

# Year 2 Curriculum Meeting

Autumn 2022

Pegasus Academy Trust



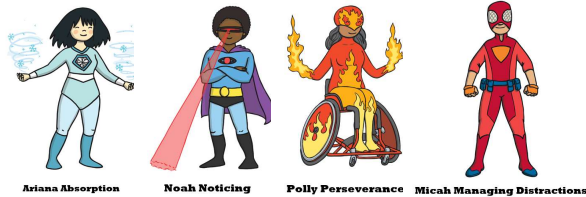
## Returning to School

Since welcoming the children back we have been working on:

- Re-adjusting to routines and expectations of being back at school;
- Developing resilience skills to help them deal effectively with challenges;
- Ensuring our children feel safe and secure;
- Teaching skills to ensure good learning skills are embedded;
- Encouraging independence;
- Ensuring time is given for revision of key skills before moving on.

## Building Learning Powers

Resilience



Ariana Absorption

Noah Noticing

Polly Perseverance

Micah Managing Distractions

## END OF KS1 TESTS AND TASKS

Year 2 children take their end of KS1 SATs tests in English and mathematics. Pupils are expected to be "at the national standard" for the end of year 2.

In May 2023 children in year 2 will take two reading comprehension tasks, 1<sup>st</sup> paper: short text and questions; 2<sup>nd</sup> paper: longer text with separate question booklet.

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

Children who did not pass 'Phonics screening check' at the end of Year 1, will re-take this in June 2023.



## National Curriculum

- Teacher assessment goes hand in hand with the SATs
- The year 1 curriculum is different to the year 2 curriculum and there are some new areas of learning
- The children are judged to be either 'Working Towards' the expected standard, 'Working At' the expected standard or 'Working at Greater Depth' at the end of the academic year



## Reading Assessment



### 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-appropriate<sup>1</sup> 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 words<sup>2</sup>
- 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.



- Pace and fluency
- Think about what makes sense
- Vocabulary- children should be able to talk about the language used in the books they are reading or having read to them
- Predicting- children should be make sensible predictions about a book and about things that might happen next based on what they have read
- Comprehension- children should be able to talk about the story and answer questions based on what has happened and character's feelings and intentions
- Inference – children should be able to infer meaning from pictures or what they have read



- [illegible]



**Phoneme** – A phoneme is the smallest unit of sound in speech and represents a single sound. For example the word 'hat' has three phonemes – 'h' 'a' and 't'.

**Trigraph** – A group of three letters representing a single speech sound. For example the 'igh' in 'light' or the 'ear' in 'near'.

**Grapheme**—A grapheme is a letter or a number of letters that represent a sound (phoneme) in a word. An example of a one letter grapheme is the 's' sound in sat is represented by the letter s, for a two letter grapheme the 'ee' sound in leaf is represented by the letters ea.



- ### Year 2 - Common Exception Words

door	floor	poor	because	find	kind	mind
behind	child	children	wild	climb	most	only
both	old	gold	cold	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



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## + Reading at home



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### Do

- find a quiet time
- practise frequently for short periods
- use lots of praise
- read to your child
- ask lots of questions
- go to the library
- write in the reading diary every time you read with your child

### Don't

- read when your child is tired
- keep going if your child has lost interest
- get stressed when they get it wrong

## + What to expect from SATs in 2023

### Reading Paper 1

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Bryn got out all his trucks and cars and arranged them in a line. He decided Clare could choose first which to play with, although he couldn't help hoping it wouldn't be the big, blue one.

"I'm glad to see you're tidying up, Bryn," said Dad. "Your room looks much better now."



1 Why did Bryn put his toys away?

\_\_\_\_\_

\_\_\_\_\_

2 Why did Bryn get out his toys?

Tick one.

- He was deciding which one to play with. ☐
- He wanted to hide them from Clare. ☐
- He wanted to tidy them away. ☐
- He was getting them ready for Clare. ☐

1 mark

3 Think 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.		

## + What to expect from SATs in 2023

### Reading Paper 2

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**Statues – from Greece**  
One child is 'Y' and stands in the centre of a large open, courtyard. 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 'Y' tries to make the others laugh or move. The last player remaining as still as a statue is the winner and becomes the new 'Y'. This game can be great for practising your balance if you are standing in an awkward position.

**Clutch Natch – 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' when they must be touching the ground. One child is 'Y' and has to catch the others. It uses up lots of energy and is great fun.

**Kangaroo Shippies – from Australia**  
In this game, one child pretends to be a kangaroo leaping with its arms out. When a player touches the kangaroo's shoulder, the kangaroo has to guess who it is. This game is all about guessing.

