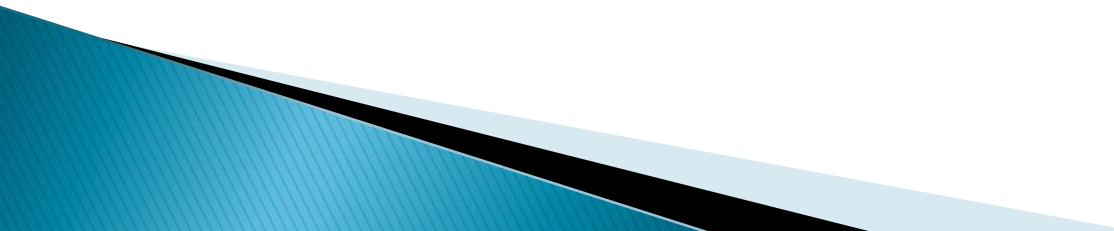


Year 2 Parents' meeting

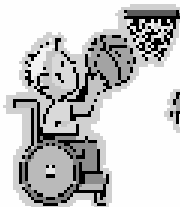
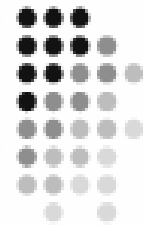
13th October 2017

Purpose of the meeting

- ▶ Clarify the expectations for year 2
 - ▶ Roles and responsibilities of school staff
 - ▶ Roles and responsibilities of you as parents
- 

School Vision

Our core aim/aspiration....




To improve the life chances of
the children in our school,
To give every child the best
possible present and future.

National curriculum

A new national curriculum was introduced in September 2014

This new curriculum was more challenging than the previous curriculum with higher standards expected.

The children are continuously assessed using a range of assessment methods. In addition, they will complete year 2 SATs in May 2018.



So what do the tests involve?

Reading tests:

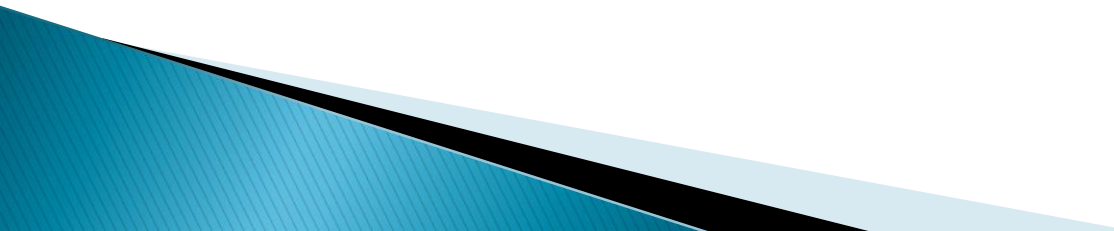
2 papers

- ▶ 1 with test and questions combined
- ▶ 1 with test and questions in a separate book – 40 mins
- ▶ All children working at the level of the tests will take both tests.

Year 2 pupils who did not reach the expected standard for the year 1 phonics screen in 2017, will do it again in June 2018.



