

Year 2 parents Information Evening

KS1 assessments

Purpose of the evening

- During the meeting I will tell you what you need to know about what the tests involve; and how we can work together to help prepare your child
- The KS1 SATs, which take place in May this year, help teachers check and confirm what children have learnt in English and Maths in Year 1 and Year 2.
- Teacher assessments (in all subjects) will also be used to build up a picture of your child's learning and achievements. The test results will help inform the Teacher Assessments.

What's new for Year 2

- Historically, formal testing ceased in 2004. Since 2005, teachers internally assess children at a time they chose in English, Maths and Science.
- The 'new' national curriculum (which became statutory in Sept 2014) will be assessed for the third time in May 2018.
- School have to administer the tests any time during May 2018.
- Although the tests are set externally, they will be marked by teachers within the school.
- Instead of the old [national curriculum levels](#), children will be given a [standardised score](#) (85 -115) – which will be communicated to parents.
- These scores will be used to inform the Teacher Assessments

What tests will there be?

- The KS1 SATs, which take place in May this year, help teachers check and confirm what children have learnt in English and Maths in Year 1 and Year 2.

Maths

- 2 papers:-

Arithmetic

Reasoning

English

- Reading- 2 papers
- Grammar, Punctuation and spelling (these are optional but can be used as part of the evidence for the writing assessment).

Writing (no test for this- this is assessed by the class teachers)

The Year 2 English and Maths curriculum – Reading

| HfL Assessment Criteria for Phase A Steps 4/5/6 (based on curriculum expectations for Year 2) | |
|--|--|
| Reading – across a range of texts | |
| <p>The following skills and understanding should be assessed within the context of reading books that are pitched appropriately, including:</p> <ul style="list-style-type: none"> o picture books with a greater proportion of space given to sentences on a page - pictures support the text to a lesser degree and may be more detailed o sentences that feature adverbs of time and manner, and prepositions to indicate place o simple chapter books with a straightforward structure and broad but distinctive characterisation o books with a storyline or sequence of events/actions told in paragraphs o books with more developed sequences and patterns of events o non-fiction texts that are structured in different ways o non-fiction texts with longer, more formal sentences and wider range of terminology (range of unknown words is controlled) o books with clear print and font with good spacing for more sustained blocks of text <p>Children should continue to hear, share and discuss a wide range of high quality texts to continue to develop a love of reading, support the further development of comprehension and further broaden their vocabulary. Such texts will include a wide range of contemporary and classic poetry, stories and non-fiction books beyond the level at which they can read independently, a wider range of fairy tales and traditional tales*</p> <p>*fairy tales and traditional tales should be shared to the degree that children become very familiar with them and are able to retell them and consider their particular characteristics</p> <p>Help children to gain confidence by allowing them to choose books of interest. This means that they may be familiar with the vocabulary and ideas or motivated to engage with the reading. Children should be able to fluently read a 100 word passage to an adult at around 90% accuracy.</p> <p>Assessment should take place mostly through spoken language, including drama, with some responses to text through writing and drawing.</p> | |
| <p>Comprehension</p> <ul style="list-style-type: none"> • self-corrects spontaneously and at the point of error • identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?' • identifies words and phrases that link events • begins to understand that written language (standard English) has conventions that don't apply in spoken language • identifies evidence of change as a result of events, for example in character behaviour • explains how the way a character speaks reflects their personality • predicts some key events of a story based on the settings described in the story opening • explains differences between fiction and non-fiction • understands that books can be used to find things out, and is beginning to do so • retrieves information stated within in text (may not be obvious) • uses evidence from a text – may look through the book to help them remember or use information • shows awareness of use of features of organisation e.g. <i>index, bold</i> | <p>Inference</p> <ul style="list-style-type: none"> • predicts with increasing accuracy during reading and then adapts prediction in the light of new information • demonstrates empathy with characters looking at descriptions and actions • makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements* e.g. 'I think she is selfish/kind/angry because it says she...' • evaluates simple persuasive devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why • recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself • with support, justifies their views about what they have read <p>Language for effect</p> <ul style="list-style-type: none"> • discusses effective language choices, e.g. 'slimy' is a good word there because... • identifies how settings are created using specific vocabulary that creates imagery • identifies that the verbs used for dialogue tell us how a character is feeling e.g. 'I grabbed...' or '...he shouted' |
| <p>headings</p> <ul style="list-style-type: none"> • recognises the difference between description in fiction and non-fiction e.g. in non-fiction description is generally used for precision rather than to create an emotional response • sustains interest in longer narratives e.g. a short chapter book • sustains silent reading most of the time • recognises that information is grouped according to subject • begins to use dictionaries, glossaries and indexes to locate meanings and information | <ul style="list-style-type: none"> • identifies that adverbs help to tell us how the character is feeling • refers back to the text for evidence <p>Themes and conventions</p> <ul style="list-style-type: none"> • identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story • identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour • identifies elements of an author's style e.g. familiar characters, settings or common themes |
| <p>Uses the terminology outlined in the Vocabulary, Grammar and Punctuation appendix of the Programme of Study when discussing their reading: (in addition to previous terminology) noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma</p> | |

