

Year 2 Parent Meeting

12th May 2022

Year 2

Purpose of the meeting

- Update national updates in KS1 assessment
- Explain school's arrangements for SATs
- Chance to look at **KS1** test materials (these are available online

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>

- Ways you can help

National picture

- Children are assessed in the following ways...
 - Working towards the Year 2 standard
 - Working at the expected standard
 - Working at greater depth
- Teacher assessment is more important than the tests (based on evidence)

National picture

Reading- around 75% children nationally make expected standard (RLI- 83%)

Writing- around 69% children nationally make the expected standard (RLI-74%)

Maths- around 76% children nationally make the expected standard (RLI-79%)

SATs- what are they?

- Happen in May- no set date
- Small groups
- Children not really aware they are happening (do not want them to worry!)
- 2 Reading papers
- 2 Maths papers
- 2 Spelling, Punctuation and Grammar papers (not compulsory)

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-appropriate¹ 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 words²
- 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

There will be a variety of question types:

- Multiple choice
- Ordering, e.g. 'Number the events below to show in which order they happened in the story'
- Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'
- Short answer, e.g. 'What does the bear eat?'
- Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons'

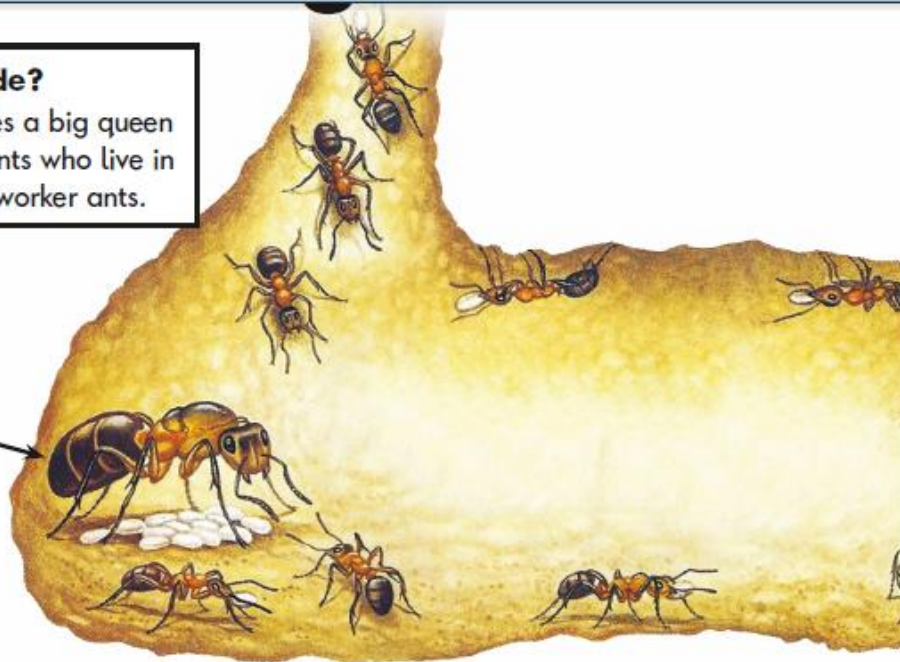
Reading

Who lives inside?

Inside the nest lives a big queen ant. Most of the ants who live in the nest are busy worker ants.

Queen ant

The queen ant spends all her time laying eggs.



1 Which word in the text describes what worker ants are like?

Tick **one**.

sleepy

noisy

busy

fast



So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



6 Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster
liked boats.

A boat drifted
towards them.

They were
by the sea.

It was a
sunny day.



7 Why was Monster worried?



"Where are we going?" Monster asked nervously.

"To that island," said Frog, pointing towards a tiny spot on the horizon.

"It's a long way," said Monster. "I don't think I like boats."

Monster was beginning to feel seasick.



8 What could Frog see on the horizon?

Tick **one**.

a boat

the sun

an island

a beach

9 Find and **copy one** word which tells you that Monster was not feeling well in the boat.



20

Number the sentences below from 1 to 4 to show the order they happen in the story.

The first one has been done for you.

They found a big basket.

They fell asleep on an island.

They went in a boat.

The boat drifted away from them.

END OF TEST

7

Then she had an idea...

