

Year Two Phonics and SATs Meeting



2024 / 25

Dimensions of reading

- Language comprehension
- Word reading



Language comprehension

Develops when we share books with children. What happens in the early stages makes huge impact. Research shows strong oral language skills are linked to later reading ability.

- Share and talk about a range of books
- Back and forth talk is crucial and this is where the best language learning takes place. This is known as 'sticky learning'.
- Elevated talk when sharing books- builds vocabulary, develops comprehension and fosters a love of books.
- Aim to get children to choose to read for pleasure.
- **Share books as much as possible.**



Word Reading

Expectations by the end of Year Two

Pupils to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading



Reading Comprehension

Expectations by the end of Year Two

Pupils to:

-develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

-understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves



Reading

How do we achieve these expected expectations:

Phonics programme – Read Write Inc

Daily 45 mins phonics lessons

Independent reading time - daily 15 mins

Additional small group 1:1 support, if needed.

1:1 Tuition 10 mins x5 per week - targeted children

Story session at the end of the day where an adult read a range of genres to the children.

*Home support is crucial and teachers may ask for support with specific areas.



Strategies in Phonics Teaching

- Oral skills- blending, segmenting, rhyming and initial sounds
- Single sound recognition- using these to read and write words and captions
- Common exception words
- Digraphs and trigraphs

*Children need to encounter words many times before we commit to memory so repetition and practice is important.



Phonics Screening Check

- The Phonics Screening Check will be delivered during the second week in June
- Please be aware of this date and ensure children attend school this week.
- Children will complete the phonics screening check.
- Parents will be informed in the end of year report if their child has met or not met the expected standard.
- Children who have not met the expected standard will receive further phonics intervention during next year.

What does the phonics screening check look like?

- 40 words to read
- 20 real words/ 20 nonsense (alien) words
- Covers only digraphs/trigraphs taught in school
- Pass mark is 32/40
- No time restrictions given to complete the check



brend



throstr



stret



spraw



label

vanish

blossom

thankful



Four weeks prior to the test, you will receive extra support materials to help your child.



When will KS1 SATs take place in 2025?

The Year 2 KS1 SATs (Standardised Assessment Tests) will be administered during the month of June.



What do the SATs consist of?

Reading Paper One

Reading Paper Two

Mathematics- Arithmetic Paper

Mathematics- Reasoning Paper

Writing - will consist of 5/6 samples of your child's written work.



Assessment Outcomes

In reading, writing and mathematics your child will be assessed as working within one of the following standards:

Foundations for the Expected Standard

Working Towards the Expected Standard

Working at the Expected Standard

Working at Greater Depth within the Expected Standard



Reading Papers

The reading test consists of two separate papers:

Paper 1 – consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils.

Paper 2 – consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is finding it difficult. The texts will cover a range of poetry, fiction and non-fiction.

Aspects of reading are assessed by different types of questions

Knowledge of vocabulary to understand the text.	Ability to identify and explain key aspects of fiction and non fiction texts, such as characters, events, titles and information.	Ability to identify and explain sequence of events in texts.	Ability to make inferences from the text.



Reading Sample Question- Multiple Choice

11

What did Mum describe as *sparkling fireworks*?

Tick **one**.

the sky that JJ painted

☐

the basketball net and red ball

☐

the flowers that Jasmine painted

☐

the splashes of paint

☐

1 mark



Reading Sample - Ranking/Ordering

(pages 8–9)

16

Number the following from 1 to 5 to show the order things happen in the story.

The first one has been done for you.

Machines destroyed the pond.

The ducks lived happily in the pond.

The ducks were set free on a lake.

The ducks were rescued by a helper.

The ducks hid in some thick reeds.



1 mark



Reading Sample - Find and Copy

8

Find and **copy two** words that tell you how JJ and Jasmine tried to clean off the paint.

1. _____

2. _____



1 mark

Reading Sample - Matching/Labelling

1

Draw **three** lines to show what Jasmine and JJ did on each day.

Monday

Wednesday

Friday

• did something for Mum

• went to the fair

• went to the circus



1 mark



Reading Sample - Find and Copy

8

Find and **copy two** words that tell you how JJ and Jasmine tried to clean off the paint.