HfL Assessment Criteria for Phase A Steps 4/5/6 (based on curriculum expectations for Year 2)

Writing across a range of texts - Composition

Sentence structure and punctuation

- writes simple sentences with complete grammatical accuracy
- uses sentences with different forms: statement, question, exclamation, command
- expands sentences using co-ordination (using *or, and, but*) and subordination (using *when if, that, because*)
- uses expanded noun phrases to describe and specify *e.g. the blue butterfly*
- uses the present and past tenses correctly and consistently including the progressive form (*past progressive: he was running; present progressive: she is drumming*)
- shows some variation in sentence openings (*not always opening with the subject*)
- uses appropriate adjectives and adverbs to give essential information *e.g. 'plain flour' rather than 'flour' or 'fluffy, white flour'*
- uses both familiar and new punctuation correctly most of the time, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- independently monitors own writing for sense, proofreading and editing previously-taught aspects, *e.g. spelling, punctuation, sentence structure etc*

Text organisation

- plans or says out loud what they are going to write about
- re-tells/imitates/adapts familiar stories with events in sequence and includes some dialogue and formal story language
- plans and writes own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story
- plans and writes narratives based on models provided, developing structure beyond simple beginning, middle and end
- describes characters and includes some dialogue
- assembles information on a subject and uses texts read as a template for writing, using language appropriate to the text type
- writes simple information texts incorporating labelled pictures and diagrams
- creates an alphabetically ordered text
- re-reads to check that their writing makes sense and that tenses are consistent
- evaluates their writing with the teacher and other pupils
- selects appropriate words and phrases to describe details of first hand experiences and can justify their choices
- writes own calligrams (single words and shape poems)

Uses the grammatical terminology to talk about their writing:

noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma

Effect on audience

- writes stories in the style of a traditional tale, uses typical settings, characters and events
- writes familiar stories/about familiar characters including relevant details that sustain the reader/listener's interest
- uses phrases drawn from story language to add interest, *e.g. she couldn't believe her eyes*
- explores characters' feelings and situations in stories, using role play and oral rehearsal
- suggests viewpoint with brief comments or questions on actions or situations
- establishes basic purpose of a text (*e.g. main features of story, report*), uses some features of the given form maintaining consistency in purpose and tense
- in poetry, experiments with alliteration to create humorous and surprising combinations; makes adventurous word choices to describe closely observed experiences

Writing across a range of texts - Transcription

Handwriting

- forms lower-case letters of the correct orientation and size relative to one another
- has begun to use some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined
- writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- uses spacing between words that reflects the size of the letters
- starts writing at the middle or top of letters and leaves the end ready to join later, *e.g. with a flick, sometimes joining*

Spelling

- spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- writes more taught alternative graphemes for spelling phonemes for which one or more spellings are already known, and learns some words with each spelling
- spells common exception words (according to programme used)
- spells more words with contracted forms where the apostrophe represents an omitted letter or letters
- uses the possessive apostrophe (singular) *e.g. the girl's book*
- knows the difference in meaning between taught homophones and near-homophones *e.g. there/their/they're, quite/quiet*
- adds suffixes to spell longer words, including *-ment, -ness, -ful, -less, -ly*
- applies spelling rules and guidance, as listed in English Appendix 1

