

A decorative graphic on the left side of the slide, consisting of a black crosshair with a blue square in the top-left quadrant, a red square in the bottom-left quadrant, and a yellow square in the bottom-right quadrant.

# LOVING LEARNING

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## Statutory Assessment Evening

**30<sup>th</sup> January 2019**



# Aims of our Assessment Meeting

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- To outline the expectations of the year 2 curriculum
- To inform you of how we assess the children in Year 2
- To share the format of and approach to SATs in Year 2
- To offer guidance on how you can support your child



# What is the National Curriculum?

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- A Government document that states what your child is supposed to learn in a range of subjects and when.
- National Curriculum is statutory in maintained primary schools.
- In 2014 a new version of the National Curriculum was introduced.



# Assessment Language

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At the end of Year 2 the aim for all children is to be **working at the expected standard**. This means your child has securely understood everything they have been taught.

Some children will be working at **greater depth** within the expected standard and some will be working **towards** the expected standard.

Some children who have yet to master the year 2 curriculum will be assessed as having growing development of the expected standard.



# How do we make assessments?

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- Collecting evidence all day every day.
- Reading 1:1, in a group or conversations during story time.
- Written pieces of learning.
- Talking to the children.
- Working along side the children
- Observations of activities.



# Statutory Assessment in Year 2

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- SATs are just one piece of evidence used to assess in Year 2.
- Take place during May (please ensure your child is in school).
- Low key.
- Children will be used to the format of the papers as we practise them in class.



# Reading expectations

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## 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.



# What can I do at home to help develop my child's reading skills?

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- Encourage your child to read widely and frequently.
- Discuss the meaning of words and use a dictionary to explore further.
- Encourage your child to make predictions based on what they have read and offer an opinion about what they are reading.
- Ask about characters' feelings and talk about their behaviours.
- Ask questions throughout to ensure your child is understanding what they are reading.





# SATs - Reading

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- Two reading papers; both contain 2 texts, one fiction and one non-fiction.
- Paper 1: Sections of text and then questions.
- Paper 2: Long section of text followed by questions.
- All children sit both papers.

When she came back, the palace  
had gone. Her bedroom was tidy.  
Molly didn't understand.  
"It's magic," thought Molly.



1 Molly didn't understand.

This means Molly was...

Tick **one**.

angry. ☐

sad. ☐

happy. ☐

confused. ☐



1 mark

2 What did Molly think was magic?

\_\_\_\_\_



1 mark

On Tuesday, Molly was racing in the garden when her  
mother said, "Molly, tidy up!"

But she was too busy hopping  
around her race track. Then  
Molly went for tea, and she still  
hadn't tidied up.

When she came back, her  
race track had disappeared.  
"Something with a lot of arms  
is tidying up," thought Molly.



3 What was Molly doing on Tuesday?

\_\_\_\_\_



1 mark

4 Molly thought that something with many arms had been  
in the garden.

Why?

Her race track had been...

Tick **one**.

eaten up. ☐

dropped. ☐

picked up. ☐

broken. ☐



1 mark

## Water in nature

Water from lakes, rivers and streams is called fresh water and, after cleaning, it can be used for drinking. Water from oceans and seas is called salt water. Drinking lots of salt water can make you very ill.

## Seas

Seas are large areas of salt water that surround the land. The largest seas are called oceans. The three biggest oceans are the Atlantic, the Indian and the Pacific. The Pacific Ocean is the biggest of them all.



- 17 What is the main difference between seawater and fresh water?

Tick **one**.

dirt ☐

salt ☐

fish ☐

air ☐



1 mark

- 18 What is the name of the biggest ocean?

\_\_\_\_\_



1 mark

## Lakes

Lakes are large bodies of water with land all around them. Most lakes are full of fresh water. Lake Victoria in Africa is one of the biggest lakes in the world.



**Lake Victoria**

## Rivers

Rivers are full of fresh, moving water and flow across the land. Some of England's rivers are the Avon, the Mersey, the Thames and the Tyne.