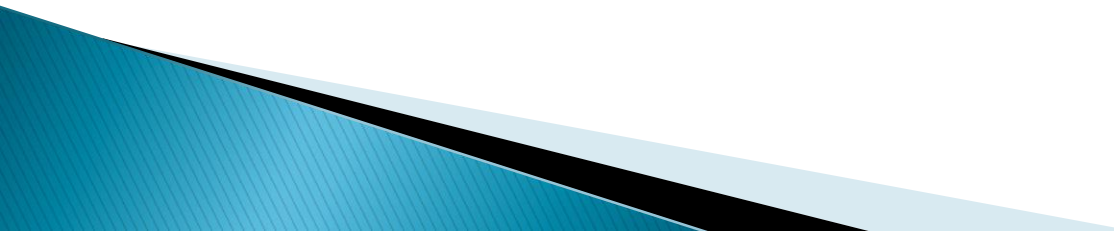
Spelling, Grammar and Punctuation

- ▶ SPAG test – Spelling, Punctuation and Grammar test
 - ▶ Separate spelling test
 - ▶ Range of answering styles: filling in tables, joining up boxes, circling words etc.
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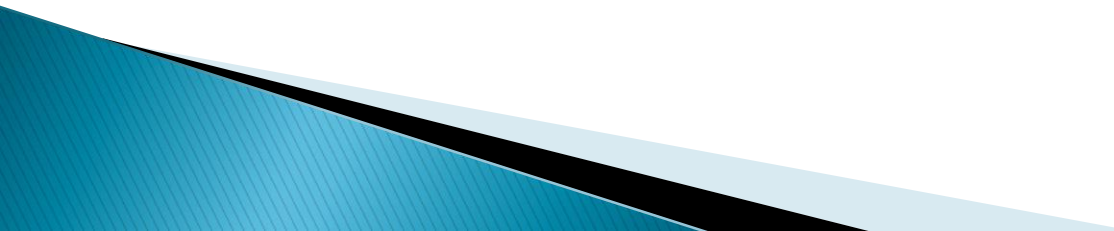
Maths

- ▶ 2 tests
- ▶ 1 arithmetic test
- ▶ 1 reasoning test

Tests


- ▶ Informal, small groups with teacher so that children are comfortable, will be told they are doing special work. When needed, questions can be read to the children for maths and grammar, punctuation and spelling.
 - ▶ If you wish to see examples of tests from 2016 and 2017 please see the link on our school website.
- 

What will the tests tell us?

- ▶ Each child will be given a 'raw' score from the test
 - ▶ This will be converted to a 'scaled' score
 - ▶ The expected standard will be a 'scaled' score of 100, children achieving a score below this will be working below expected standards, children achieving 100 or above will be working at the expected standards
 - ▶ You will be informed of your child's scores on the tests in the end of year reports
- 

Tests + teacher assessments

Teachers will use the tests, and the work that children do every day, to decide whether your child is:

- ▶ Working below the standard of key stage 1 (Pre–Key Stage Foundations)
 - ▶ Working towards the expected standard
 - ▶ Working at the expected standard
 - ▶ Working at greater depth within the expected standard
- 

Reading – working at expected standard

- ▶ **The pupil can:**
- ▶ read accurately most words of two or more syllables
- ▶ read most words containing common suffixes*(-ly, -ment, -ed, -er, -est)
- ▶ read most common exception words.*

In age-appropriate books, the pupil can:

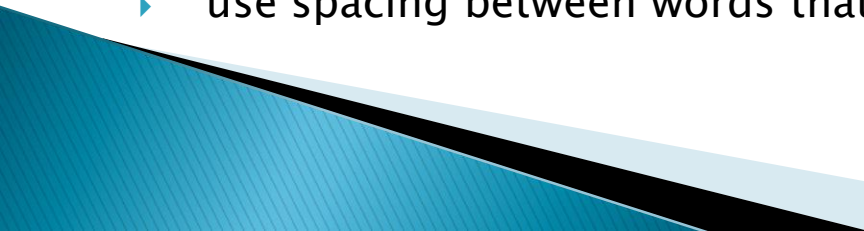
- ▶ read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- ▶ sound out most unfamiliar words accurately, without undue hesitation.

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.

Writing – working at the expected standard

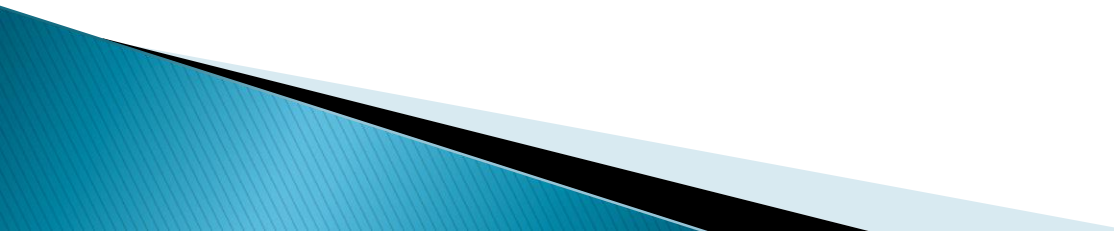
The pupil can, after discussion with the teacher:

- ▶ 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
- 

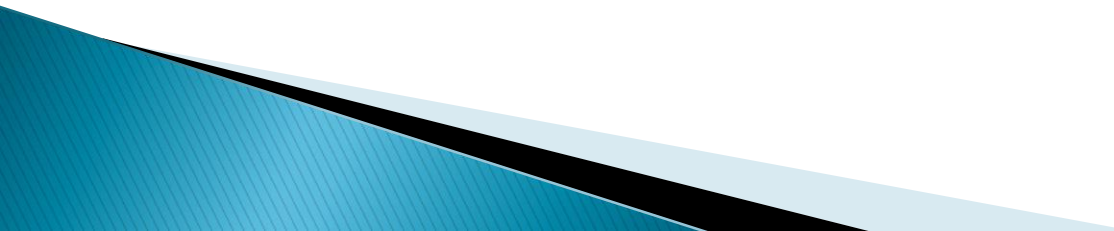
Maths – working at the expected standard

- ▶ 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. $74 - 33$)
- ▶ 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)

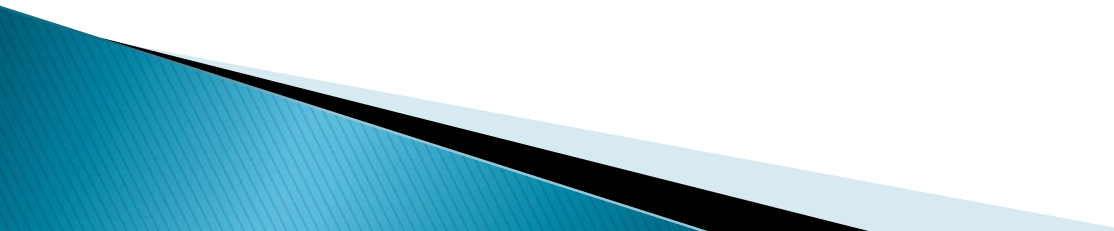
Maths – working at the expected standard (continued)

- ▶ The pupil can:
 - ▶ identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ 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
- 

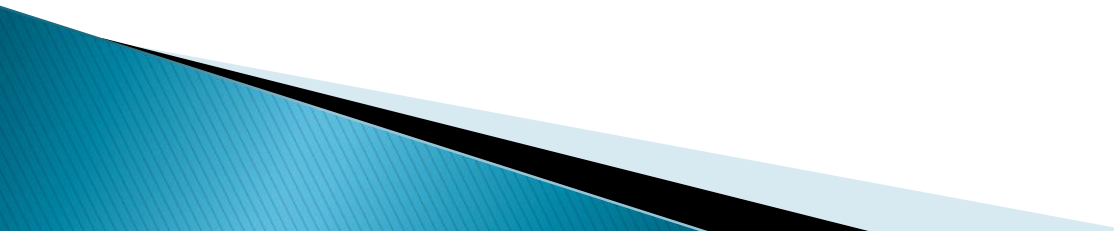
Handwriting

- ▶ In year 2 we will be teaching a joined handwriting style.
 - ▶ Some pupils will be continuing to develop a pre-cursive handwriting style, where all letters are formed from the line.
 - ▶ If your child has been given a handwriting pack, please encourage them to practise as some pupils are still not forming their individual letters correctly.
- 

So what are we doing?

- ▶ Teaching and planning exciting ways of motivating your children
 - ▶ Using a Talk for writing approach for English
 - ▶ Developing maths fluency, reasoning and problem solving.
 - ▶ Tracking pupil progress carefully, identifying pupils who will need extra help to achieve the expected standard
 - ▶ Assessing pupils each term focusing on if they are on track to meet the end of year standards.
- 

So what can you do?

- ▶ Ensure your children have everything they need for school (P.E. kit, book bag)
 - ▶ Keep us informed of any problems
 - ▶ Support teachers with behaviour issues, asking children if they 'stayed on Green'
 - ▶ Support children with homework – remind about homework.
 - ▶ Read, read, read! (and enjoy)
 - ▶ Practical learning from home
 - ▶ Talk to your child about what they are learning in school.
 - ▶ Help learn 2, 5 and 10 times tables
 - ▶ If your child has a handwriting pack, please encourage them to practise.
- 

And finally

Thank you for your continued support.