Writing

| Understanding the number system | Calculating |
|---|--|
| <p>Fluency focus: Numbers with up to and beyond 3 digits (read and write numbers up to at least 100 in numerals and words)</p> <ul style="list-style-type: none"> counts in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward (2N1) counts in fractions up to 10, starting from any number, using the $\frac{1}{2}$ and $\frac{2}{4}$ equivalents on the number line (e.g. $1\frac{1}{4}$, $1\frac{2}{4}$ (or $1\frac{1}{2}$), $1\frac{3}{4}$, 2) reads and writes numbers to at least 100 in numerals and in words (2N2a) compares and orders numbers from 0 up to 100; use <, > and = signs (2N2b) recognises the place value of each digit in a two-digit number (tens, ones) (2N3) identifies, represents and estimates numbers using different representations, including the number line (2N4) uses place value and number facts to solve problems (2N6) recognises, finds, names and writes fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity (2F1a) | <p>Arithmetical laws and relationships</p> <ul style="list-style-type: none"> recognises and uses the inverse relationship between addition and subtraction and uses this to check calculations and missing number problems (2C3) shows that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot (2C9a) shows that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot (2C9b) <p>Mental fluency</p> <ul style="list-style-type: none"> recalls and uses addition and subtraction facts to 20 fluently, and derives and uses related facts up to 100 such as $3+7=10$, $10-7=3$ and $7=10-3$ to calculate $30+70=100$, $100-70=30$ and $70=100-30$ (2C1) adds and subtracts numbers, using concrete objects and pictorial representations, mentally, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers (2C1b) recalls and uses multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers (2C6) e.g. pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition <p>Written fluency</p> <ul style="list-style-type: none"> adds and subtracts numbers using concrete objects and pictorial representations, including: <ul style="list-style-type: none"> a two-digit number and ones a two-digit number and tens two two-digit numbers adding three one-digit numbers (2C2) calculates mathematical statements for multiplication and division (\times), division (\div) and equals (=) signs (2C7) <p>Fractions, decimals and percentages</p> <ul style="list-style-type: none"> finds fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects writes simple fractions e.g. $\frac{1}{2}$ of 6 = 3 (2F1b) recognises the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ (2F2) <p>Solving numerical problems</p> <ul style="list-style-type: none"> solves problems with addition and subtraction: <ul style="list-style-type: none"> using concrete objects and pictorial representations, including applying their increasing knowledge of mental and written multiplication and division facts, including problems in context solves problems involving multiplication and division, using multiplication and division facts, including problems in context <p>Algebra recognises patterns within the number system up to and beyond 100</p> |

Maths

| Measurement | Geometry |
|--|---|
| <p>Money</p> <ul style="list-style-type: none"> recognises and uses symbols for pounds and pence; combining the amounts to make a particular value (2M3a) <p>Metric measures</p> <ul style="list-style-type: none"> estimates, chooses and uses standard units in a variety of contexts to the nearest appropriate unit, including <ul style="list-style-type: none"> length and height in any direction (m/cm) mass (g/kg) temperature ($^{\circ}$C) capacity (litres/ml) (2M2) uses all measuring apparatus accurately e.g. rulers, thermometers, scales and measuring vessels compares and orders lengths, mass, volume/capacity and records the results using >, < and = (2M1) <p>Chronology</p> <ul style="list-style-type: none"> tells and writes the time on an analogue clock to 5 minutes, including quarter past/to the hour and draw the hands on a clock face to show these times (2M4a) knows key time related facts including the number of minutes in an hour, number of hours in a day (2M4c) compares and sequences intervals of time (2M4b) <p>Solves problems</p> <ul style="list-style-type: none"> solves simple problems involving <ul style="list-style-type: none"> finding different combinations of coins that equal the same amount of money (2M3b) addition and subtraction of money including giving change (2M9) | <p>Properties of shape</p> <ul style="list-style-type: none"> identifies and describes properties of common 2-D shapes including the number of sides/ vertices and recognising symmetry in a vertical line (2G2a) <ul style="list-style-type: none"> pupils read and write names for shapes that are appropriate to their word reading and spelling range identifies and describes properties of common 3-D shapes including the number of edges, vertices and faces (surfaces) (2G2b) <ul style="list-style-type: none"> pupils read and write names for shapes that are appropriate to their word reading and spelling range pupils recognise 3-D images within 2-D representations identifies 2-D shapes on the surface of 3-D shapes e.g. a circle on a cylinder and a triangle in a pyramid (2G3) compares and sorts common 2-D (including semi circles, regular polygons) (2G1a) and 3-D shapes (including cones, cylinders, triangular prisms and pyramids) (2G1b) and everyday objects <p>Position and direction</p> <ul style="list-style-type: none"> demonstrates ability to order and arrange mathematical objects, including those in different orientations, in patterns and sequences (2P1) describes position, direction and movement using mathematical vocabulary in a variety of contexts e.g. <ul style="list-style-type: none"> movement in a straight line distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) giving instructions to other pupils and programming robots using instructions given in right angles (2P2) |
| Statistics | |
| <ul style="list-style-type: none"> interprets and constructs simple pictograms, tally charts, block graphs and simple tables to compare information (e.g. using many-to-one correspondence with simple ratios 2, 5, 10) (2S1) communicates findings by asking and answering questions in relation to their data (2S2a) <ul style="list-style-type: none"> totalling by comparing categorical data using more than one criterion (2S2b) sorting categories by quantity | |