**River Tyne**

- 19 The text tells us about rivers in England.

Name **two** of them.

1. \_\_\_\_\_
2. \_\_\_\_\_



1 mark

- 20 Draw **three** lines to describe oceans, lakes and rivers.

oceans

bodies of fresh water

lakes

moving fresh water

rivers

large areas of salt water



1 mark



# Sea Spray Swimming Pool

## FREE swimming lessons for YOU

Are you aged between 5 and 10? Would you like to learn to swim or to improve your swimming skills? Then you may be interested in our fantastic offer during the school summer holidays.

Sea Spray Swimming Pool is running a super ten-day swimming course and we are making you an offer you can't refuse because two of the lessons will be completely free!



The lessons are suitable for complete beginners to advanced swimmers. The instructors are trained to teach swimming, life-saving and all water skills. Are you scared of water? Don't worry! Our trainers are experts in dealing with nervous beginners.

**The lessons will run from 1st – 14th August.**



To join, all you have to do is come to Sea Spray Pool for your first lesson on Monday, 1st August at 10:00am and bring:

- a swimming kit
- a towel
- a packed lunch.

You must bring an adult with you, so speak to your parents or carers about this wonderful offer. Your swimming ability will be checked and you will be put into one of three groups:



- **Tadpole**
- **Goldfish**
- **Dolphin.**



During your lessons, we ask you to keep to these 'golden' rules:

1. Listen to the trainers and follow their instructions at all times.
2. Help to keep changing rooms clean and tidy.
3. Do not shout or dive into the pool.

Sea Spray Pool will provide all of your equipment and the swimming instructors.

At the end of the course, there will be a gala with races and a party.



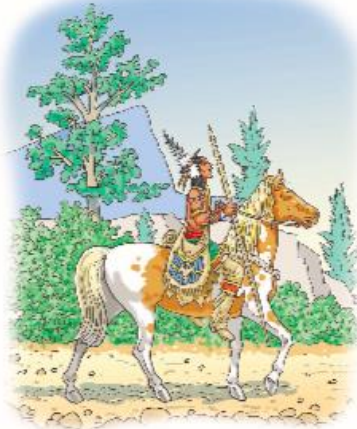
*This is an old Native American story about a man called Heron Feather and the time he met a fox.*

*Heron Feather is a Native American warrior. Warriors were sometimes known as 'braves'.*

## The Fox and the Boastful Brave

One fine day, a hungry fox was walking down the road. His tummy was rumbling so loudly that he almost didn't hear the sound of someone coming. Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Over the top of the hill, he saw a tall feather. Fox crouched down and prepared to pounce on the bird. Imagine his surprise when he saw that the 'bird' was riding a horse! The feather was stuck in the headdress of a handsome young man who was riding along the path, singing as he went, "No one is handsomer than Heron Feather. No one is a better fisherman than Heron Feather. And I should know, for I am he."



Fox didn't care if the man was handsome, but he pricked up his ears at the word 'fisherman', for where there are fishermen, there are fish. And a tasty fish would just suit Fox. His nose twitched. A delightful fishy smell was coming out of the man's leather bag.

Heron Feather continued his boastful song. He was on his way to ask a young woman called Swaying Reed to marry him, and he was making himself feel braver by singing his own praises.

Fox bounded ahead of the horse and lay down on the path.

"No one is stronger than... what's this? A fox? When Swaying Reed's mother sees this, she will know what a great hunter I am."

And he picked Fox up, flung him into his bag of fish and laced it shut again. Heron Feather remounted and began a new song.

"No one is a greater hunter than Heron Feather..."

Inside the bag, surrounded by lovely smelly fish, Fox's mouth was watering. He waited a few minutes, then bit a big hole in the side of the bag. One by one, all the fish fell out, followed last of all by Fox. Heron Feather was singing too loudly to notice.





(page 7)

**11** How did Fox trick Heron Feather into picking him up?

Tick **one**.

