

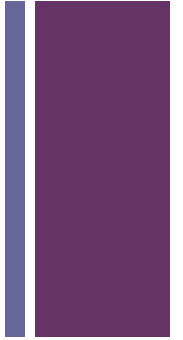


# KS1 Parents' Meeting





# New National Curriculum

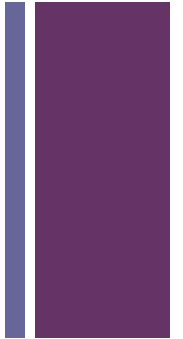


## New to year 2 this year

- changes to the way we assess children – no levels
- all year groups expectations have all been up-levelled. There are some objectives which were in year 3 and are now in year 2
- there will be a new set of SATs tests which will help inform the teacher's assessment of the child



# + END OF KS1 TESTS AND TASKS



Year 2 children take their end of KS1 SATs tests in reading, writing and mathematics. Pupils are expected to be “at the national standard” for the end of year 2.

Beginning this year, children in year 2 will take a grammar, spelling and punctuation test.

They will also do two short reading comprehension tasks.

In mathematics, all children will sit two papers (one short arithmetic test and a longer test that looks at mathematical reasoning)

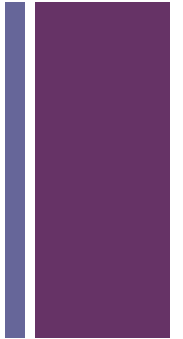




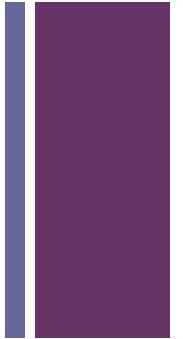
**What will the tests assess?**

# + Understanding GRAMMAR

- Use subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Use expanded *noun phrases* for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
- Know there are 4 main sentence types - statements, questions, exclamations and commands
- Make the correct choice of present tense and past tense words throughout writing. [ran not runned, wrote not writed] and use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]



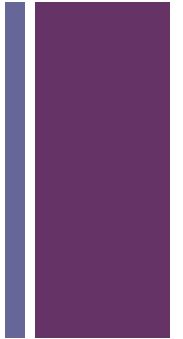
# + Understanding GRAMMAR



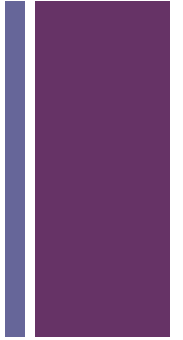
- Use suffixes to form nouns e.g. –ness, –er (sad – sadness, weak – weakness)
- Use suffixes to make adjectives e.g. –ful, –less (home – homeless, power – powerless, pain – painful)
- Understand compounding [e.g. two words combine to make one - white/board, super/man]
- Use of the suffixes –er, –est in adjectives to make comparisons
- Use of suffix –ly in to turn adjectives into adverbs (dangerous – dangerously, beautiful - beautifully)

# + Understanding SPELLING

- Examples of the words your child will need to be able to spell by the end of the year;
- faster
- sunny
- thanked / hurried
- Saturday
- knew / whale
- teddies / sweets
- kitten



# + Understanding PUNCTUATION



- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Use commas to separate items in a list
- Use apostrophes to mark where letters are missing in spelling [ don't, I'm] and to mark singular possession in nouns [for example, the girl's name]

# + Understanding the new SATs in 2016

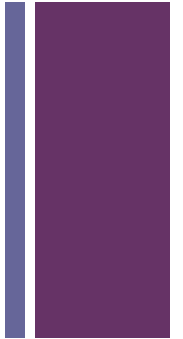
17 Write the words I am as one word, using an **apostrophe**.

\_\_\_\_\_ going to the shops soon.

1 Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune

# + Understanding the new SATs in 2016



9 Tick the sentence that is a **statement**.

Tick **one**.

What an interesting painting!

Can you collect the crayons, please?

James washed the paintbrushes.

Check that your tables are clean.