2 Find and copy two things that could be hidden in Pilots. (page 4)

1. \_\_\_\_\_
2. \_\_\_\_\_

3 Draw four lines to match these games to what the text says you need to win each one. (pages 4-6)

Clutch Natch	energy
Pilots	speed
Statues	luck
Pass the Parcel	balance

## + Writing Assessment

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### 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.

## + Understanding GRAMMAR

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- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Expanded noun phrases for description and specification [for example, the beautiful, blue butterfly or a pretty, pink flower]
- Learn how to use the 4 main sentence types - statements, questions, exclamations and commands
- Use the past and present tense correctly and consistently in their writing. 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

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- Formation of nouns using suffixes such as -ness, -er (e.g. sad – sadness, weak – weaker)
- Compounding (e.g. whiteboard, superman)
- Formation of adjectives using suffixes such as -ful, -less (e.g. pain – painful, power – powerless)
- Use of the suffixes -er, -est in adjectives to make comparisons (e.g. big – bigger, small – smallest)
- Use of -ly in standard English to turn adjectives into adverbs (e.g. dangerous – dangerously, beautiful – beautifully)

## + Understanding SPELLING

- Children will be taught spelling using the Read Write Inc scheme
- 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**



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## + Understanding PUNCTUATION

- Learning how to use both familiar and new punctuation correctly including:
  - Full stops, capital letters, question marks and exclamation marks,
  - Commas to separate items in a list,
  - Apostrophes to mark where letters are missing in spelling for contractions [e.g. can't, wouldn't] and to mark singular possession in nouns [e.g. the girl's name].

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## + Maths Assessment

### 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  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{2}{3}$ ,  $\frac{3}{4}$  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.

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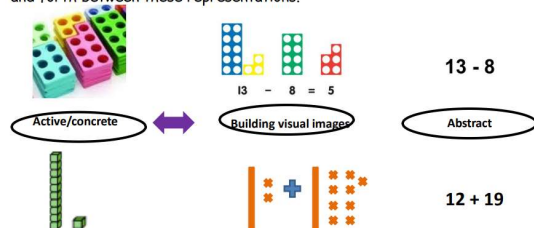
## + Maths Mastery

- Children in year 2 will be continuing with the math mastery approaching to learning as they have done since reception
- This involves lots of practical opportunities for the children to solve problems
- Centres around talk and reasoning. Children are encouraged to talk about numbers, how they got to an answer, identify patterns they might have spotted, explain how they knew they had made an error, etc.
- It involves breaking down larger, complex learning goals into smaller steps
- It ensures all children are provided with opportunities to develop a deep and secure knowledge and understanding of mathematics

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## + Concrete, Visual, Abstract

The principle of the CVA approach is that for children to have a true understanding of a mathematical concept there are three phases they need to master: concrete, pictorial and abstract. Reinforcement is achieved by going back and forth between these representations.



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## + Strategies

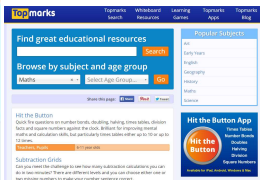
- Remind children to be practical and draw things to help them
- Children learn different strategies e.g. an empty number line, arrays, grouping, partitioning and recombining and drawing Dienes
- Children are encouraged to use and draw one of the strategies even if it is to check their answer
- If you unsure of any of the strategies please ask your child's class teacher at parents' evening

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## + Resources



White Rose 1-minute maths



www.topmarks.co.uk

## + What to expect from SATs in 2023

### Paper 1 - Arithmetic

3  $10 + 20 = \square$

23  $98 - \square = 28$

## + What to expect from SATs in 2023

### Paper 2 - Reasoning

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

## + What to expect from SATs in 2023

### Paper 2 - Reasoning

29 Amy writes an answer to the calculation below.

$57 - 31 = \square 26$

Now write an addition to **check Amy's answer**.

$\square + \square = \square$

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

$7 \square + \square = 8 \square 3$

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.

$3 \times 8 = 2 \times \square$

## + HOW YOU CAN HELP

- Encourage your children to discuss their learning
- Look at our website <http://www.pegasusacademytrust.org/>
- Read a variety of texts **to and with** your children – not just school books
- Use incidental opportunities to read e.g. road signs, cooking instructions
- 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 (in 1s, 2s, 5s and 10s forwards and backwards) and support number fact knowledge
- Support your child with simple grammar, spelling and punctuation
- Ensure your child knows how to read and spell Year 1 and 2 common exception words

Any questions?

