YEAR 2 CURRICULUM

ASSESSMENT

At Spixworth Infant School children are assessed in each area of the National Curriculum

Core Subjects

Assessment in English for Year 2 is broken down into 2 sections - Reading and Writing. The children are also assessed in Mathematics and Science. For these subjects the children are assessed against the Interim teacher assessment frameworks for the end of Key Stage 1. In your child's report you will receive information about where your child is working within this framework. There are 4 levels your child will be assessed at:

Foundations for the Expected standard (F)

Working toward the expected standard (T)

Working at the expected standard (A)

Working at a greater depth within the expected standard (D)

Teachers make their decision based upon assessment information they gather about your child during each lesson and also make a judgement about the extent to which your child can confidently carry out certain tasks independently. In order to be judged as having reached the expected standard your child not only needs to be able to do every requirement in that section but will also need to be able to every requirement in the working towards section. The same is true of working at greater depth; the children need to be able to do all the requirements of working towards, working at and greater depth. Each half term assessments are formally recorded about where your child is working within the Year 2 curriculum. At the beginning of Year 2 most children will be will be embedding their year 1 learning and beginning their Year 2 learning. Teachers provide information to the Headteacher each term about the plans they are putting in place to support children in their learning and help them move forward.

At both Parents evenings teachers have given you an indication about where your child is working, their next steps and what the school is going to put in place to support your child to move on with their learning. Discussions will also take place about how you can also support your child at home.

Other subjects

Teachers plan lessons using the learning objectives from the Year 2 National Curriculum. Each lesson, teachers and other staff make informal assessments about the extent to which the children have learnt or grasped a new concept or topic. This is then used to plan further lessons which will support and challenge the children's current knowledge.

READING

Foundations for the expected standard (F)

The pupil can:

- Respond speedily by saying or communicating the correct sound for all the letters of the alphabet
- Blend the sounds for all letter of the alphabet into words (CVC, CCVC, CVCC words)
- Sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences
- Answer literal questions about a familiar book that is read to them

Working Towards the Expected Standard (T)

The pupil can:

- Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes
- Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences
- Read many common exception words

In a book closely matched to the GPCs above the pupil can:

- Read aloud many words quickly and accurately without overt sounding and blending
- Sound out many unfamiliar words accurately

In discussion with the teacher the pupil can:

- Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

READING

Working At The Expected Standard (A)

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 of the inferences on the basis of what is being said and done

Working At A Greater Depth Within The Expected Standard (D)

The pupil can, in a book they are reading independently:

- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Make links between the book they are reading and other books they have read

WRITING

Foundations for the expected standard (F)

The pupil can:

- Write the correct letter in response to hearing each sound of the alphabet
- Segment spoken words into sounds and write letters corresponding to those sounds
- Form most lower-case letters in the correct direction, starting and finishing in the right place
- Use spacing between words with support from the teacher (e.g. to remind the pupil to do this)
- Compose a short sentence and communicate it orally or using the pupil's usual method of communication to convey meaning with support from the teacher (e.g. teacher helps pupil to build sentence through questioning

Working Towards the Expected Standard (T)

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- Demarcating some sentences with capital letters and full stops
- Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- Spelling some common exception words
- Forming lower-case letters of the correct size relative to one another in some of the writing
- Using spacing between words

WRITING

Working At The Expected Standard (A)

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 spaces between words that reflects the size of the letters

Working At A Greater Depth Within The Expected Standard (D)

The pupil can write for different purposes, after discussion with the teacher:

- Use a range of punctuation taught at key stage 1 mostly correctly
- Spelling most common exception words
- Spelling most words with contracted forms
- Adding suffixes to spell most words correctly in their writing e.g *–ment, -ness, -ful, -less, -ly*
- Using the diagonal and horizontal strokes needed to join letters in most of their writing.

MATHEMATICS

Foundations For The Expected Standard (F)

- The pupil can demonstrate an understanding of place value of 10s and 1s in a two digit number, using resources to support them if necessary (e.g. representing a two digit number using resources for tens and ones; comparing two numbers up to 20 to identify the larger and smaller number without apparatus).
- The pupil can count forwards and back from 0 to 20, understanding that numbers increase and decrease in size and identify a number that is one more or one less than a given number (e.g. identify missing numbers on a number scale from 0 to 20).
- The pupil can read and write numerals from 0 to 9 and demonstrate an understanding of the mathematical symbols of, add, subtract and equal to.
- The pupil can use number bonds from 1 to 5 (e.g. partitioning the number 5 as 0+5, 1+4, 2+3, 3+2, 4+1, 5+0; use concrete objects to demonstrate commutative law and inverse relationships involving

Working Towards The Expected Standard (T)

- The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the different in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as 35<53 and 42>36.
- The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram where the chairs are organised in 7 rows of 5 by counting in fives).
- The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).
- The pupil can use number bonds and related subtraction facts within 20 (e.g. 18=9+?; 15=6+?).
- The pupil can add and subtract a two-digit number and ones and a two-digit numbers and tens where no regrouping is required (e.g. 23+5; 46+20), they can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).
- The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.