1. _____

2. _____



1 mark

Reading Sample - Matching/Labelling

1

Draw **three** lines to show what Jasmine and JJ did on each day.

Monday

• did something for Mum

Wednesday

• went to the fair

Friday

• went to the circus



1 mark



Reading Sample Question- Short Answer

(page 6)

6

What does the winter frost help to do?



1 mark

Reading Sample Question –Open Ended

(page 5)

3

Look at the *Statues* section.

Why is *Statues* a good name for this game?



1 mark



Reading Sample - True/False

9

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.		



1 mark



What can you do to support your child with reading?

- Listen to your child read every night.
- Ensure your child brings their reading book to school every day.
- Focus on developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time.
- Talk about the story before, during and afterwards to check their understanding.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Look up definitions of words together – you could use a dictionary, the internet or an app, phone or tablet.
- Visit the local library – it's free!



Writing

Teachers will assess individual pieces of your child's work and will make a judgement against an assessment framework. These judgements are based on a broad range of evidence, which will come from day to day work in the classroom.



What can you do to support your child with writing?

- Practise and learn weekly spellings.
- Following your child's line of interest and giving writing a purpose is important.
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!



Mathematics

- For mathematics, children will sit two tests: Paper 1 and Paper 2:
- Paper 1:** arithmetic - covers calculation methods for all four operations: addition, subtraction, multiplication and division.
- Paper 2:** reasoning – covers the following strands of mathematics: number, geometry, measurement and statistics. Questions will be varied including multiple choice, matching, true/false, completing a chart/ table or drawing a shape. The children would be required to use their calculation skills in reasoning and problem solving contexts. Some questions will also require the children to show or explain their working out.



Maths Paper – arithmetic- sample questions

$55 + 37 = \square$

$50 + 10 = \square$



Example of Arithmetic Paper

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

$$50 + \boxed{} = 90$$

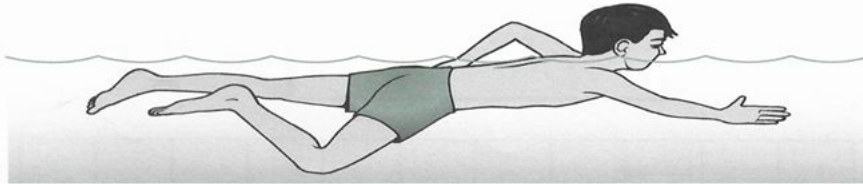
2.	$12 \div 2 = \boxed{}$	
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1.	$3 \times 3 = \boxed{}$	
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Example of Reasoning Paper

26



One length of a swimming pool is **10** metres.

Abdul swims the length of the pool **4** times.

Abdul works out how many metres he swims altogether.

Circle the **two** calculations that Abdul can use.

$$10 + 4$$

$$4 \times 10$$

$$10 + 10 + 10 + 10$$

$$4 + 4 + 4 + 4$$

1 mark



Example of Reasoning Paper

8

A game costs £25

Ben has £19



How much **more** money does Ben need to buy the game?

£



1 mark



What can you do to help your child with mathematics?

- Play times table games.
- Play mental maths games including counting in different amounts, (2s, 5s, 10s) forwards and backwards.
- Help your child to find: doubles, halves and quarters of numbers and quantities.
- Provide opportunities for telling the time: o'clock, half past, quarter past and quarter to the hour.
- Provide opportunities for counting money: coins and notes, calculating the total amount and finding change.
- Look for examples of 2D (circle, square, rectangle, pentagon, hexagon and octagon) and 3D (cube, cuboid, cylinder, cone and pyramid) shapes around the home.
- Identify, weigh or measure quantities and amounts in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts and draughts.
- Make sure that your child completes maths homework every week.



Useful websites for revision

www.ttrockstars.com/login

www.bbc.co.uk/bitesize

<https://www.topmarks.co.uk/>

www.mathsisfun.com



When will I be informed about my child's results?

You will receive this information in your child's summer term report. Reports will be issued in July 2025.



**Please make sure your
child has excellent
attendance and
punctuality.**



**Thank you for your
continued support,
we really appreciate
it!**

