# YEAR 2 ASSESSMENT MEETING

28.3.25



# WELCOME TO THE YEAR 2 ASSESSMENT MEETING



During this meeting we will cover:

- Key dates
- General information
- Reading
- Writing
- Maths
- SATS
- Supporting your child
- Questions

# GENERAL INFORMATION



- Children are continually assessed throughout the year in all subjects.
- SATs assessments are no longer statutory.
- Teacher assessment includes all the learning children have done across the year and the evidence in their books.

# GENERAL INFORMATION



- Across the country, teachers use TAFs ([Teacher Assessment Frameworks](#)) to assess what level the children are working at in Reading, Writing, maths and Science.
- TAFs are a set of statements that the children need to achieve to either be
  - Working towards the expected standard
  - Working at the expected standard
  - Working at greater depth within the expected standard
  - Working below the standard of the national curriculum assessments (Pre key Stage)

# READING - SOUNDWRITE PHONICS SCHEME



- We teach Soundwrite from Reception up to Year 2.
- The children are continually assessed to see what phonics level they are on. We use this to select their reading book to go home.

## Initial Code

Taught:		Unit	Sounds taught	Everyday words
Reception: Autumn 1 and 2		IC Unit 1	a, i, m, s, t	am, it, at, a
		IC Unit 2	n, p, o	is, a, in, and
		IC Unit 3	b, c, g, h	big, the, l, to, was
		IC Unit 4	d, f, v, e	dog, for, of, can, on
		IC Unit 5	k, l, r, u	are, go, no, mum, dad
		IC Unit 6	j, w, z	was, we, me, you, get
		IC Unit 7	<x> for k/s/, <y>, <ff>, <ll>, <ss>, <zz>	all, yes, went, up
Year 1: Autumn 1 (Week 1-3)(Recap)	Reception: Spring 1 and 2	IC Unit 8	VCC AND CVCC	come, some, look, my, like, see
		IC Unit 9	CCVC	to, this, they, day
		IC Unit 10	CCVCC, CCCVC	said, away, going, play
	Reception: Summer 1 and 2	IC Unit 11	<sh> for /sh/, <ch> and <tch> for /ch/, <th> for /th/ (voiced and unvoiced), <ck> for /k/, <wh> for /w/, <ng> for /ng/, <q> and <u> for /k/ /w/	she, he, there, their, these, where, what, who, he

# READING - SOUNDWRITE PHONICS SCHEME



## Extended Code

At the end of year 2 - for the children to be **working at the expected level**, they should be reading at level **unit 49**. For Spring 1, it is unit 25.

Just before Christmas, we said that if children were reading a unit 20 book, then they were at the expected level.

Please, read with your child every day, and please tick the diary.

Taught:	Unit	Sounds taught	Example words	Everyday words (Taught in Phonics)	CEW words (Taught in soft start/spellings)
Year 1: Autumn 1 Wk 4-5	EC Unit 1	SOUND /ae/ <ai, ay, ea, a-e>	rain stay great make		the, a, do
Year 1: Autumn 1 Wk 6-7	EC Unit 2	SOUND /ee/ <e, ea, ee, y>	be meal three happy	they, came, day, made, make, away, play, take, way, may, say, great	to, today, of
Year 1: Autumn 2 Wk 1	EC Unit 3	<b>SPELLING</b> <ea> /ae/ /ee/	clean steak	We're, he's, please, really, he, she, we, <u>be</u> , <u>me</u> , see, very, people, eat, tree, been, sea, these, began, need, three, keep, even, before, key, sleep, feet, queen, each, green, trees, tea, floppy	said, says, are
Year 1: Autumn 2 Wk 2-3	EC unit 4	SOUND /oe/ <o, oa, ow, oe, o-e>	go boat snow toe stone	<i>No new words as this unit focuses on same spelling/different sound</i>	were, was, is
Year 1: Autumn 2 Wk 4-5	EC unit 6	SOUND /er/ <er, ir, or, ur>	germ bird worm purse	Her, were, over, after, never, first, work, different, girl, under, better, ever, birds, river	you, your, they



## Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\*
- read many common exception words.\*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.



## Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words.\*

In age-appropriate<sup>1</sup> books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.



# READING



## Working at greater depth within the expected standard

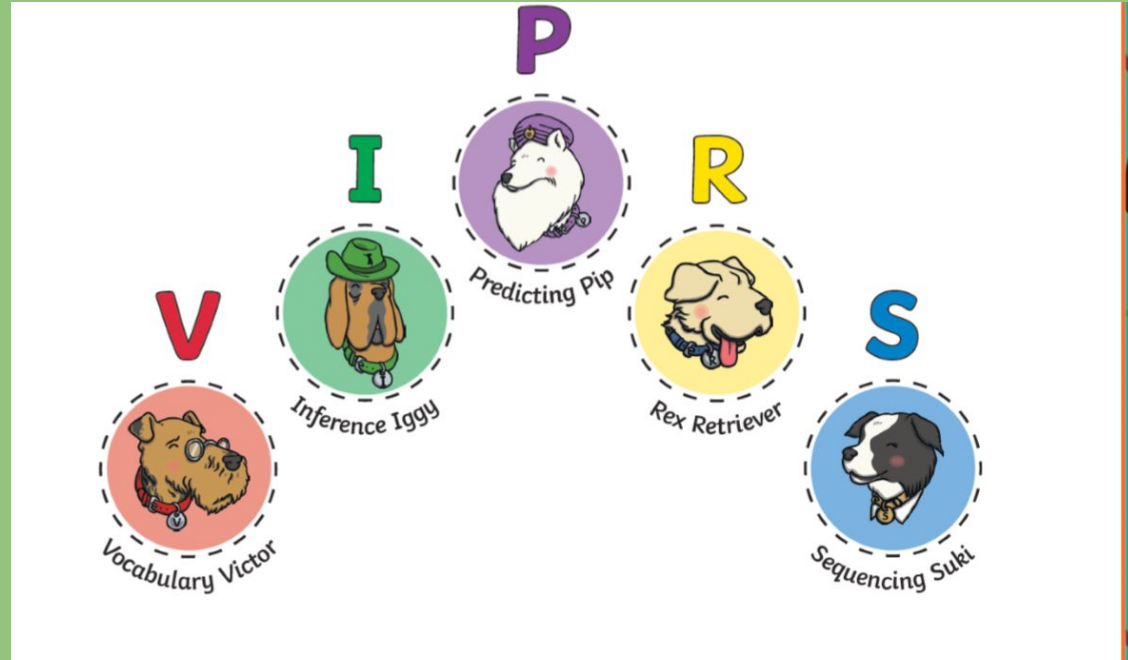
The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about 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.

# READING



The children will be assessed in a range of areas in reading comprehension.



# WRITING



- We write every day at school across a range of subjects.
- In English, we will build up to an extended piece of writing by teaching grammar and features that they may include in their writing.
- This can include lessons about a specific grammar (e.g. full stops/capital letters/ different sentence types/conjunctions) or how to make their writing more interesting (e.g. adjectives, adverbs, expanded noun phrases, different sentence starters).
- We may include lessons to spark imagination or ideas to support writing, like using roleplay or acting, looking at different images or videos and using a wide range of texts.
- Writing hooks are used to inspire our children to write.



## Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

# WRITING



06/03/23

LO: To write a simple, coherent narrative based on  
Iguis ✓

Once upon a time in a  
dark cave there was a dragon  
named Iguis. Iguis was sad  
because he lost his fire  
one day. Iguis decided  
to find his fire. Then he  
met a <sup>fox</sup> ~~dog~~ and a <sup>fox</sup> ~~dog~~.  
Iguis <sup>swam</sup> ~~swam~~ with her a little  
while and also say goodbye.  
Iguis <sup>swam</sup> ~~swam~~ a panther named  
Lagrax. Iguis flew off with  
Lagrax for a while then  
Iguis walked in a dark forest and  
met a <sup>ice</sup> ~~ice~~ Iguis <sup>ice</sup> ~~ice~~ some  
strawberry <sup>ice</sup> ~~ice~~ cream and honey  
from a <sup>ice</sup> ~~ice~~ Iguis <sup>ice</sup> ~~ice~~  
goodbye and flew away. Iguis  
saw a black <sup>ice</sup> ~~ice~~ <sup>ice</sup> ~~ice~~  
Iguis saw it close and he  
saw a <sup>ice</sup> ~~ice~~ Iguis <sup>ice</sup> ~~ice~~  
his <sup>ice</sup> ~~ice~~ and found his  
his fire again.



## Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form 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.

06/03/23

LO: To write a simple, coherent narrative based on  
Ignis.



# WRITING



Ignis lived with his sister and grand-dragon  
in Dragonland at the foot of the mountain.  
His friends wished that they were him because  
he could run the fastest and fly the  
highest. Ignis was sad because he  
couldn't breath out burning orange fire so  
he sat huffing and puffing. At last Ignis  
met pots in the deep blue sea. Ignis said  
"Where is my fire?" "I reside the best place  
for when you're swimming." said pots. The  
next day Ignis went for a fly and suddenly  
met Lizard. "Where is my fire?" said Ignis.  
"I reside the best place for when you're flying."  
said Lizard. The next day Ignis met cat.  
"Where is my fire?" said Ignis. "I reside. Say  
Caro we don't want you burning these  
trees down!" said Caro.



## Working at greater depth

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<sup>^</sup>
- 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.



# WRITING

06/03/23

LO: To write a simple, coherent narrative based on Ignis.

W/I

One + delightful, blossoming spring morning exciting, graceful Dragonland, Ignis I incredible Ignis was playing with his daring, funny friends Flama and Shriekira. But something was wrong. All night Ignis was coughing and spluttering but not a single scorching, blazing flame came out. "All in good time." said grand dragon. Ignis was upset because he couldn't play games with his friends like sling-a-flame and all blaze together. All he could do was watch. But his friend Shriekira warned him with her amber eyes. "We still love you." She said. ~~On~~ So the next morning Ignis went off to see his good friend Poto. Ignis wondered if he was a hippo. So Ignis decided to jump into the water. Poto and Ignis spent the whole afternoon swimming in the river. But by ~~evening~~ + ~~evening~~ Ignis knew he wasn't a hippo.





## Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources<sup>1</sup> to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ )
- recall at least four of the six<sup>2</sup> number bonds for 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $4 + 6 = 10$  and  $10 - 6 = 4$ )
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

## Working at the expected standard

The pupil can:

- read scales\* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ )
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ )
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

## Working at greater depth

The pupil can:

- read scales\* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g.  $29 + 17 = 15 + 4 + \square$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar 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?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).



- This year, the SATS are not statutory and are not being delivered to school.
- We are going to use some previous papers, but in different conditions, meaning it will be a part of our everyday teaching. This is to support teacher judgement.
- Children who we have assessed at Greater Depth will do these in 'test' conditions to help evidence our decision.
- We never say 'test'. We refer to them as special 'quizzes' or 'challenges' at school. The children LOVE this!

# READING SATS QUESTIONS



## Paper 1

2019 national curriculum tests

Key stage 1

English reading

Paper 1: reading prompt  
and answer booklet

First name	
Middle name	
Last name	

Total marks

### My Big Brother JJ

I was happy. My brother JJ was happy.  
It was nearly half term.

Then Mum rushed into the room.  
"JJ! Jasmine! I need to talk to you about  
next week. I know it is holiday time, but  
I have to go to work," she said.



"I need to know that you can be a good girl for JJ. He will be in charge."

#### Practice questions

**a** Why was JJ looking after Jasmine?

Tick **one**.

