Year 2 assessment meeting

6.2.23

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.
- Teachers have to publish the data to the local authority for Reading, Writing, Maths and Science.
- SATs assessments are statutory, however they only contribute to teacher assessment.
- 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 - Soundswrite Phonics Scheme

- We teach Soundswrite 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, I, 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
	Reception: Spring 1 and 2	IC Unit 8	VCC AND CVCC	come, some, look, my, like, see
Year 1: Autumn 1 (Week 1-3)[Recap]		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 - Soundswrite Phonics Scheme

Extended Code

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	SPELLING <ea> /ae/ /ee/	clean steak	We're, he's, please, really, he, she, we, be ,me, 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	*No new words as this unit focuses on same spelling/different sound*	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

Reading

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.

Reading

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[1] 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[2]
- 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

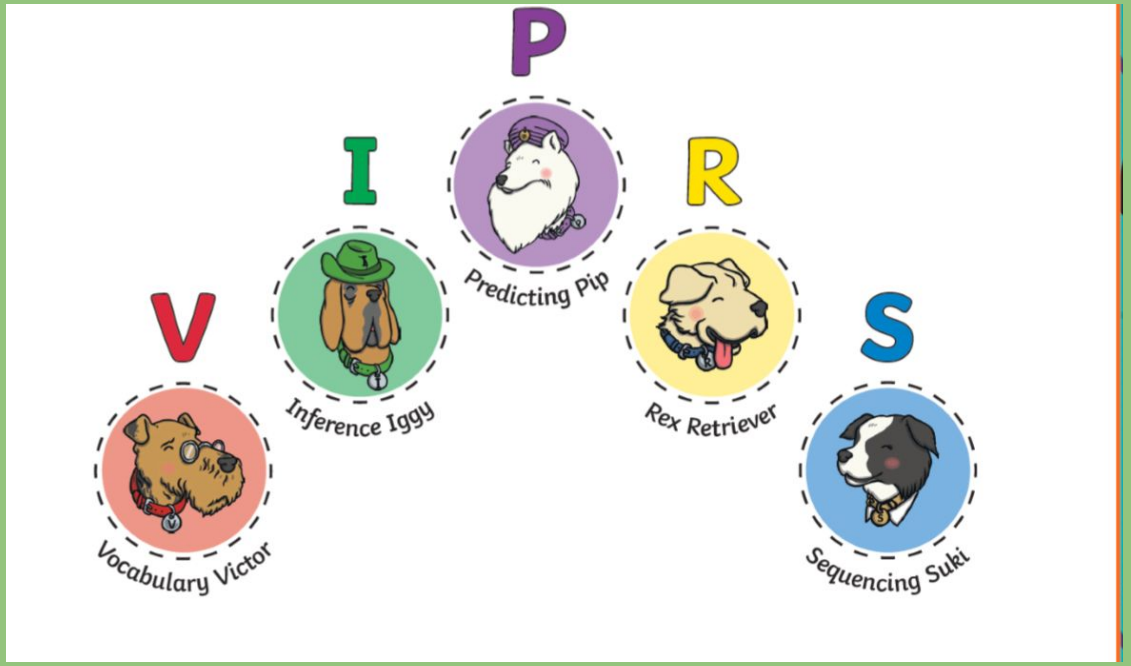
Working at greater depth within the expected standard

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 complete some form of writing at least 3 times a week.
- We will build up to a longer 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

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

Working towards the expected standard

Standing on the toll clist nexjer
the see and theair Was a SeeMoster.
I Called the boys owver and tolld
them my riendishly, clever plan.

Fuerst I will need fever both boms.
To make a fever both bom
you need fevers from a
part. I flid and then I sor