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 discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

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 books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

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

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Working at greater depth within the expected standard

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

- make inferences on the basis of what is said and done
- predict 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.

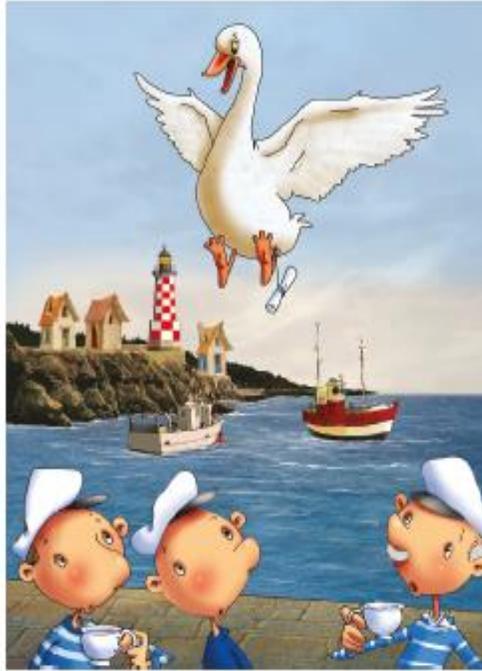
What the children will be marked against for Reading

Reading Papers

- **Two separate papers:**
- **Paper 1** consists of a selection of texts totalling 400 to 700 words, with questions interspersed
- **Paper 2** comprises a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers in a separate booklet

Each paper is worth 50 per cent of the marks, and should take around 30 minutes, but children will not be strictly timed, as the tests are not intended to assess children's ability to work at speed. **The texts in the reading papers will cover a range of fiction, non-fiction and poetry**, and will get progressively more difficult towards the end of the test. Teachers will have the option to stop the test at any point that they feel is appropriate for a particular child.

Next morning William wrote a message and tied it to Bella's leg. "Fly away home!" he said. I can do it, thought Bella. She flew straight to the Harbour Cafe. The other fishermen set out to rescue William and his boat. "Brave Bella!" said William. "When I get a new boat you can come with me whenever I go to sea." Bella was happy.



Paper 1

5 Where did Bella take William's message?



1 mark

6 At the end of the story, Bella was happy. Why?

Paper 2

Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK. You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.

Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon.

He also brought aliens to life in stories about Dr Xargle, written by Jeanne Willis.



Hello! My name is Horrid Henry. There are over 20 books about me!



Tony Ross, in his own words

Why did you become an illustrator and writer?

It just happened. I didn't like my job at the time and I wanted to do something to cheer myself up. I never thought I'd be an artist as I always wanted to work with horses. I once wrote to an actor to ask if I could be a cowboy in one of his films!



Where did you write your first book?

I wrote my first book when I was at work. It was called *Tales from Mr Toffy's Circus*.



How long does it take to write a book?

It can vary. Sometimes, it is as little as a few days to do the story and the pictures, but thinking about the idea can take weeks, months or even years.

Are there any characters that you really enjoy drawing?

I love drawing Miss Battle-Axe from the Horrid Henry books. She never smiles.

