

Supporting your child at home and end of KS₁ assessment



Guidance for Parents
2024

Aims

- To explain the Year Two assessment process.
- To support you with how you can help your child at home.
- To explain the transition to year 3.

Year 2

At the end of year 2, the children will sit some assessments.

We will use SATs papers.

Assessments take place throughout the month of May for all children leaving KS1.

However, the tests are only another piece of evidence to inform the teacher's overall assessment of your child's attainment- Miss Mulready and Miss Jupp are collecting evidence in every lesson taught and assessed.

How we report to you.

WORKING TOWARDS the 'Nationally Expected Standard' for a pupil at the end of Year 2

WORKING AT the 'Nationally Expected Standard' for a pupil at the end of Year 2

WORKING AT GREATER DEPTH *within* the 'Nationally Expected Standard' for a pupil at the end of Year 2

Pre key stage: Children not meeting the WORKING TOWARDS 'Nationally Expected Standard' category for a pupil at the end of Year 2

How do we gather evidence and support the children?

- Teaching the National Curriculum
- Continuous assessment
- Maths lessons
- Writing lessons
- Reading lessons
- Phonics lessons
- Spelling, Punctuation & Grammar lessons
- Hearing your child read regularly (in phonics lessons/VIPERs/1:1)
- Writing assessments carried out regularly
- Practising previous SATS papers
- Setting appropriate home learning to support teaching & learning in school

How do we gather evidence and support the children?

- All class work is used for evidence of meeting the standard.
- Children must meet **all** the criteria to get the standard.
- Therefore, **good attendance** and **supportive home learning** is key to your child's progress and attainment.

Tests

- Reading

2 papers (Paper 1 and Paper 2)

- Maths

2 papers (one arithmetic paper and one reasoning paper)

- SPaG

2 papers (one spelling paper and one grammar/punctuation test)

We collect evidence for writing within our English lessons.

Reading Paper 1

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."



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?

Bread

A farmer plants seeds in spring. By summer,
they have grown into tall, waving wheat with
fat, ripe grains at the tip of every stalk.

The farmer cuts the wheat with a giant machine
called a combine harvester. Then the farmer
sends the grains to a flour mill.

The miller grinds the grains of wheat into flour
and then trucks take the flour to a bakery.



10 What do the seeds grow into?



1 mark

11 *The miller grinds the grains to make them into...*

Tick **one**.

seeds.

wheat.

flour.

dough.



1 mark

Reading Paper 2

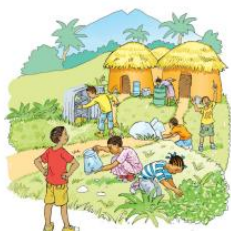
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Games From Around the World

All around the world, children play all sorts of different games. You don't need expensive games or lots of space to play a great game, just some imagination!

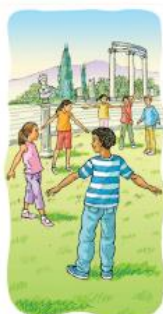
Play can be inside or outside, and you can play on your own or with lots of friends. Some games are calm and quiet, whilst others are very noisy! Some games like football, chess and jigsaw puzzles are popular in lots of countries so they have the same rules and equipment wherever they are played. But some games are only well known in certain countries.

Here are five games that children in different countries like to play:



Pilolo – from Ghana

Pilolo is a hiding game using sticks, stones, coins or other small items. One child hides the objects. It's then a race for all the other players to find one of the hidden items and get back to the finish line first. You need quick eyes and quick feet for this game!



Statues – from Greece

One child is 'it' and stands in the centre of a large space, counting loudly. The other players walk around waiting for that child to shout, 'statue'. When they hear this word, the players freeze like statues. Anyone who is moving is out. Then, the child who is 'it' tries to make the others laugh or move. The last player remaining as still as a statue is the winner and becomes the new 'it'. This game can be great for practising your balance if you are standing in an awkward position.

Oonch Neech – from Pakistan

The name of this game means 'up down'. It involves lots of running around. Children have to be 'up' off the ground, such as on a chair, or 'down' where they must be touching the ground. One child is 'it' and has to catch the others. It uses up lots of energy and is great fun.



Kangaroo Skippyroo – from Australia

In this game, one child pretends to be a sleeping kangaroo with its eyes shut. When a player touches the kangaroo's shoulder, the kangaroo has to guess who it is. This game is all about guessing.



1 Children around the world...

Tick **one**.

do not like playing games.

only play one game.

play many games.

must have very expensive games.

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2 Find and copy two things that could be hidden in *Pilolo*.

1. _____

2. _____

(page 5)

3 Look at the *Statues* section.

Why is *Statues* a good name for this game?

(page 5)

4 What do the words *Oonch Neech* mean?

Helping At Home- Reading

How you can help:

- Read with your child daily.
- Ask them questions about their reading.
- Discuss new vocabulary and word meaning.
- Read a range of texts- not just school books- and talk about the content.
- Visit [Oxford Owls](#) for tips and Ebooks.