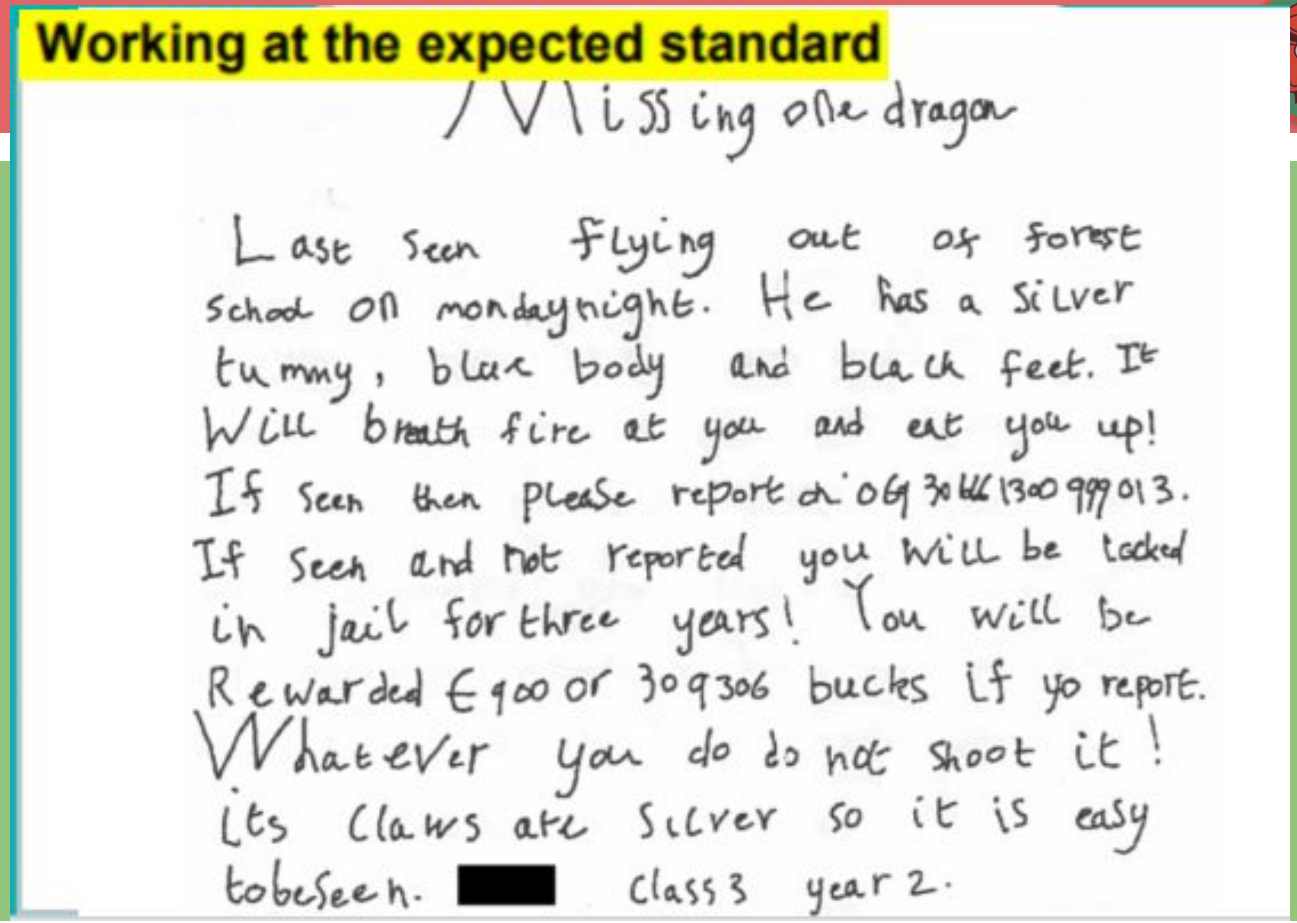
Working at the expected standard

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.

WRITING

Working at the expected standard



Missing one dragon

Last seen flying out of forest school on mondaynight. He has a silver tummy, blue body and black feet. It will breath fire at you and eat you up! If seen then please report on 06430 1300 999 013. If seen and not reported you will be locked in jail for three years! You will be Rewarded €900 or 309306 bucks if yo report. Whatever you do do not shoot it! Its claws are silver so it is easy tobeseen. [redacted] class 3 year 2.

WRITING

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^
- 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.

Working at greater depth

Creep... creep... creep. Trembling, Poppy heard a booming voice. "FEE FI FO FUM!" roared the voice. "I SMELL THE BLOOD OF AN ENGLISH MAN!" As fast as Poppy's legs could take her, she ran to an oven to hide and she was safe. Luckily the person went to sleep. Slowly Poppy sneaked out of the oven and realized that the person was an enormous giant! Then Poppy saw some golden flowers on the table. Really quickly, Poppy grabbed the golden flowers as fast before you could say jump.

Carefully, Poppy scurried down the massive beanstalk and gave the golden flowers to her poor mum.
"Oh my!" cried Poppy's mum happily.
"What a lucky escape that was!" thought Poppy.

Maths

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[1] 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[2] 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).

Maths

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.