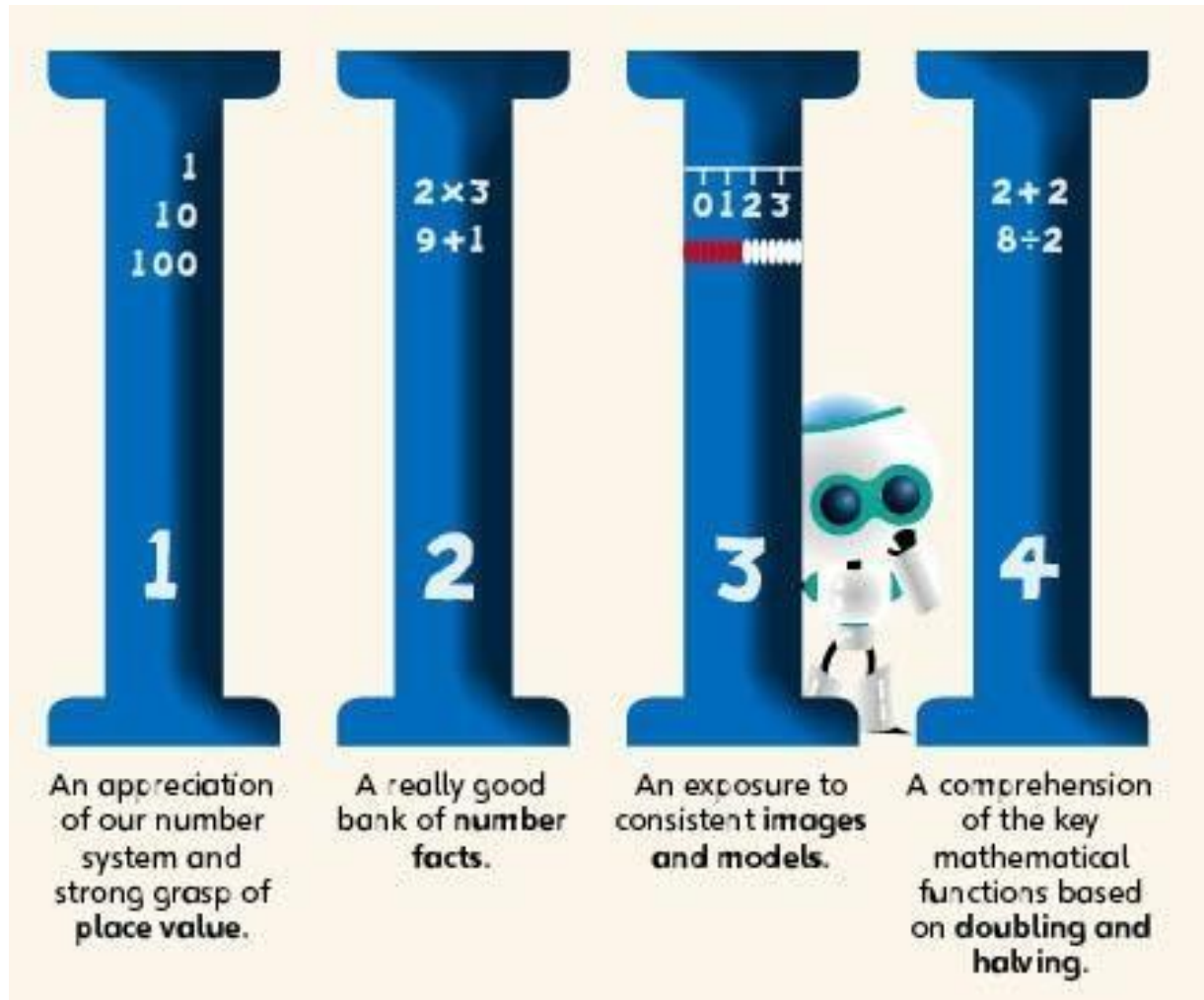
11 Circle the **three** nouns in the sentence below.

A whale has an enormous heart that can weigh as much as a small car.

12 Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her new running shoes.

# + Understanding MATHS



# + MATHS in Year 2



- To be able to **count on and back in steps of 2, 3, 5 and 10** to and from 100.
- To use mental and written calculation strategies to solve **addition and subtraction** number problems involving money and measures.
- To be able to **halve and double** numbers.
- To **start to learn times tables**. Children must know their 2, 3, 5 and 10 times table.
- To understand the **relationship** between addition and subtraction, multiplication and division.
- Practical problem solving, involving time, money and measures.

# + Understanding the new SATs in 2016

8 Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

17 Sam is collecting cards.

He wants to collect **100** cards altogether.

Last week he collected **50** cards.

This week he collects **30** cards.

How many **more** cards does he need?



cards

# + Understanding the new SATs in 2016

23 Amy writes an answer to the calculation below.

$$57 - 31 = \boxed{26}$$

Now write an addition to check Amy's answer.

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

24 Write a digit in each box to make the sum correct.

$$\boxed{7} \boxed{\phantom{0}} + \boxed{\phantom{00}} = \boxed{8} \boxed{3}$$

30 Look at these fractions.

$$\frac{1}{2} \quad \frac{1}{3} \quad \frac{2}{4} \quad \frac{3}{4}$$

Circle the **two** fractions that are **equal**.

31 Complete the number sentence below.

$$3 \times 8 = 2 \times \boxed{\phantom{00}}$$

# + Understanding the new SATs in 2016



23  $65 + \boxed{\phantom{00}} = 93$

21  $\frac{1}{2}$  of 30 =  $\boxed{\phantom{00}}$

# + Reading in Year 2



Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and hung her over the king's bed. But she was so sad that she wouldn't sing at all.

As for the blackbird, when he saw that his wife had been trapped, he was angry. He took a sharp thorn for a sword and took half a walnut shell and wore it as a helmet. With

# + Reading in Year 2

(page 5)

5 For years he's drained me and dirtied me.

What does the word *drained* mean?

Tick **one**.

filled up with water

stirred up the water

emptied out the water

worn out the water



(page 6)

6 The blackbird said: "You and I are at war."

How do you know that the king was **not** worried by this?

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# Writing

Assessed by the teacher using evidence of writing collected across the year, based on the interim standards.

## Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words\*
- spelling some words with contracted forms\*
- adding suffixes to spell some words correctly in their writing  
e.g. *-ment, -ness, -ful, -less, -ly*\*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

# + HOW YOU CAN HELP



- Encourage your children to discuss their learning, based on the information in the Learning Log
- Read a variety of texts **to and with** your children – not just school books and ask a range of questions about the text
- Continue to practise areas of difficulty that your child may be experiencing
- Make each learning experience as enjoyable as possible
- Take time to practise counting forwards and backwards, number bonds, multiplication facts and adding and subtracting 2 digit numbers
- Support your child with simple grammar, spelling and punctuation

# Common Exception Words

door, floor, poor, because, find, kind, mind, behind, child, children\*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas –

**Note:** ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.

# Sample Papers

Sample papers and instructions can be found at

<https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials>

Alternatively, go to [www.gov.uk](http://www.gov.uk) and search for Key Stage 1 sample papers