Is it hard to do illustrations for other writers' books?

It's easier to illustrate your own because every illustrator has things they don't like to draw or can't draw. If you write the story yourself you don't include those things in the story!



(page 5)

- 4 What job did Tony Ross want to do before he became a writer and illustrator?



1 mark

(pages 4 and 5)

- 5 Complete the table with the names of the writers and the characters they write about.

| Character | Writer |
|-----------|-----------------|
| | Francesca Simon |
| Dr Xargle | |
| Mr Toffy | |



1 mark

(page 5)

- 6 Why does Tony Ross like to illustrate his own books more than books by other people?



What can we do to help your child?

In School

- Developing children's reading stamina
- (Aiming for a reading speed of 90 words per minute)
- Development of inferential skills through Guided Reading sessions (weekly)
- Identifying unfamiliar vocabulary- learning different strategies to find the correct meaning.
- Independent silent, sustained reading opportunities.
- Story time- adults modelling the skills if reading- followed by discussion of the text.

At home

- Read regularly with and to your children.
- Be a positive role model of a 'reader'(variety of texts).
- Ask them lots of questions about what they have read –include straight forward comprehension questions and inference questions, e.g. Why do you think the character said that? What do you think will happen next? Why?
- Encourage your children to read a variety of fiction and non-fiction books.

SPaG papers

Paper 1

-A 20 word spelling test

Paper 2

-SPaG questions

Paper 1

1. Hannah ran _____ than Lee.
2. Yesterday it was very _____.
3. I had a big smile on my _____.
4. There was a large _____ of children at the party.
5. You pick things up with your _____.
6. The _____ in the box are different colours.
7. Our new _____ is black with white paws.
8. I _____ my friend for her help.
9. We are going on holiday on _____.
10. I am not allowed to eat too many _____.

Paper 2

9 Tick the sentence that is a **statement**.

Tick **one**.

What an interesting painting!

Can you collect the crayons, please?

James washed the paintbrushes.

Check that your tables are clean.

10 Write **s** or **es** to make each word a plural.

fox_____

card_____

11 Circle the **three** nouns in the sentence below.

A whale has an enormous heart that can weigh as much as a small car.

12 Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her new running shoes.

What can we do to help your child?

• In School

- Practise Y1 and Y2 spellings.
- Weekly SPAG lessons.
- Daily spelling work based on Y2 spelling curriculum.

At home

- Be familiar with the Year 2 SPAG curriculum (See school website)
- Practise Y1 and Y2 exception word spellings (see back of your child's reading diary).
- Help your child to learn & practise the weekly spellings, making sure they understand the 'rule' associated with them.

Working towards the expected standard

The pupil can:

- demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 33$ and $42 > 36$)
- count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives)
- read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly)
- use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$)
- add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations
- recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9)
- recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.

Working at the expected standard

The pupil can:

- partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones)
- add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations
- use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100)
- subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$)

Continued on the next page

- recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$)
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins)
- identify $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.
- use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)
- read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug)
- read the time on the clock to the nearest 15 minutes
- describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

Working at greater depth

The pupil can:

- reason about addition (e.g. that the sum of 3 odd numbers will always be odd)
- use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92, as it is not a multiple of 5)
- work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$)
- solve more complex missing number problems (e.g. $14 + \square - 3 = 17$; $14 + \Delta = 15 + 27$)
- determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left)
- solve 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?")
- recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$)
- find and compare fractions of amounts (e.g. $\frac{1}{4}$ of £20 = £5 and $\frac{1}{5}$ of £8 = £1.60, so $\frac{1}{4}$ of £20 is greater than $\frac{1}{5}$ of £8)
- read the time on the clock to the nearest 5 minutes
- read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).

Maths

- Paper 1

The arithmetic paper consists of 25 questions and takes about 20 minutes, although it isn't strictly timed. This paper will test your child on their knowledge of the [four operations](#) - addition, subtraction, multiplication and division. The questions are all in number sentences, with no word problems.

Paper 2

The **reasoning paper** includes about 30 questions and takes about 35 minutes. It starts with five mental maths questions, read aloud by the teacher. The paper will test your child on their ability to apply their maths skills to various problems and puzzles. They will be tested on all four operations, fractions, measurement, geometry and statistics.