Mum was going to work.

Mum was going on holiday.

Jasmine was ill.

Jasmine was going on holiday.

**b** Who is telling the story?

\_\_\_\_\_

Text

Questions

# READING SATS QUESTIONS



## Paper 2



Text

2019 national curriculum tests

### Key stage 1

English reading  
Paper 2: reading answer booklet

First name	
Middle name	
Last name	

Total mark:

Questions 1–9 are about Liam the Park Keeper (pages 4–8)

1 Liam works... (page 4)

Tick one.

outside all of the time.

at a desk when it is cold outside.

outside when it is sunny.

at a desk all of the time.

2 Which area of the park does Liam keep particularly nice for visitors? (page 4)

\_\_\_\_\_

Question and answer booklet

# MATHS SATS QUESTIONS



## Paper 1

2019 national curriculum tests

### Key stage 1

#### Mathematics

#### Paper 1: arithmetic

First name	
Middle name	
Last name	

Total marks

$80 - 10 = \boxed{\phantom{00}}$

1 mark  
 $40 \div 10 = \boxed{\phantom{00}}$

$5 + 32 = \boxed{\phantom{00}}$

$5 \times 6 = \boxed{\phantom{00}}$

$\frac{1}{2} \text{ of } 90 = \boxed{\phantom{00}}$





# MATHS SATS QUESTIONS



## Paper 2

2019 national curriculum tests

Key stage 1

Mathematics

Paper 2: reasoning

First name	
Middle name	
Last name	

Total marks

Match each clock to the time it shows.



twenty-five past four



quarter to four



quarter past four

Ben has **five** marbles.



Kemi has **seven times** that number.

How many marbles does Kemi have?

marbles

Draw three angles: acute, obtuse and right-angled.



Write the next number sentence in the pattern.

$$1 + 2 + 3 = 6$$

$$2 + 3 + 4 = 9$$

$$3 + 4 + 5 = 12$$

$$4 + 5 + 6 = 15$$

$$\square + \square + \square = \square$$

# SUPPORTING YOUR CHILD - READING



- Listen to your child read on a daily basis, even if your child is a competent reader. It still has a huge impact!
- Ask your child lots of questions about what they have read and get them to support their answer with evidence.
  - The home school diary can help
- Use Oxford Reading Buddy to access more books and quizzes to test reading comprehension.
- Visit your local library for free materials.
- Tick the reading diary.

# SUPPORTING YOUR CHILD



## Questions to Support Comprehension

### Recall Questions

- Where does the story take place?
- When did the story take place?
- What did s/he/it look like?
- Who was s/he/it?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find... ?



### Application Questions

- Can you think of another story which has a similar theme; e.g. good over evil; weak over strong; wise over foolish?
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this?



### Questions Requiring Synthesis

- What is your opinion? What evidence do you have to support your view?
- Using all the evidence available, can you tell me what you feel about...?
- Given what you know about... what do you think?
- How would the views put across in this text affect your views on...?
- What would this character think about... (possibly a present day issue)?



# SUPPORTING YOUR CHILD



- Writing:
  - Letterjoin handwriting
  - Diary writing
  - Creative writing
  - Shopping lists
- Maths:
  - Numberbonds to 10, 20, 100
  - Addition and subtraction
  - 2, 5, 10, 3, 4
  - Telling the time
  - Using coins and notes
  - Numbots
  - [Top Marks Learning Games](https://www.topmarks.co.uk/maths-games/5-7-years/counting)
    - <https://www.topmarks.co.uk/maths-games/5-7-years/counting>
- Ensure your child has a good night's sleep and a healthy breakfast every day.
- Ensure your child gets to school on time - every minute is crucial.

# KEY DATES



End of June: Final judgements are made

Beginning of July: Reports go home - all outcomes will be in reports

If your child didn't pass their phonics screening in year one they will retake this in **June**.

# ANY QUESTIONS?

Thank you