The word *idea* means...

Tick **one**.

a dream.

a feeling.

a thought.

an adventure.

11

As we stride along the street

Which word means the same as *stride*?

Tick **one**.

crawl

march

dance

climb

9

Draw **three** lines to show where Molly was playing on each day.

Monday

garden

Tuesday

living room

Wednesday

bedroom

9Think about the **whole story**.Put ticks in the table to show which of these are **true** and which are **false**.

Sentence	True	False
Bryn liked to play with trucks.		
Bryn's mother worked on a farm.		
Bryn lived in a village.		



1 mark

How can I help at home?

- Read, read, read!
- Ask questions about the book (characters, setting)
- Discuss which order events happen in
- Vocabulary- find out the meaning of new words
- Make links between books
- Write what they say on their reading card
- Comprehension activities

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.

* For example, base 10 apparatus.

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. $29 + 17 = 15 + 4 + \square$; '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).

Maths

- 2 papers
- Paper 1- arithmetic
- Paper 2- fluency, reasoning and problem solving
- No apparatus – except for a ruler

Maths

1

$5 + 7 = \boxed{}$



2

$19 - 9 = \boxed{}$

7

$$\boxed{} + 5 = 9$$



8

$$46 + 7 = \boxed{}$$

15

$3 \times 3 = \boxed{}$

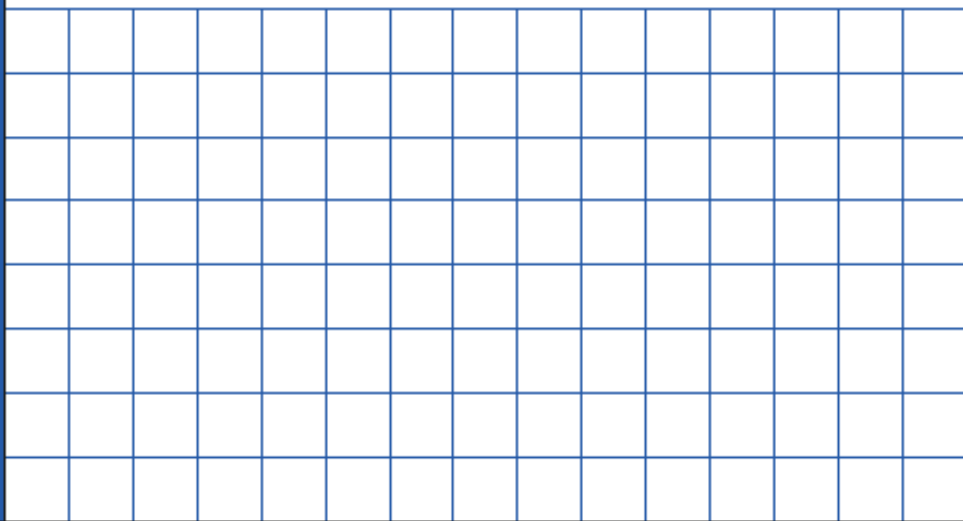


16

$12 \div 2 = \boxed{}$

23

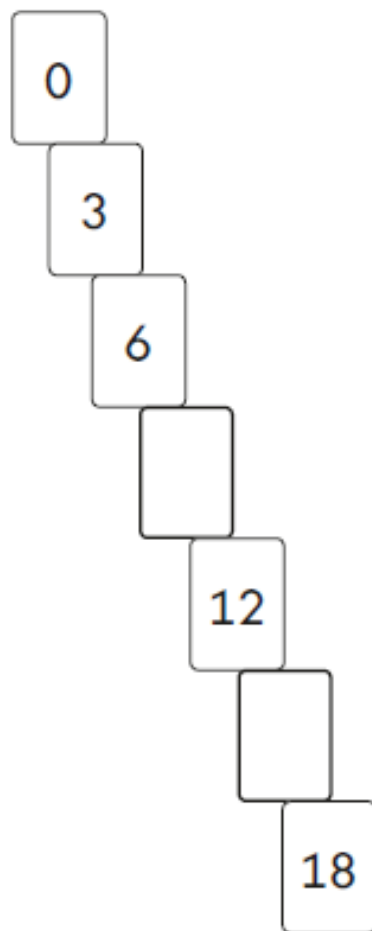
$$65 + \boxed{} = 93$$



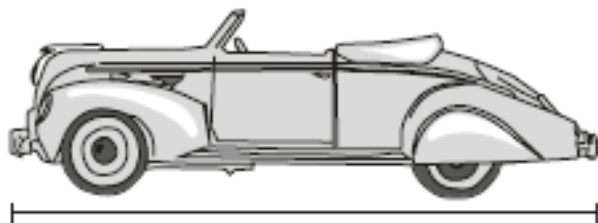
24

$$\frac{1}{3} \text{ of } 21 = \boxed{}$$

10 Write the **two** missing numbers in this pattern.

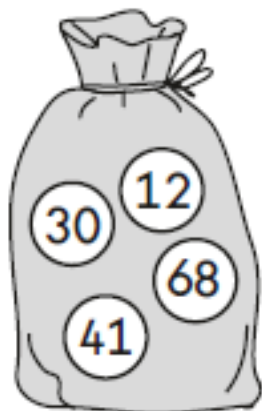


- 11 Use a ruler to measure the length of the toy car.

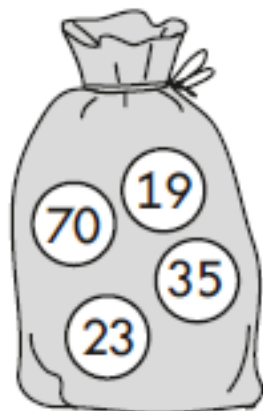

cm

- 12 Two of the numbers are in the **wrong** bag.

Draw a cross (X) on each of them.



even numbers



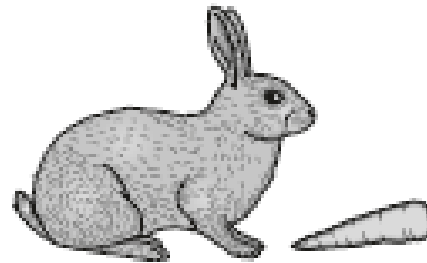
odd numbers

22

Amy plants 4 rows of carrots.

There are 3 carrots in each row.

A rabbit eats 2 of the carrots.



How many carrots are left?

Show
your
working

carrots



2 marks

How can I help at home?

- Count in different steps
- Number websites
- Use small objects to find number pairs to 10, 20 and 100
- Doubles and halves
- Odds and evens
- Practise different strategies
- In our class pages there are links to website that can support their understanding and fluency

