



Welcome to the Year 2 Briefing

Assessment Arrangements in Year 2



Aim of tonight

- To define what the Year 2 SATs are.
- To explain what this means for your child – how the assessment works- what we do here in school towards these.
- To give you an idea of the expectations to meet in the framework.
- A few ways to help support your child at home if you wish.



National Year 2 SATs

- End of KS1 assessment in order to check the progress and attainment of pupils from end of reception to Year 2.
- Led by teacher assessment – a range of evidence gathered across the academic year.
- There is a ‘paper’ element in May – but it’s purpose is to be seen as one part of the whole teacher evidence gathered – it isn’t a standalone test-based assessment!



How does teacher assessment work?

- Teacher assessment is used across school to ensure the pitch of work is right for your child, based on what they can do/find tricky.
- In year 2, we assess in the same way – building up a picture of a child's understanding for their day-to-day work, so that across the year, a full curriculum has been taught and learned.
- The framework is used at the end of the year to assess how much of the KS1 curriculum your child understands.
- It has a range of “I can” statements that a child will need to show evidence to be assessed at the standard.
- The proceeding standard/s must also have evidence.



Interim Framework – What is it?

- The interim framework has a range of 'can do' statements for children to evidence in Reading, Writing & Maths.
- Just like our school reports, it shows where children are working within the curriculum.



What are the standards?

- Pre – key stage standard
- Working towards
- Working at
- Working in greater depth



What does it mean for my child?

- In class, teachers are still teaching the full curriculum and using school assessments but know and understand the framework to give the right opportunities for the children to meet their targets and collect a range of evidence across these.
- In the subjects, should to meet **all** the statements to meet that standard.



Writing

Alongside composition, some key elements here are:

- Handwriting- spacing/size/ some joins for GD
- Correct use of capitals, full stops, and question marks
- Spelling words correctly



Handwriting

Key skills your child needs by the end of the year.

- Letters correctly formed using a cursive form.
- Lower case letters all sizes accurately.
- Upper case letters formed correctly and accurately sized.
- Using horizontal and diagonal joins accurately.
- Letters to be of the correct size and orientation in relation to each other.



Expectations

- Age related spelling patterns
- Age related 'common exception words'
- Regular assessment of independent use within English writing

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	



Reading

Some key elements here are:

- Reading accurately
- Reading fluently (over 90 words per minute)
- Answer questions and makes some inferences on what they have read
- Make inferences, predictions & links (for GD standard)



Maths

Some key elements are:

- Understanding place value to 100
- Reading and writing numbers correctly (for example, writing individual digits the correct way around)
- Doubling/halving
- $+$, $-$, \times , \div
- Identifying fractions (and finding & comparing fraction of amount for GD)
- Reading time to 15 mins or 5 mins (GD)
- Understanding money in £ and P
- Naming 2D & 3D shapes & describing properties
- Solving word problems



The assessment papers

- Throughout May 2018
- 2 Reading papers – with a comprehension focus
- Maths – an Arithmetic paper – pure maths – number understanding, place value, counting & formal methods of addition/subtraction etc
- & a Maths Reasoning paper- 5 mental maths questions then 30 minutes of using and applying questions
- Optional SPAG paper
- **These are not standalone test but will be used alongside teacher assessment.**



SPAG – Spelling, punctuation and grammar.

- Optional – due to past couple of years of issues
- We will report on SPAG attainment in our **school** reports, as it is an important part of the curriculum



SPAG expectations.

End of Year 2 expectations.

- Consolidation of capitals letters, full stops, question marks, exclamation marks, commas in lists, adjectives, conjunctions, contractions, expanded noun phrases
- Understanding sentences as statements, questions, commands & exclamations
- Conjunctions for coordination (or, and, but) subordination (when, if, because)

Key vocabulary children should be using:

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



Ways to help at home. Reading

- *Little and often with a focus on:*
- Increasing speed of reading out loud
- Sounding out unfamiliar words without hesitation
- Developing fluency (and accuracy) when reading aloud
- Answering questions based on inference and referencing the text.



Ways to help at home. Writing

Think three P's

- Posture
- Pencil grip
- Paper position

Regular practise of key skills for words and short sentences.

Useful websites:

letterjoin.co.uk

teachhandwriting.co.uk/letter-joins

Apps: crazy cursive letters - joined



Ways to help at home.

Maths

- Place value of 2 and 3 digit numbers
- Addition facts to 20 and 100 and the related subtraction facts
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.
- Practical activities linked to real life
 - Fractions: identifying fractions of shapes and amounts
 - Money: using different coins to make same amounts
 - Measures: reading time to at least 15 minute intervals, reading scales.



Any questions?