

End of Key Stage 1

# Phonics

- Being able to read is the most important skill children will learn during their early schooling.
- Once children are fluent readers they are able to concentrate on the meaning of the text.
- Move from learning to read to reading for pleasure and purpose.
- Teaches skills for spelling – being a resilient speller!

Careful pronunciation of sounds is very important to ensure we are **good language models** to children.





*Sounds should be pronounced softly and in a clipped, short manner. Not with a 'schwur'*

# Phonics screening check

- A **statutory** assessment for all children in Year 1 – postponed due to Covid.
- It is designed to confirm whether individual children have learned phonic decoding to an appropriate standard.
- Children will be tested in Autumn 2 (December)

40 words that children read 1:1 with a teacher

Combination of real words and psuedo-words or 'alien' words.

ot	
vap	
osk	
ect	

# How can you help at home?

- Read regularly at home – daily if possible!
- Phonics play – Phase 5 interactive resources
- Sound hunt – look for items at home that have certain sounds in them
- Snap – make word cards and play snap



# End of Key Stage 1 assessments

- Will take place in May 2022
- Children sit 2 reading papers and 2 maths papers
- Children will also sit a spelling and grammar paper
- You will be informed in Spring term of your child's expected progress
- You can find past papers on line to practise at home:

[KS1 Year 2 SATs Papers](#)

# Reading – End of Year 2 expectations

- ☐ Apply phonic knowledge and skills consistently to decode quickly and accurately.
- ☐ Decode alternative sounds for graphemes.
- ☐ Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.
- ☐ Read a wider range of common exception words which have been taught, including most words from the YR 2 spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.
- ☐ Read most words without overtly segmenting and blending, once they are familiar.
- ☐ Read some phonically-decodable books with fluency, sound out unfamiliar words automatically.

# Reading – End of Year 2 expectations

- ☐ Fully engage with reading and take pleasure from books and texts.
- ☐ Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.
- ☐ Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Takes account of what others say.
- ☐ Show understanding of texts read independently; self-correct.
- ☐ Know and retell a wide range of stories, fairy stories and traditional tales.
- ☐ Discuss the sequence of events in books, and how items of information are related.
- ☐ Make inferences on the basis of what is said and done; predict according to what has been read so far.
- ☐ Discuss and express views about a range of non-fiction texts which are structured in different ways.
- ☐ Discuss and clarify the meaning of new words; discuss favourite words and phrases.
- ☐ Recognise simple recurring literary language in stories and poetry.
- ☐ Recite a repertoire of poems learnt by heart, using appropriate intonation.

### Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



### Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



### Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



### Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?





## Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end?  
What makes you say that?
- Who do you think has done it?
- What might.... say about that?



## If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means...., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

# Lunchbox: The Story of Your Food

Do you take a lunchbox to school with you? There are lots of different things you could have in a lunchbox, such as sandwiches, juice and fruit. Have you ever wondered where your food and drink come from?



(a) **Find** and **copy two** things you could have in your lunchbox.

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

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

(b) Which words mean the same as *wondered*?

Tick **one**.

thought about

☐

stared at

☐

picked up

☐

eaten from

☐

# Bread

A farmer plants seeds in spring. By summer, they have grown into tall, waving wheat with fat, ripe grains at the tip of every stalk.

The farmer cuts the wheat with a giant machine called a combine harvester. Then the farmer sends the grains to a flour mill.

The miller grinds the grains of wheat into flour and then trucks take the flour to a bakery.



1 What do the seeds grow into?

\_\_\_\_\_

2 *The miller grinds the grains* to make them into...

Tick **one**.

seeds.

☐

wheat.

☐

flour.

☐

dough.

☐

At the juice factory, sorters throw out any bad or spoilt apples.

Then a machine washes the rest and mashes them in a milling machine (pips, skin and all). A huge press squeezes the mash until all its juice runs out.

A heater warms up the juice to kill off any germs and it is poured into cartons.



Look at the section about **apple juice**.

Number the sentences below from 1 to 4 to show the order they happen.

The first one has been done for you.

The machines cut down the apples.

The apples are washed and cleaned.

The fruit grows from apple buds.

The juice is poured into cartons.

# Writing - Spelling

- Year 2 Common Exception Words (see middle of children's reading records)
- Contractions – don't, can't, wouldn't, shouldn't
- Past and present tense – learning the rules for adding –ed and –ing
- Spell words with suffixes -ness, -ment, -ful, -less e.g careless
- Spell common homophones e.g sea/see, bear/bare, here/hear
- Write dictated sentences from memory
- Spelling and decoding two and three syllable words

