

# Welcome to the Year 2 Assessment Meeting

7.2.22

# Welcome to the Year 2 Assessment Meeting

During this meeting we will cover the following aspects:

- 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 at the end of the academic year.
- SATs assessments, while they are statutory, they only contribute to teacher assessment. Children's final assessment outcome is not based solely on the tests.
- 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 use a set of statements that 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* or *Working below the standard of national curriculum assessments (Pre Key Stage)*.

## Phonics and Reading

# Soundwrite phonics scheme

- We teach Soundwrite from Reception up to the end of Year 2.
- We continually assess the children to see which phonics level they are on and use this to select their reading books that go home.

## Initial Code

<u>Taught:</u>	<u>Unit</u>	<u>Sounds taught</u>	<u>Everyday words</u>	
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	
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
	Reception: Summer 1 and 2	IC Unit 9	CCVC	to, this, they, day
		IC Unit 10	CCVCC, CCCVC	said, away, going, play
	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	

# Phonics and Reading

## Extended Code

Taught:	Unit	Sounds taught	Example words	Everyday words (Taught in Phonics)	CEW words (Taught in soft start/spellings)
Year 1: Autumn 1 <u>Wk 4-5</u>	EC Unit 1	SOUND /ae/ <ai, ay, ea, a-e>	rain stay great make		the, a, do
Year 1: Autumn 1 <u>Wk 6-7</u>	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 <u>Wk 1</u>	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 <u>Wk 2-3</u>	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 <u>Wk 4-5</u>	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<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

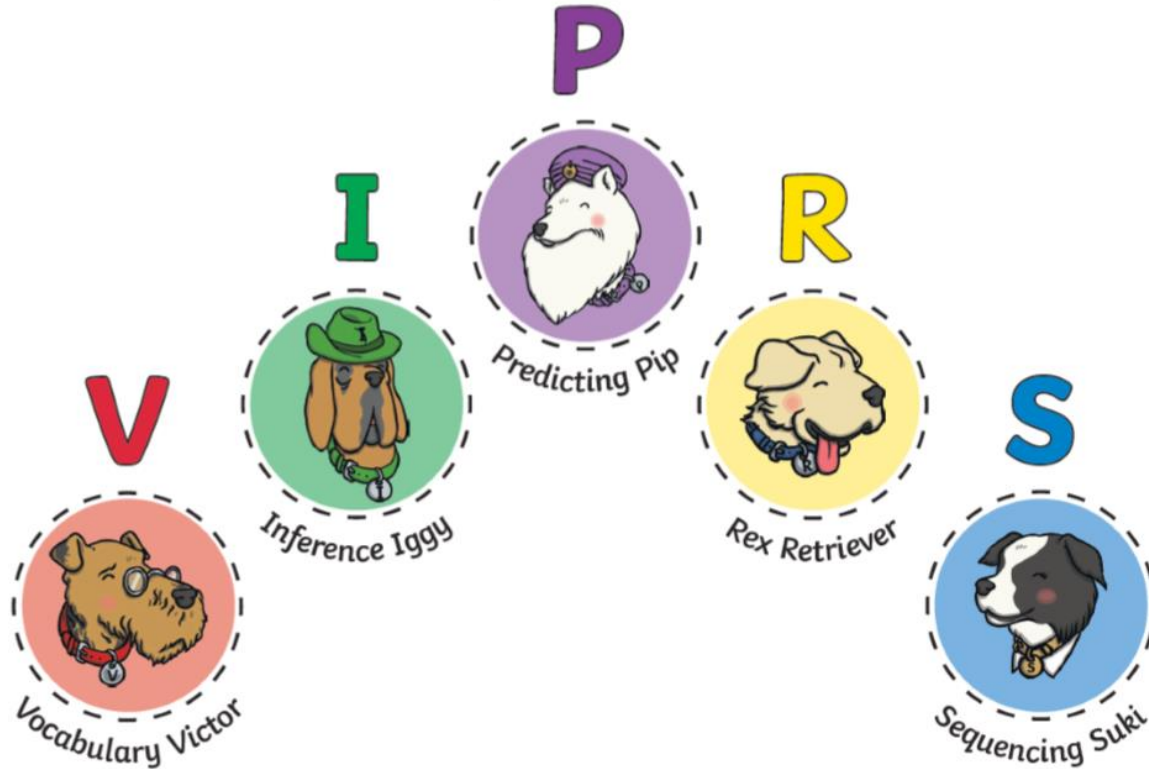
### Working at greater depth within the expected standard

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. Here are the comprehension focus areas:



# 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 tall cliff neyer  
the see and the air was a see master.  
I called the boys over and told  
them my friendishly, clever plan.

