

Welcome to Year 2

RLK Primary School

Mrs Barnard & Miss Talbot

Year two teachers – 14th September 2017

Today we will talk about.....

- **Timetable (Typical week)**
 - **SAT's test**
 - **Scaled scores**
- **Year 2 expectations**
- **Examples of writing**
 - **Handwriting**
- **Homework & spellings**
 - **Reading**
 - **Maths**

**This presentation will be added to the
Year 2 section of the RLK website.**

Key expectations in Year 2

- Whole class learning
- Sitting at tables to complete tasks
- Independent learning
- Ownership over next steps in learning
- Independence
- Resilience & growth mind set

Assessment and Reporting

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see all
text

- In recent years, 'old' national curriculum levels (e.g. Levels 1, 2, 3) have been abolished as set out in the government guidelines. Children are now described as working towards, working at and working at greater depth according to the Year 2 expectations of the new curriculum.
- The new curriculum is more rigorous and sets high expectations, which all schools have had to work hard to meet in the last two years.
- As of 2017, test scores are now reported as 'scaled scores'.

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Scaled Score Examples

On publication of the test results in July 2017:

- A child awarded a scaled score of **100** is judged to have **met** the **'national standard'** in the area judged by the test.
- A child awarded a scaled score of **more than 100** is judged to have **exceeded the national standard** and demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of **less than 100** is judged to have **not yet met the national standard** and performed below expectation for their age.
- Marking guidance for KS1 tests will include conversion tables. Teachers will use these to translate pupil's raw scores into scaled scores to see whether each pupil has met the national standard.
- Teachers will use the scaled (test) scores to **inform their teacher assessment judgements.**

The Tests – May 2018

At the end of Year 2, children will take assessments in:

- **Reading**; two papers (Covering fiction /non-fiction /poetry)
- **English grammar, punctuation and spelling**; two papers (spelling, grammar)
- **Maths**: two papers (Arithmetic & Reasoning)
- No test for **Writing** as it is assessed through teacher assessment of evidence of writing in children's books.

End of KS1 writing – Working Towards

A long time ago a boy called Jake he will stay there for 2 ~~weeks~~ weeks. They were only going there on holiday. He always wanted to see a bonsai. On the way they saw a forest.

They went on a bullet train. Then when they got off the train they went in the forest. Jake found a bonsai. Jake found an old house. He decided to live in it. Jake found it very cosy in it.

Suddenly Jake saw that a big huge scary bonsai monster. The bonsai monster was chasing Jake. Jake was scared he didn't know what to do. When Jake was running he found a tree he cut it down.

End of KS1 writing – Expected standard

Piece B: Narrative

As part of a topic on endangered animals, pupils read some 'Just So' stories and watched video clips of 'Tinga Tinga Tales'. They then wrote their own version of a 'Just So' story, explaining how their chosen animal had come to be as it is.

How did the cheetah run fast?
You see there was once a time when cheetah was the slowest animal in the whole wide world. All the animals laughed and laughed and laughed but cheetah was upset. Then cheetah said to lion please gather all the animals for an important meeting. So the lion announced "animals come to me!" Then all the animals came and lion said "lets have a training competition and that means who ever does the most training goes to the final race! Who ever wins will get the biggest midnight feast in their life!" So all the animals done training and cheetah and rhino won. So lion said "cheetah vs rhino" and lion again said "on your marks, get set, go. Rhino was in the lead and every was cheering for rhino but cheetah ran past rhino. Cheetah won the race for the midnight feast, so cheetah was happy and that's how he became the fastest in the world.

End of KS1 writing – Greater Depth

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a krickety, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in returnst some money?"

"Sure," replied Poppy and set off in the dusty alleyway.

On the dusty alleyway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the alleyway and finally arrived home. When she arrived, her mum was furious and she was so stubborn with Poppy. She throw the beans out of the glass delicate window as fast as a cheetah.

End of KS1 writing – Greater Depth

"Go to your room without any of your favourite scrumptious dinner!" shouted Poppy's mother. Poppy felt really miserable, so she went to her room without any of her favourite scrumptious dinner.

The next morning Poppy saw a massive and it was reaching into the fluffy, white, cuddly clouds. Poppy decided to climb it.

Up... up... up. It got colder and colder and colder. Poppy got really cold. Finally she arrived up to the top of the massive beanstalk.

Slowly, Poppy lifted her head and then she saw a hummingous castle. Poppy was so amazed she couldn't say anything. When she could speak she crawled to the castle and knocked quickly but nobody answered.