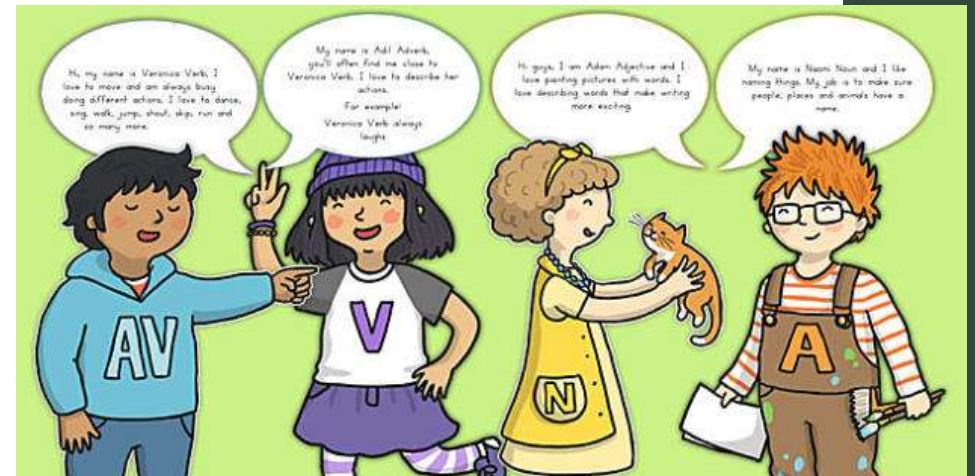
[Grammar & punctuation in Year 2 \(age 6–7\) | Oxford Owl](#)



# Writing - Composition

## To be working at expected:

- Write a range of sentences including **statement**, **exclamation**, **question** and **command**
- Identify word classes: **verbs**, **adjectives**, **nouns** and **adverbs**
- Identify **past** and **present** tense correctly
- To use full stops and capital letters correctly
- To apply commas in a list correctly
- Forming lower and upper case letters correctly!



Working  
towards  
expected

Standing on the tall cliff neyer  
the see and the air was a Seemster.  
I called the boys over and told  
them my friendishly, clever plan.

Fuerst I will need sever bothboms.  
To make a Severbothbom  
you need Severs from a  
part. I slid and then I sor  
the seedrags and then the boys  
said drop the bothboms.  
His tung felt tingly and ticky.

## Working at expected

Meet Fred. Fred loves to find things. One day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. <sup>It</sup> It was really dark in the attic and there were pretty deep holes in the floor. Just then something caught his eye. <sup>It</sup> It was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ <sup>took took took</sup> took them all down stairs. & First he opened the silver <sup>one</sup> one which had wires in it. <sup>Soon</sup> ~~Soon~~ he had opened all of them.



## Working at expected

Yesterday we went to bishops Wood  
to look for mini-beasts. First we  
had a ~~snack~~<sup>Snack</sup>. Next we went into  
the woods. Vicki gave us a mira  
It was very scary because it was  
like you were walking in the sky!  
Then we had to guide our friends to a tree  
After that we had a sicky position party  
mine was disgusting. Finally it was lunch time!

Working at  
expected

Missing one dragon

Last seen flying out of forest  
school on Monday night. He has a silver  
tummy, black body and black feet. It  
will breath fire at you and eat you up!  
If seen then please report on 069 30661300 999 013.  
If seen and not reported you will be locked  
in jail for three years! You will be  
rewarded £900 or 309306 bucks if you report.  
Whatever you do do not shoot it!  
Its claws are silver so it is easy  
to be seen. [REDACTED] class 3 year 2.

# Maths

Maths is split into different areas:

- Number and place value
  - Addition/subtraction
  - Multiplication/division
- Measurement (length, mass, capacity, time, temperature, money)
  - Fractions
  - Shape

## Number and place value

### **Sufficient evidence shows the ability to:**

- ☐ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
- ☐ Recognise the place value of each digit in a two-digit number (tens, ones).
- ☐ Identify, represent and estimate numbers using different representations, including the number line.
- ☐ Compare and order numbers from 0 up to 100; use  $<$ ,  $>$  and  $=$  signs.
- ☐ Read and write numbers to at least 100 in numerals and in words.
- ☐ Use place value and number facts to solve problems.

## Addition and subtraction

- ☐ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- ☐ Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers.
- ☐ Add three one-digit numbers.
- ☐ Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- ☐ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

## Multiplication and division

- ❑ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.
- ❑ Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.
- ❑ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- ❑ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

## Fractions

- ❑ Recognise, find, name and write fractions  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  of a length, shape, set of objects or quantity.
- ❑ Write simple fractions for example,  $\frac{1}{2}$  of  $6 = 3$  and recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .

## Measurement

- ❑ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- ❑ Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$ .
- ❑ Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- ❑ Find different combinations of coins that equal the same amounts of money.
- ❑ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
- ❑ Compare and sequence intervals of time.
- ❑ Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- ❑ Know the number of minutes in an hour and the number of hours in a day.

## Shape

- ❑ Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.
- ❑ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.
- ❑ Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].
- ❑ Compare and sort common 2-D and 3-D shapes and everyday objects.