Paper 1

- $15 + 9 = \underline{\hspace{2cm}}$

- $7 + \underline{\hspace{2cm}} = 12$

- $2 \times 5 = \underline{\hspace{2cm}}$

- $36 - 20 = \underline{\hspace{2cm}}$

- $35 - 7 = \underline{\hspace{2cm}}$

- $48 + 23 = \underline{\hspace{2cm}}$

- $1/4 \text{ of } 20 = \underline{\hspace{2cm}}$

Paper 2

16 Look at these coins:



What is the largest amount you can make using **three** of these coins?

p

17 Ben ate half a pizza.

Which fraction shows the amount he ate?



Circle it.

$\frac{1}{4}$ $\frac{1}{3}$ $\frac{2}{4}$ $\frac{3}{4}$

8 A game costs £25

Ben has £19

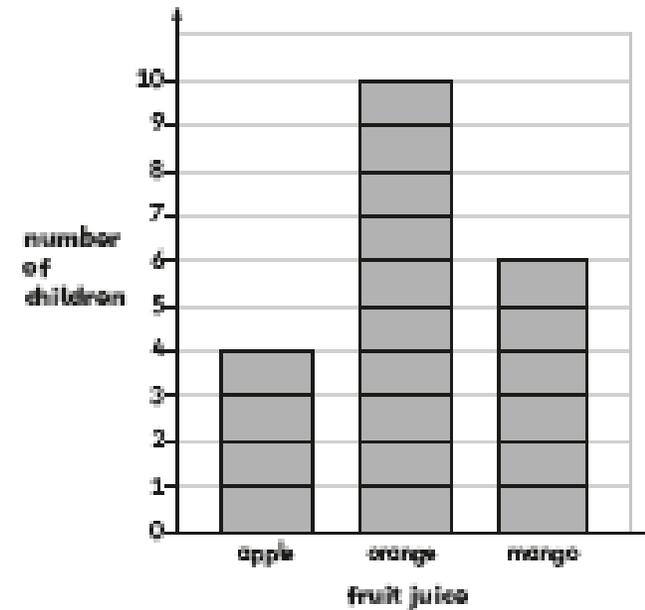


How much **more** money does Ben need to buy the game?

£

10 20 children choose their favourite fruit juice.

The chart shows the results.



(a) How many **more** children choose orange than apple?

children

(b) Another boy joins the group.

He chooses mango juice.

Add this information to the chart.

What can we do to help your child?

In School

- Daily practise of the key skills the child need to be fluent in Maths.
- Practise at similar style maths papers/ tests in arithmetic and reasoning.
- Big Maths/ Beat Maths 'tests'.
- Applying Maths in different contexts.
- Lots of talk about Maths (Reasoning!)
- Targeted adult support.
- Maths Homework linked to classwork (Practical/ Practise/ Parent support)
- Timetable focus each week.(2,5,10,4 and 3)

At home

- Be familiar with the Year 2 Maths curriculum expectations.
- Complete Maths HW with your child.
- Speak to the Class teachers if you have any questions.
- Work on the target areas suggested at Parents' evening.
- Use your 'Mymaths' login for extra support.
- Times-tables support

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^a
- 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.

What the children will need to show in a number of different pieces of 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^a
- 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.

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^a
- spell most common exception words^a
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)^a
- use the diagonal and horizontal strokes needed to join some letters.

Examples of work at the different standards

I called the boys over and told them my friendly, clever plan.

First I will need sever both bombs. To make a sever both bomb you need severs from a part. I slid and then I saw the seedrigo and then the boys said drop the both bombs. His tongue felt tingly and tickly.

He had swum away and we said our plan was.

There was once a brave soldier who helped anyone and everyone in need. His name was Traction Man!

Traction Man had a morning swim. It was only a quick one. Suddenly Traction Man heard someone screaming Help! Help! He flew upstairs to see what was going on.

He used all his strength to kick open the door. He finally got inside. He saw the Spiny getting hurt a lot.

The Spiny was really sad and angry. Traction Man saw that the evil tag was turning all over the Spiny.

So Traction Man turned on the shower on to cold and sprayed it at the evil tag. ~~I was~~ and saved the day. I wonder what ^{you} we would do tomorrow?