Fuerst I will need sever both boms.  
To make a sever both bom  
you need severs from a  
part. I slid and then I sor

# Writing

## 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 Monday night. He has a silver tummy, black body and black feet. It will breath fire at you and eat you up! If seen then please report on 069 3066 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 to be seen. ██████████ 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<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

## Working at greater depth

Creep... creep... creep. Trembling, Poppy heard a booming voice. "FEEFI 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.



## 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).

# 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.

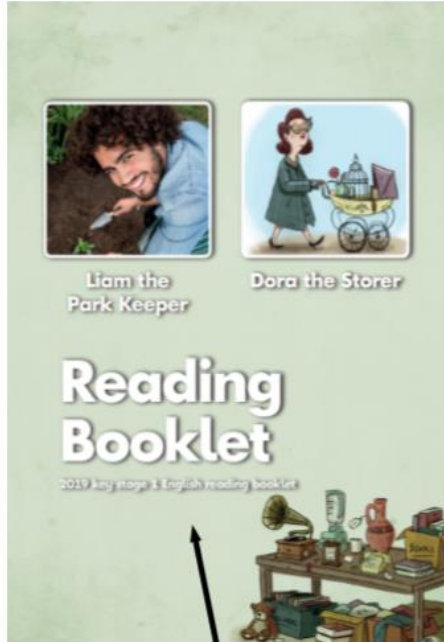
b Who is telling the story?

\_\_\_\_\_

Questions

# Reading SATs Questions

## Paper 2



Text

2019 national curriculum tests

## Key stage 1

### English reading

#### Paper 2: reading answer booklet

First name	
Middle name	
Last name	

Total marks

Question and  
answer booklet

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

1 Liam works...

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.

(page 4)



1 mark

2 Which area of the park does Liam keep particularly nice  
for visitors?

(page 4)



1 mark

# Maths SATs Questions

## Paper 1

2019 national curriculum tests

Key stage 1

Mathematics

Paper 1: arithmetic

First name	
Middle name	
Last name	

Total marks

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

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

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

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

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

1 mark

# 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

Tick the shape that has a line of symmetry.



Write the next number sentence in the pattern.

$$1 + 2 + 3 = 6$$

$$2 + 3 + 4 = 9$$

$$3 + 4 + 5 = 12$$

$$4 + 5 + 6 = 15$$

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

Ben has **five** marbles.



Kemi has **seven times** that number.

How many marbles does Kemi have?

marbles

## SATs

- Children enjoy the papers!
- We refer to SATs papers as "Quizzes" in school.
- The four papers are usually taken across 2 weeks within May.
- Throughout the Spring and Summer 1 terms we will be doing practise quiz questions to fully prepare the children for the format of the quizzes - there is no need to practise these at home.





## Supporting your child

- Listen to your child read on a daily basis (even if your child is a competent reader- this can still have a huge impact!)
- Ask your child questions about what they have read and ask them to support their answer with evidence (refer to Home School Diary).
- Use Oxford Reading Buddy to access more books and quizzes to test reading comprehension.
- Visit your local library for free materials.

# 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 practise - check the website or app for class activities to practise linked to learning in school.
- Maths - practise basic skills: number bonds to 10, 20 and 100, addition and subtraction, 2, 5, 10, 3, 4 times tables, telling the time, using coins and notes to make an amount etc.
- Ensure your child has a good night's sleep and a healthy breakfast in the morning every day.
- Ensure your child gets to school on time every day as every minute is crucial.

# Key Dates

- *March-June* - Teachers attend "Cluster Meetings" and an "Agreement trialling sessions" to ensure accurate judgements in Reading, Writing, Maths and Science.
- *May* - SATs assessments (Statutory Assessment Tests) take place
- *June* - Schools within the borough may be chosen for external moderation.
- *June* - Phonics screening takes place for any children that did not pass in December - results will be in reports
- *End of June* - Teachers make final judgements for each child in Writing, Reading, Maths and Science - outcomes will be included in the reports.
- *Towards the beginning of July* - reports go home.



**Questions?**

**SUCCESS  
THROUGH  
WORK**