MATHEMATICS

Working At The Expected Standard (A)

- 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)
- The pupil can add 2 two-digit numbers with 100 (e.g. 48+35) and can demonstrate their method using concrete apparatus or pictorial representations
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48+35 will be less than 100)
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74-33)
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. __ - 14 = 28)
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication table 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 ÷ 5= 7; sharing 40 cherries between 10 people and writing 40 ÷ 10=4; stating the total value of 6 5p coins)
- The pupil can identify 1/3, 1/4, 1/2, 2/4, 3/4 and know that all parts must be equal parts of the whole
- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways ; pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can 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)
- The pupil can read the time on the clock to the nearest 15 minutes
- The pupil can 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

MATHEMATICS

Working At A Greater Depth Within The Expected Standard (D)

- The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd)
- The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18x5 cannot be 92 as it is not a multiple of 5)
- The pupil can work out mental calculations where regrouping is required (e.g. 52-27; 91-73)
- The pupil can solve more complex missing number problems (e.g. 14+ __ = 17; 14+__=15+27)
- The pupil can determine remainders given known facts (e.g. given 15÷ 5=3 and has a remainder of 0, pupil recognises that 16÷ 5 will have a remainder of 1; knowing that 2x7=14 and 2x8=16, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left)
- The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?)
- The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. 10+10+10+5+5 = 3x10 + 2x5 = 4x10)
- The pupil can find and compare fractions of amounts (e.g. 1/4 of £20=£5 and 1/2 of £8=£4 so 1/4 of £20 is greater than 1/2 of £8)
- The pupil can read the time on the clock to the nearest 5 minutes
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given
- The pupil can describe similarities and differences in the shape properties (e.g. finds 2 different 2-D shapes that not only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them)

SCIENCE

For Science children are assessed as either working at the expected standard or not working at the expected standard. Again in order to achieve the expected standard they must be able to do all of the following:

The pupil can:

- Ask their own questions about what they notice
- Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:

  Observing changes over time

  Noticing similarities, differences and patterns

  Grouping and classifying things

  Carrying out simple comparative tests

  Finding things out using secondary sources of information
- Use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out

The pupil can:

- Name and locate parts of the human body, including those relating to the senses, and describe the important of exercise, balanced diet and hygiene for humans
- Describe basic needs of animals for survival and the main changes as young animals, including humans, growth into adults
- Describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- Identify whether things are alive, dead or have never lived
- Describe and compare the observable features of animals from a range of groups
- Group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- Describe seasonal changes
- Name different plants and animals and describe how they a suited to different habitats
- Use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses

PHONICS SCREENING

The phonics screening check is taken by all children in Year 2 who did not reach the required standard in Year 1. It is designed to give teachers and parents information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill. There are two sections in this 40-word check and it will assess phonics skills and knowledge learned during their time at school. It checks that your child can sound out and blend graphemes in order to read simple words and that your child can read phonically decodable one-syllable and two-syllable words. To achieve the require standard your child must read at least 32 words correctly. The check is not about passing or failing but checking appropriate progress is being made. If children do not reach the required standard, then the teachers will be putting into place a programme of support to ensure that your child can catch up. Children progress at different speeds so not reaching the threshold score does not necessarily mean there is a serious problem.

EFFORT GRADES

- **Excellent effort.** Your child is always motivated and enthusiastic. They make a full contribution to class discussion. Their work is always completed to the best of their ability.
- **Good effort.** Your child is motivated and enthusiastic in most lessons. They contribute well most of the time. Their work is generally completed to the best of their ability.
- **Satisfactory effort.** Your child is generally motivated and enthusiastic but can be slow to engage. They contribute to lessons but could participate more. Their work is generally completed but is not always to the best of their ability
- **Cause for concern.** Your child lacks motivation and enthusiasm. They need encouragement to contribute to class discussions. Their work is often not completed and not to the best of their ability
- **Unsatisfactory.** This grade is given only in exceptional circumstances and not without your prior knowledge of our concerns. Your child is not motivated or enthused in their learning. They rarely contribute to class discussions. Their work is rarely completed.