Maths

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 + □; '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).

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."

Text

Practice questions

a Why was JJ looking after Jasmine?

Tick **one**.

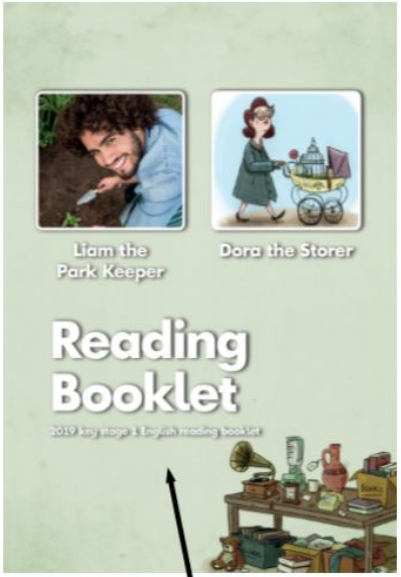
- Mum was going to work. ☐
- Mum was going on holiday. ☐
- Jasmine was ill. ☐
- Jasmine was going on holiday. ☐

b Who is telling the story?

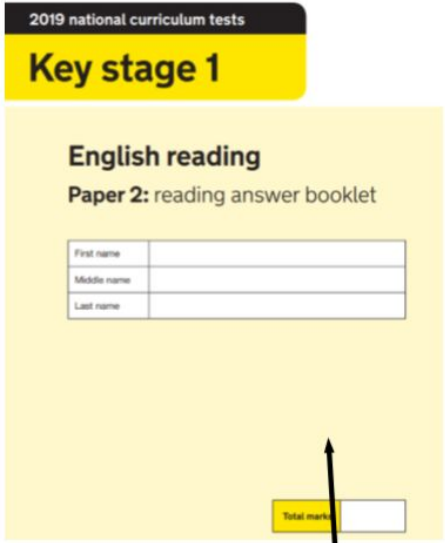
Questions

Reading SATs questions

Paper 2



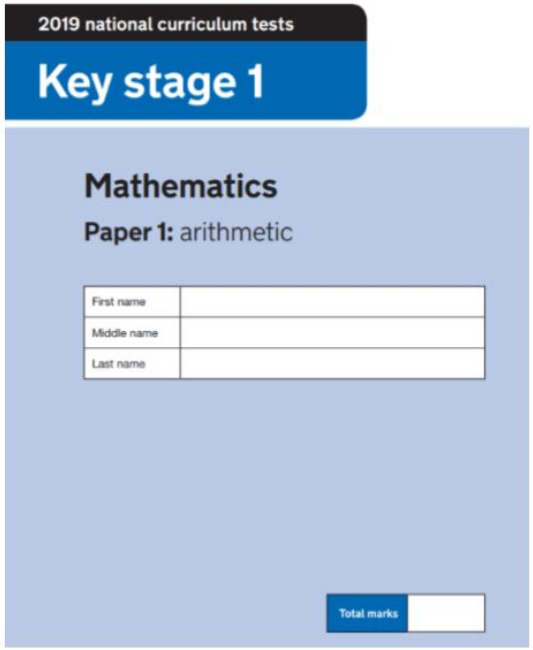
Text



Question and answer booklet

Maths SATs questions

Paper 1



80 – 10 =

40 ÷ 10 =

5 + 32 =

5 × 6 =

$\frac{1}{2}$ of 90 =

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

Write the next number sentence in the pattern.

1 + 2 + 3 = 6

2 + 3 + 4 = 9

3 + 4 + 5 = 12

4 + 5 + 6 = 15

☐ + ☐ + ☐ = ☐

SATS

- Children enjoy the SATs!
- We refer to them as special ‘quizzes’ or ‘challenges’ at school.
- The four papers are taken across 2 weeks in May.
- Throughout the Spring and Summer 1 terms, we will be doing practice quiz questions to fully prepare the children for the format of the quizzes - there is no need to feel you need to practise this at home.

Supporting your child

- 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

- 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

- First Cluster writing moderation in February
- March - June: More cluster meetings and an ‘Agreement trialling sessions’ to ensure accurate judgement in Reading, Writing, Maths and Science
- May: SATs (Statutory Assessment Tests) assessments take place
- June: Schools may be chosen for external moderation
- June: Phonics screening takes place for any children that did not pass last year
- End of June: Final judgements are made
- Beginning of July: Reports go home - all outcomes will be in reports

Any Questions?

Thank you!