He prepared to pounce. ☐

He lay on the path. ☐

He bounded ahead. ☐

He hid in a bush. ☐

☐ 1 mark

(page 7)

**12** (a) How did Fox escape from the bag?

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☐ 1 mark

(b) Why did Heron Feather **not** notice Fox's escape?

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☐ 1 mark

(pages 6–8)

**13** (a) The story shows that **Heron Feather** was...

Tick **one**.

truthful. ☐

foolish. ☐

very brave. ☐

hard-working. ☐

☐ 1 mark

(b) The story shows that **Fox** was...

Tick **one**.

loud. ☐

slow. ☐

clever. ☐

shy. ☐

☐ 1 mark

(page 8)

**14** (a) How do you think Heron Feather felt at the end of the story?

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☐ 1 mark

(b) Why did he feel like that?

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☐ 1 mark

# Writing expectations

## 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.



# What can I do at home to help develop my child's writing skills?

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- Encourage your child to write at home for a range of purposes.
- Model writing for your child.
- Talk about your child's writing, e.g. How could we improve this?
- Encourage joined handwriting.

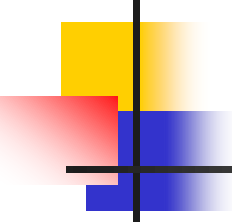




# What can I do at home to help develop my SPAG skills?

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- Use the correct vocabulary such as adjective, noun, adverb.
- Notice the spelling of words in reading; particularly common exception words.
- Encourage your child to check their spelling using their phonic knowledge, word lists and a dictionary.
- Model how to use correct punctuation in writing and play spot the punctuation in reading.



# SATs - Maths

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- Two maths papers.
- Paper 1: Mental arithmetic.
- Paper 2: Reasoning.
- Focus on number fluency.
- Only equipment: Pencil, ruler and a rubber.

# Maths expectations

## Working at the expected standard

The pupil can:

- read scales<sup>2</sup> 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.



# What can I do at home to help develop my child's maths skills?

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Practise mental fluency by;

- Playing maths games online (Education City)
  - Playing board games
  - Playing card games etc
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- There is lots more information on our web site.

9

$$43 - 5 = \boxed{\phantom{000}}$$



1 mark

11

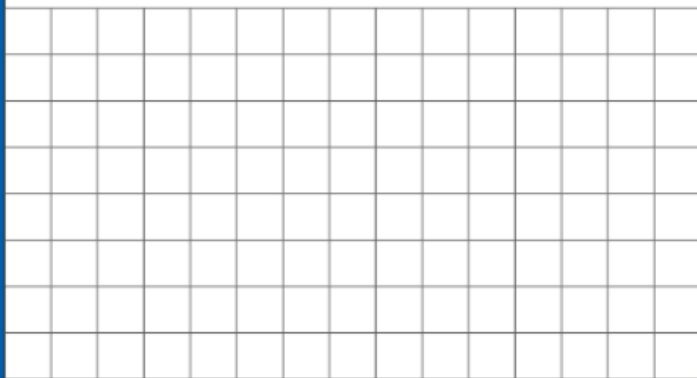
$$20 + \boxed{\phantom{000}} = 70$$



1 mark

10

$$84 + 12 = \boxed{\phantom{000}}$$



1 mark

12

$$97 + 5 = \boxed{\phantom{000}}$$



1 mark

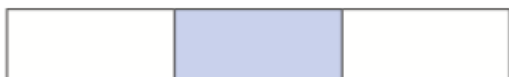
- 23 Write the missing number to make this number sentence correct.

$$9 + 7 - \square = 12$$



1 mark

- 24 Tick the shape that has exactly  $\frac{1}{3}$  shaded.



1 mark

- 25 Complete these sums.

One is done for you.

$$\boxed{3} + \boxed{7} = \boxed{10}$$

$$\boxed{33} + \boxed{\phantom{00}} = \boxed{40}$$

$$\boxed{\phantom{00}} + \boxed{7} = \boxed{80}$$



1 mark



# Thank you for joining us this evening

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Any questions?