

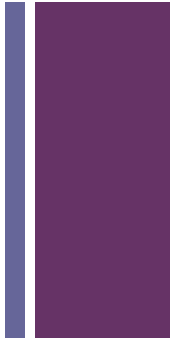


KS1 Parents' Meeting

October
2017

Pegasus Academy Trust

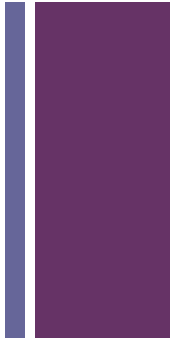
+ YEAR 2



- Encouraging **independence** and formal working
- Following a set of instructions
- Building up resilience to be able to problem solve
- Learning in groups or individually



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.

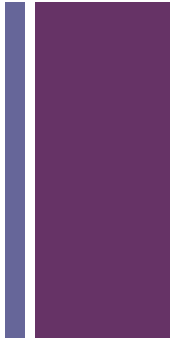
In May children in year 2 will take two reading comprehension tasks, 1st paper: short text and questions; 2nd paper: longer text with separate question booklet.

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





New National Curriculum

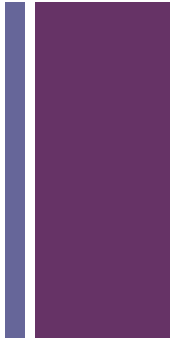


- Changes to the way we assess children
- Expectations across all year groups have been up-levelled. Objectives which were in year 2 are now in year 1 etc
- The year 1 curriculum is different to the year 2 curriculum and there are some new areas of learning
- The children are no longer levelled but instead are judged to be either 'Working Towards' the expected standard, 'Working At' the expected standard or 'Working at Greater Depth'





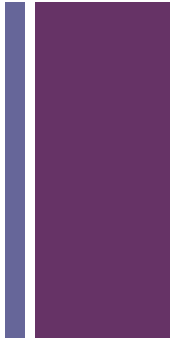
Understanding GRAMMAR



- Use subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man on the moon]
- Know there are 4 main sentence types - statements, questions, exclamations and commands
- Correct choice and consistent use of present tense and past tense throughout 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



- Formation of nouns using suffixes such as –ness, –er (e.g. sad – sadness, weak – weakness)
- compounding [for example, whiteboard, superman]
- Formation of adjectives using suffixes such as –ful, –less (home – homeless, power – powerless, pain – painful)
- Use of the suffixes –er, –est in adjectives to make comparisons
- Use of –ly in standard English 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;
- fast**er**
- sunn**y**
- thank**ed** / hurri**ed**
- **Sat**urday
- **k**new / wh**h**ale
- teddi**ies** / sweets**s**
- kitt**tt**en





Understanding PUNCTUATION

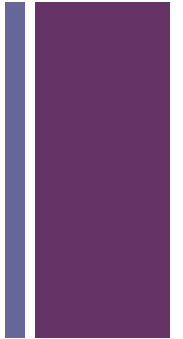


- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]

+ Writing- 2017

- To write coherent narratives about personal experiences and those of others (fiction and non-fiction)
- Demarcating most sentences with full stops and capital letters
- Using past and present tense correctly and consistently
- Spelling (common exception words)
- Handwriting

+ Writing- 2017



Greater depth

- Writing for different purposes, drawing on their reading to inform the vocabulary and grammar they use in their writing
- Make simple additions, revision and proof-reading corrections to their own writing
- Add suffixes to spell most words correctly
- Using the punctuation taught in year 2 correctly e.g. different sentence types, expanded noun phrases and possessive apostrophes



Working at the expected standard

The pupil can, after discussion with the teacher:

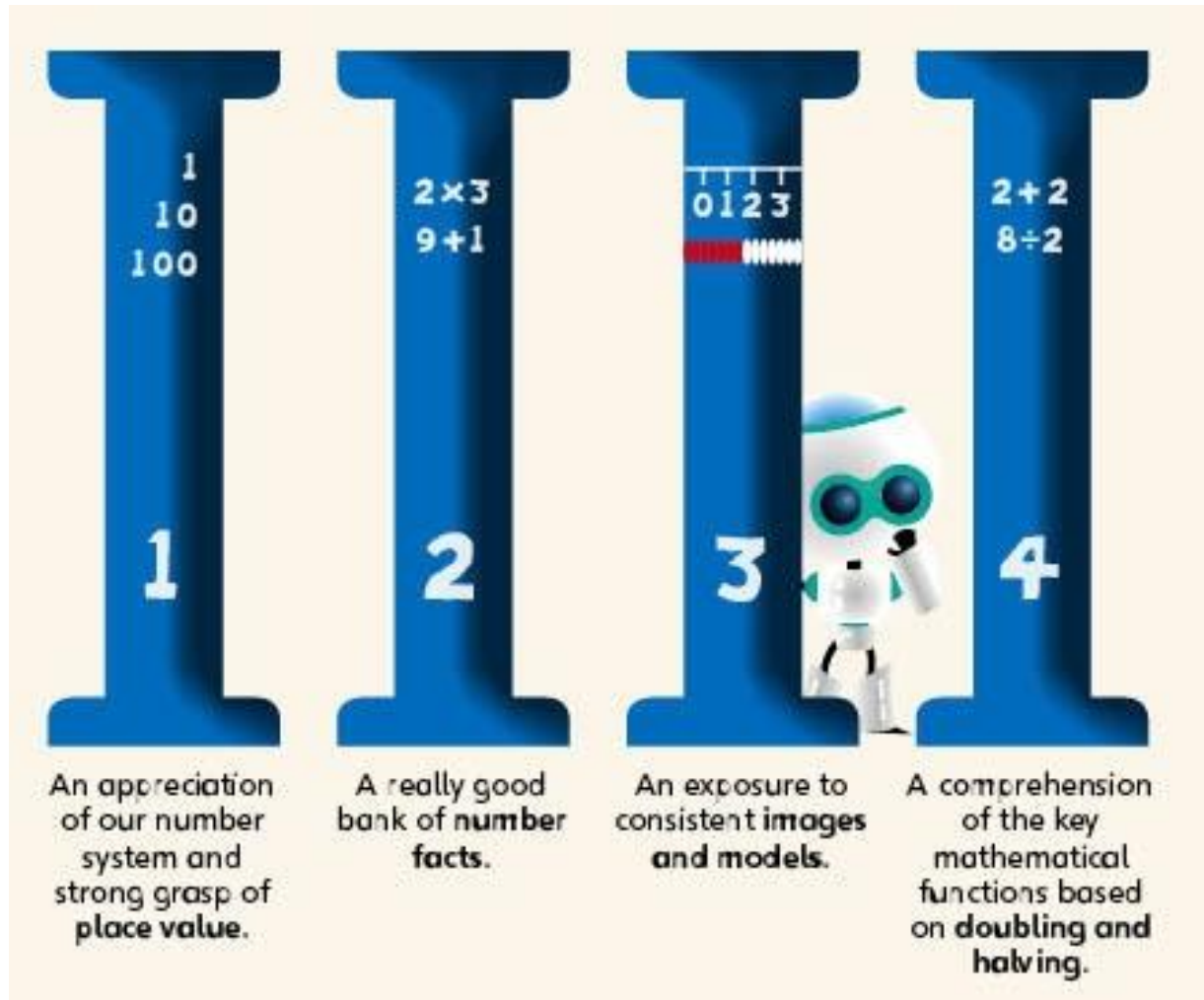
- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present 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.

Working at greater depth

The pupil can, after discussion with the teacher:

- 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.

+ Understanding MATHS





MATHS in Year 2



- To be able to **count on and back in steps of 2, 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 know number facts and be able to use them to solve problems
- To **start to learn times tables**. Children must know their 2, 5 and 10 times table
- To understand the **relationship** between addition and subtraction, multiplication and division
- Practical problem solving, involving time, money and measures
- To be able to reason, and spot and explain patterns



What to expect from SATs in 2017

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 2017

- 23 Amy writes an answer to the calculation below.

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

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

$$\boxed{} + \boxed{} = \boxed{}$$

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

$$\boxed{7} \boxed{} + \boxed{} = \boxed{8} \boxed{3}$$

- 30 Look at these fractions.

$$\frac{1}{2}$$

$$\frac{1}{3}$$

$$\frac{2}{4}$$

$$\frac{3}{4}$$

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

- 31 Complete the number sentence below.

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

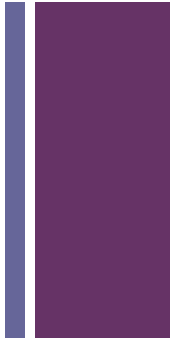


Working at the expected standard

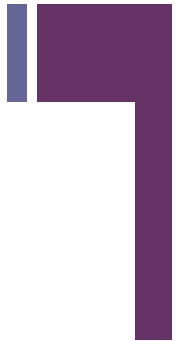
The pupil can:

- 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. $74 - 33$)
- recognise the inverse relationships between addition and subtraction and use this 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)
- 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 a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

+ Strategies



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



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.



$$13 - 8 = 5$$

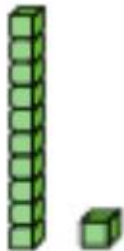
$$13 - 8$$

Active/concrete



Building visual images

Abstract



$$12 + 19$$

+ 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 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.

+ Reading

- 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 being read to
- Predicting- children should be able to 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

+ Reading Assessment



- 'Working Towards' the expected standard

<https://www.youtube.com/watch?v=z9KRimNLkJQ>

- 'Working At' the expected standard

https://www.youtube.com/watch?v=rEWlfQQl_Uo

+ Reading



Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

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

+ HOW YOU CAN HELP



- Encourage your children to discuss their learning and look at our website <http://www.pegasusacademytrust.org/>
- Read a variety of texts **to and with** your children – not just school books
- Use books and questions on Bug Club
- Ensure homework is completed but encourage independence
- 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 supporting 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