Creep... creep... creep. Trembling, Poppy heard a booming voice. "FEEFI FO FUM!" roared the voice. "I SMELL THE BLOOD OF AN ENGLISH MAN!" As fast as Poppy's legs could take her, she ran to an oven to hide and she was safe. Luckily the person went to sleep. Slowly Poppy sneaked out of the oven and realized that the person was an enormous giant! Then Poppy saw some golden flowers on the table. Really quickly, Poppy grabbed the golden flowers as fast before you could say jump.

Carefully, Poppy scurried down the massive beanstalk and gave the golden flowers to her poor mum.

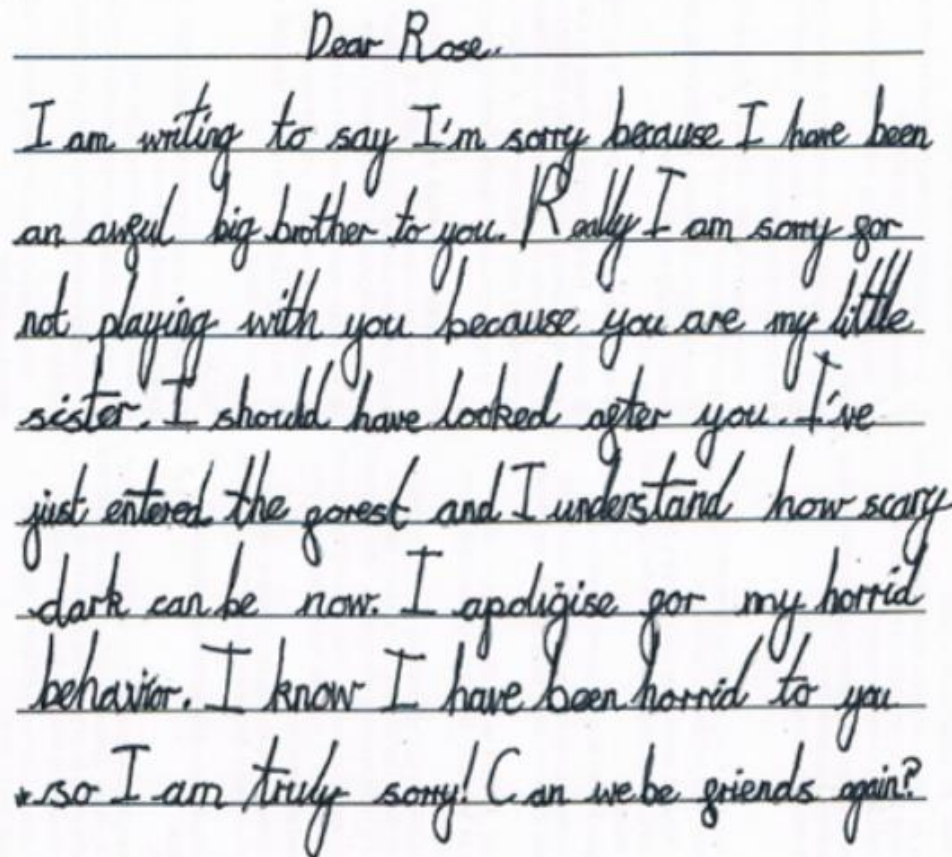
"Oh my!" cried Poppy's mum happily.

"What a lucky escape that was!" thought Poppy.

End of KS1 Handwriting - Joined

All children are expected to join their handwriting fluently when writing independently.

They have started learning this in year one and will now refine this in year 2. This example is taken from the Swindon training materials.

A photograph of a child's handwritten letter on lined paper. The letter is written in a cursive style with joined letters. The text is as follows:

Dear Rose,

I am writing to say I'm sorry because I have been an awful big brother to you. Really I am sorry for not playing with you because you are my little sister. I should have looked after you. I've just entered the forest and I understand how scary dark can be now. I apologise for my horrid behavior. I know I have been horrid to you so I am truly sorry! Can we be friends again?

Reading

The **Reading Test** consists of two separate papers:

- **Paper 1** – Contains a selection of texts totalling between 400 and 700 words with questions about the text.
- **Paper 2** – Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet.
- The texts will cover a range of poetry, fiction and non-fiction.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Reading: Sample Questions

Questions are designed to assess the comprehension and understanding of a child's reading.

There are a variety of question types:

Multiple Choice

1 When Bella was learning to fly, she...

Tick **one**.

was lazy.

did not try hard.

did not give up.

found it easy.