Examples of work at the different standards

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} was really dark in the attic and there were many deep holes in the floor. Just then some thing caught his eye. ^{It} was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. First he opened the silver ^{one} which had wires in it. ~~Soon~~ ^{Soon} he had opened all of them.

My dragon is a fire dragon. his breath can make cars sise like dinamite. Ifx you make him angry, he will breath rings of fire at you. ~~When~~ ^{When} he flys; he lights up the sky it like the sun. He ^H lives in the center of the sun. ^W when he goes to sleep the fire ^{the} in ~~the~~ sun goes out. He can turn things to stone, make people catch fire and make things explode. He can also turn any ting into food. When he gets angry he will throw you in the sun!

Examples of work at the different standards

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a krickety, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in returnst some money?"

"Sure," replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted, until she met a stranger.

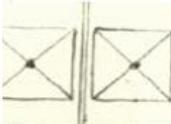
"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the allaway and finally arrived home. When she arrived, her mum was furious and she was so skubbant with Poppy. She throw the beans out of the glass delicate window as fast as a cheerah.

How to make a Paper windmill



1. Get two pieces of paper and draw a bit with an X cross with a dot in the middle of every line.



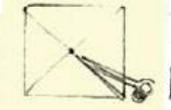
2. Draw some decorations on one side and on the other side leave it blank so how it is.



3. Put the two pieces in front of you to make sure you have got both of them.



4. Stick the decorated bit on front of the not decorated bit and stick it on.



5. Cut the lines of the cross but only to the ~~line~~ dot you did in the middle and cut it to there. Also, cut the squares with it.

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet^{cat} behaviour.

First of all I ^{am} ^{got} sorry bringing Thumper into the carpet with grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ^{will} be very dissapointed and upset about it.

Second of all from this day forward I will be a good citizen, and be treated much better, because I am more respectful. I ^{will} also try not to scratch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any reason. Please forgive me!!

Love from Tuffy

What can we do to support your child

• In School

- Greater emphasis on spelling, grammar and handwriting.
- Regular dictation activities.
- Exposure to narrative, instruction and recount styles of writing.
- Weekly independent writing session practising different types of writing, where we 'pink and green' their work.
- Weekly handwriting practise.
- Regular assessments to inform teachers of where the children need more work/practise.

• At home

- Encourage your child to write at home, always be positive about their efforts but point out a couple of ideas of where they could improve.
- Handwriting practice (ask teachers for practice sheets if required).
- Work on the target areas suggested at Parents' evening.

Different text types

Narrative, Information, Description, Science Investigation, Recount, Book review, Instructions

KS1 Assessments – What will you be told?

For KS1 English reading, English writing and Mathematics

- Foundations for the expected standard (PKS)
- Working towards the expected standard (WTS)
- **Working at the expected standard (EXP)**
- Working at greater depth within the expected standard (GD)

• For Key Stage 1 Science

- ‘Working at the expected standard’
- or
- ‘Not working at the expected standard’

Scores

You will also be given their standardised score for the tests they sit.

What happens with these results?

Attainment

- Percentage of children who gained EXP and percentage of children who gained GD
- The Teacher Assessed results are reported to Government.
- The school results are then compared against the Local Authority average and the National Average.

Progress

- For KS1, progress is worked out by comparing the child's scores from end of EYFS to end of KS1.
- E.g. If a child was at the EXP standard at the end of EYFS they should get to the EXP standard at the end of KS1 for good progress. If that child reaches GD they will have made better than good progress

What do the children need to know?

- That they need to try their best in everything they do.
- How to approach a test so they don't panic. E.g. if they are unsure on a question move on and come back to it.
- We need to try not to put pressure on them about SATS/ assessments/ scores etc.
- That their teachers and families are doing all they can to help them reach their potential.

Useful Websites

Sample papers

- www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials
- <https://www.gov.uk/government/publications/key-stage-1-tests-2017-mathematics-test-materials>

<http://www.twinkl.co.uk/resources/literacy/grammar-spag/grammar>

<http://www.learninggamesforkids.com/>

<http://www.theschoolrun.com/KS1-SATs-in-2016>

<http://www.mathsmadeeasy.co.uk/key-stage-1-english-maths-2016-tests.htm>

Any Questions