Maths Paper 1 – Arithmetic

11

$$68 + 20 = \boxed{}$$



22

$$100 - \boxed{} = 52$$



19

$$\boxed{} = 19 - 5$$



2

$$5 + 10 + 5 = \boxed{}$$



Maths Paper 2 – Reasoning

10 Sam has cards that are numbered 1 to 8

Sam turns over two of the cards.



Which two cards has Sam turned over?

Write the numbers on the cards below.

24



biscuits
20p each

cakes
25p each

Sam buys **3** biscuits and **1** cake.

How much does Sam spend **altogether**?

Show
your
working

p

Helping At Home- Maths

How you can help:

- Practice your child's maths homework with them frequently. Recap previous clubs too.
- Use the websites and apps, including [TT Rockstars](#) and [Doodle Maths](#), shared with you to support your child.
- Buy your child a watch and get them to tell the time as much as possible.
- Allow your child to use maths in real life situations such as measuring ingredients for a recipe, paying in a shop or sharing their sweets equally between friends (and hopefully you!) .

Working Towards the Standard in Writing

| WORKING TOWARDS THE EXPECTED STANDARD |
|---|
| 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. |

Children who do not meet the 'working towards' statements will be working on the Pre-Key Stage statements.

Working at the expected standard in Writing

| WORKING AT THE EXPECTED STANDARD |
|--|
| write simple, coherent narratives about personal experiences and those of others (real or fictional) |
| write about real events, recording these simply and clearly |
| demarkate 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) |
| use 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. |

Children have to meet all of these objectives consistently to be classed as working at the expected standard.

Working at the Standard in Writing

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~^{snack}. Next we went into the woods. Vicki gave us a mira
It was very scary because it was like you were walking in the sky!
Then we had to guide our friends to a tree
After that we had a sticky position party
mine was disgusting. Finally it was lunch time!
After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.
The trip was great! my favorite part of the day was identifying the trees.

Working at greater depth in Writing

| WORKING AT GREATER DEPTH |
|---|
| 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. |

Children have to meet all of these objectives consistently to be classed as working at greater depth.

Greater Depth in Writing

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} sorry ^{for} bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ~~would~~ ^{will} be very dissapointed and upset because of 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 ~~scrath~~ 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

Spelling, Punctuation and Grammar test (SPaG)

Spelling 1: The word is **sea**.

Sharks live in the **sea**.

The word is **sea**.

Spelling 2: The word is **cave**.

Amy explored the **cave** with a torch.

The word is **cave**.

Spelling 3: The word is **bird**.

The **bird** made a nest.

The word is **bird**.

Spelling 4: The word is **funny**.

That joke was really **funny**.

The word is **funny**.

Spelling 5: The word is **skin**.

Protect your **skin** from the sun.

The word is **skin**.

Spelling 6: The word is **fall**.

The leaves **fall** from the trees.

The word is **fall**.

Spelling 7: The word is **longest**.

We learnt about the **longest** river in the country.

The word is **longest**.

Paper 1- 20 spellings

1 Tick the correct word to complete the sentence below.

It was raining heavily, _____ Fatima went out to play.

Tick **one**.

but

if

or

that

2 Circle the **adjective** in the sentence below.

The tree was taller than the house.

Paper 2- questions about punctuation and grammar

Helping At Home- Writing/Spelling

How you can help:

- Practice your child's spellings with them at least 3 times a week and write 5 sentences including their spelling words.
- Regularly look over previous spelling patterns and recap some of the words.
- Encourage your child to write in their neatest handwriting.
- Encourage your child to have a go using phonic knowledge and knowledge of patterns when writing.
- Use the websites and apps, including Doodle Spell.

Transition to year 3

- There will be an information evening later in the year with the year 3 team.
- Classes will be mixed. You will receive a letter about this and a friendship form.
- Please talk to the class teacher if you have any questions about this.

USEFUL WEBSITES

<http://www.ictgames.com/resources.html> - A wide range of literacy and numeracy games to reinforce concepts covered in Reception and KS1

http://www.bbc.co.uk/schools/digger/5_7entry/5_7.shtml - Digger and the Gang literacy and numeracy activities aimed at 5 - 7 year olds

<http://www.crickweb.co.uk/ks1numeracy.html> - 15 interactive activities covering a range of mathematical skills, aimed at children in Years 1 and 2

<https://www.topmarks.co.uk/> great, especially for maths games

<http://www.coxhoe.durham.sch.uk/Curriculum/Numeracy.htm#Links%20to%20Useful%20Sites>

<http://www.woodlands-junior.kent.sch.uk/maths/index.html>

These school websites contain links to a huge range of games and interactive resources, which are grouped by the area of maths they relate to (addition, subtraction, shape etc).

<http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm>

This site has a range of grammar and punctuation activities. There is also a new English Curriculum zone.

<http://www.bbc.co.uk/bitesize/ks1/>

The BBC website is constantly being updated with a range of English activities and games (Reading and Writing) you can access.

<http://www.crickweb.co.uk/ks1literacy.html> Range of English activities and games.

Plus TT Rockstars, Doodle Maths and Doodle Spell.

Finally, while we have made every effort to ensure that these websites are relevant and appropriate. We would strongly advise that children are supervised at all times when accessing the Internet.

This presentation will be available
on the school website from
tomorrow.