# Maths – What are we noticing?

- Counting forwards and backwards in ones and tens from **ANY** number
- Recognising 2-digit numbers
- Recognising and writing 2-digit numbers the **correct way round** (e.g 13 not 31)
- Writing numbers as words and spelling them correctly
- Counting in twos, fives and tens (forwards and backwards)
- Adding and subtracting within 10 and 20 – **know your number bonds!**
- Knowing times table facts for the 2, 5 and 10 times table (mixed order)
- Unable to recognise coins – ‘contactless generation’
- Recognising time to the nearest 15 minutes
- Recognising 2D and 3D shapes

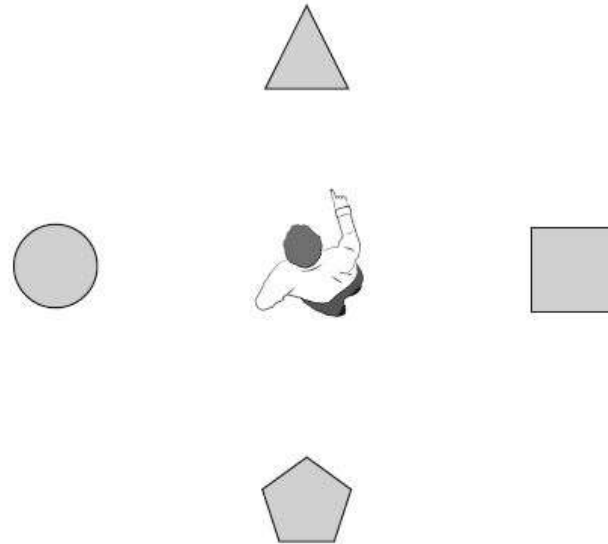
$$3 + 30 + 3 =$$



$$+ 8 = 20$$

$$54 + 22 =$$

Sam is pointing at the triangle.



He turns a **half turn**.

Tick the shape Sam is pointing at after the half turn.

Sam has four number cards.

10

20

30

40

Use **three** of his cards to make these correct.

27

+

=

67

54

-

=

34



Ben has **five** marbles.



Kemi has **seven times** that number.

How many marbles does Kemi have?

marbles

Write five coins that have a total of 37p.

p

p

p

p

p

A shop has 12 bags of crisps.

It sells  $\frac{1}{4}$  of the bags.

How many bags of crisps did the shop **sell**?



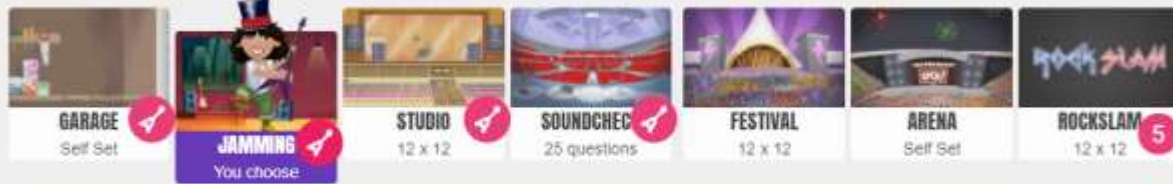
bags

# How can you help?

- Attendance
- Encourage **independence**
- Give your support with work brought home from school
- Help support your child access TTRS and Spelling Shed
- Help your child self correct their writing – particularly **spelling!**
- School will continue to prepare your child for the end of year assessments within normal lessons
- In school, we do not refer to the assessments as SATs or tests

SINGLE PLAYER

MULTIPLAYER



## JAMMING

PLAY

Tables:  
You choose30 questions  
No timer

8 per correct answer

Multiplication and Division

8 per correct answer

Multiplication only

4 per correct answer

Division only

4 per correct answer

10 questions

20 questions

30 questions

10

2

5

## STUDIO

PLAY

Tables:  
All tables

Play solo



1 per correct answer

## STUDIO SPEED



## 10 MOST RECENT STUDIO GAMES

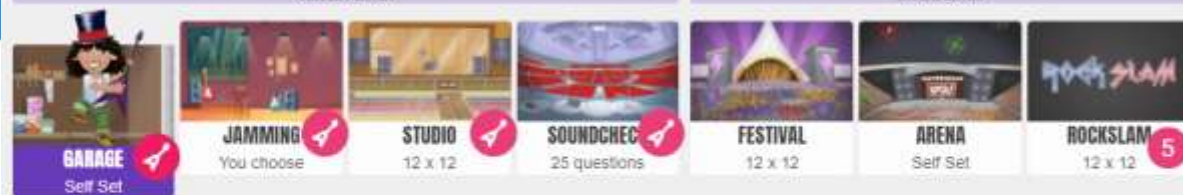
WHEN

SCORE

9 months ago	49
9 months ago	50
9 months ago	49
9 months ago	44
9 months ago	53
9 months ago	40
9 months ago	41
9 months ago	16
9 months ago	23
9 months ago	26

SINGLE PLAYER

MULTIPLAYER



## GARAGE

PLAY

Tables:  
Self Set

Play solo



10 per correct answer

## YOUR TABLES:

10

2

5

3

4

8