1 mark

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Reading: Sample Questions

Ranking/Ordering

- 7** Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



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Reading: Sample Questions

Matching/Labelling

Here is some more information about Africa.
Match each sentence to the correct heading in the booklet.
The first one has been done for you.

Creation stories describe how and why the world was made.

Introduction

Africa has deserts, forests and mountain areas.

Clothes

Traditional African clothes are made from local materials.

Music and Dance

Some African people play 'talking drums'.

Story Time

Short-Answer Questions

4

What job did Tony Ross want to do before he became a writer and illustrator?



1 mark

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Reading: Sample Questions

click to
see all
text

Find and Copy Questions

16 Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and **copy one** word that means the same as *sparkle*.



1 mark

Open-Ended Questions

6 At the end of the story, Bella was happy. Why?



1 mark

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Spelling, Punctuation and Grammar

SPAG SAT

The test consists of two separate papers:

- **Paper 1: Spelling** - pupils to spell 20 missing words within a test booklet. Based on the spelling patterns they are expected to practice at home from Autumn term. (Also see year 2 common exception words)
- **Paper 2: Grammar, Punctuation and Vocabulary** - a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. (Knowing the meaning of grammar terms)

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Grammar, Punctuation & Spelling: Sample Questions

Spelling Paper

1. I need to _____ my holiday suitcase.
2. The _____ is dark at night.
3. The snail hid inside its _____.
4. My friend has a new _____ sister.



Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences. In this example, the missing spelling words are: **pack**, **sky**, **shell** and **baby**.

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Grammar, Punctuation & Spelling: Sample Questions

Grammar, Punctuation and Vocabulary Paper

- 19** Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		



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Grammar, Punctuation & Spelling: Sample Questions

Grammar, Punctuation and Vocabulary Paper

7 Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.



1 mark

8 Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.



1 mark

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SPAG - Sample Questions

Grammar, Punctuation and Spelling Paper

9. **Draw lines** to match the groups of words that have the same meaning.
One has been done for you

I will	it's
you have	I'll
it is	didn't
did not	you've



1 mark

Mathematics

Children will sit two tests: **Paper 1** and **Paper 2**:

- **Paper 1** is for **arithmetic**, lasting approximately 25 minutes and worth 25 marks. It covers calculation methods for all operations.
- **Paper 2** covers problem solving, **reasoning** and mathematical fluency, lasts for approximately 35 minutes and is worth 35 marks.
- Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true / false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.

Maths - Sample Questions

Maths Paper 1: Arithmetic

15	$3 \times 3 =$ <input type="text"/>	<input type="radio"/>
16	$12 \div 2 =$ <input type="text"/>	<input type="radio"/>

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Maths: Sample Questions

Maths Paper 2: Reasoning

27 Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show
your
working

raisins

2 marks

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How to Help Your Child in Year 2

- First and foremost, support and reassure your child that there is nothing to worry about going into year 2 and that they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school. No absence in May 2018. Avoid lateness if possible.
- Support your child with any homework tasks (Reading challenge, Homework tasks and weekly spelling practice)
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Please look at the grammar terminology the children will be expected to use at school.
- Make sure your child has a good sleep and breakfast every morning!

How to Help Your Child with Reading

- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Try reading a longer novel – a couple of pages a night as a bedtime story
- Ask your child to read a little at a time but often. **5 times a week**
- Talk about the story before, during and afterwards – discuss the plot /events, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions. **Find it! Prove it!**
- **Ask key questions: Why did the character act this way? Why has that happened? Find another word that means... Is the sentence true or false?**
- Model correct grammar and pronunciation when chatting together
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides. Visit the local library - it's free!

How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Praise neat, joined handwriting – Just ask us if not sure.
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, post-cards, diary, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary or a word mat to check spelling.
- Asking what word types they have used in stories, diaries, letters, fact sheets.
- Remember that good readers become good writers!
- Encourage writing in play
- There will not be a formal test for writing, the teacher will build up a bank of evidence and award a teacher assessment using National guidance.

How to Help Your Child with Maths

- Play times tables games (2,5,10,3)
- Use Mathematics games – iPad or tablet app
- Use YouTube to find maths raps and songs
- Play mental maths games including add, subtract, divide, multiply
- Encourage opportunities for telling the time in 5 minute intervals – Wear a watch to school
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Practice number facts to 10, 20, 100 (I know $9+1=10$ so I know...)
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.

What next?

**Future SAT 2018 workshop in January
2018 (Revision guides provided)**

**Parent consultation evening – Oct
2017**