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 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.

Writing

- No test- teacher assessment
- Evidence in all books, not just Literacy book

How can I help at home

- Handwriting- make sure they are starting letters in correct place
- Practise spellings
- Talk about capital letters and full stops

Any Questions?

If you need to contact us at any point
please speak with us at the door or
send an email...

langtree.j@welearn365.com

bickle.c@welearn365.com

Questions asked at the meeting

When are they taking place?

We have begun with Reading Paper 1 already this week as this is the most familiar to the children as we see these types of questions within our lessons. This is to maximise the time we have in the remaining weeks to allow us to work in small groups.

Questions asked at the meeting

What if a child is 'working towards' the expectations? Would these children still need to do all of the papers?

No, Miss Bickle and Mrs Langtree will make decisions about the appropriateness of the children sitting the tests. We will discuss this with individual parents. It may be that after trying the first paper it's not fair or necessary to sit another paper.

Questions asked at the meeting

What about the children with SEND or other difficulties?

We have organised our timetables to allow all of the children to sit the 'quizzes' with a known adult and where needed on a 1:1 basis. Children are given breaks as needed within the paper and are simply encouraged to do their best.

Questions asked at the meeting

Why haven't we sent out lots of practice papers like some schools have?

This is a conscious decision by the school to not pile on unnecessary pressures to our children and families. We have made examples of each paper available on Purple Mash for the children to share with you at home. We would much rather the children be settled and happy than to spend too much precious learning or down time prepping for the SATs. We instead have exposed them to SATs style questions in the past term to help them feel more ready.

Questions asked at the meeting

When will we find out about the results?

These will come home to you with the end of year reports. We aren't told the benchmarks until June and will communicate these towards the end of the year.