

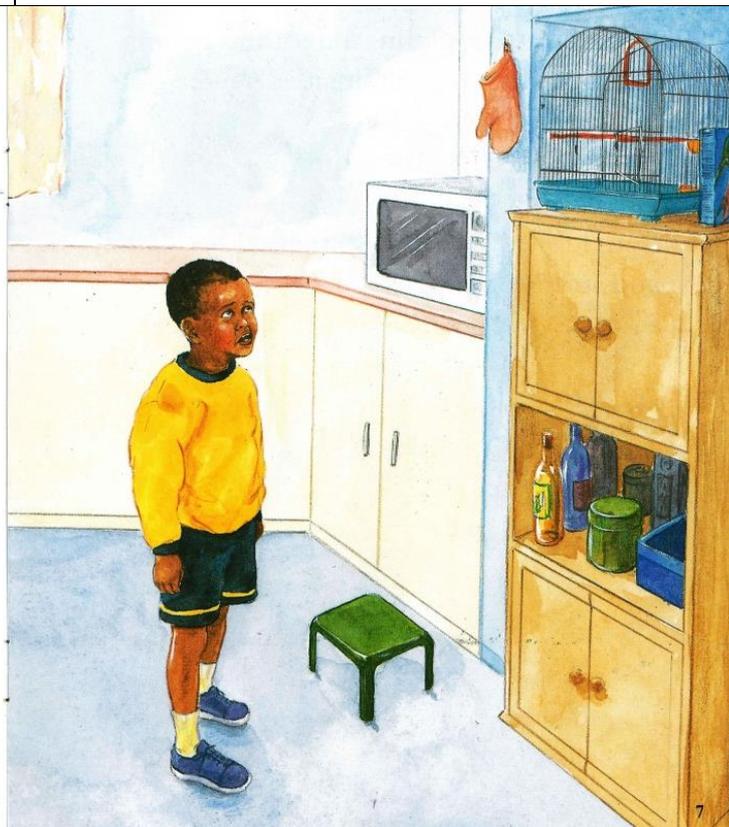
# READING

After 2 years at school	Level: 17 Turquoise
<p><u>What we assess</u></p> <p>The ability to:</p> <ul style="list-style-type: none"><li>• Read whole sentences without big pauses, and use the punctuation, so that the reading sounds smooth and interesting (fluency)</li><li>• Use expression and read to punctuation i.e they will pause after full stops</li><li>• Use what they know about letters and other words to work out new words (strategies)<ul style="list-style-type: none"><li>- Using groups of letters they know to check or work out some new words e.g <u>cake</u> sounds like <u>make</u>.</li><li>- Reading ahead to see what would make sense</li><li>- Looking at pictures to see what would make sense</li></ul></li><li>• Recognise and use commonly-used words (high frequency).</li><li>• Notice when they make important mistakes (especially if things stop making sense) and know how to fix them, most of the time</li><li>• Begin to talk about what might happen next – predicting.</li><li>• Read silently by themselves</li><li>• Tell if the story is real or made up, remember important parts of it, and be able to find parts that answer questions.</li></ul>	<p><u>How we assess it</u></p> <ul style="list-style-type: none"><li>• Regular monitoring in small reading groups</li><li>• Running Records: A Running Record is when a teacher assesses a child's reading individually. The teacher notes the types of errors made and how accurately they read at that level. (Is it too easy or too hard?) Teachers also look closely to see if children notice their errors and if they can correct those errors themselves.</li></ul>

One morning,  
when Ben went to look at Pip,  
the cage was empty!  
Pip had gone!

“I must have left the cage door open  
when I fed him last night,” said Ben.  
He felt very bad about it.  
What would Mrs Sands say?

Ben started to look for Pip.  
First he looked  
all around the kitchen,  
but Pip was nowhere to be seen.



# WRITING

After 2 years at school	Level: 1at (Curriculum Level 1)
<p data-bbox="92 271 300 300"><u>What we assess</u></p> <p data-bbox="92 331 277 360">The ability to:</p> <ul data-bbox="103 398 805 801" style="list-style-type: none"><li>• Write stories in a variety of ways and that they can use at school and home. This includes simple instructions, explanations of events, simple descriptions of people, things they have done an seen, know about, or are making up.</li><li>• Use full stops, question marks and capital letters most of the time.</li><li>• Spell words correctly, and try writing new words using what they know about other similar words.</li><li>• Write longer sentences and use simple connecting words (“like”, “and”) to join sentences together.</li></ul> <p data-bbox="92 808 612 837"><i>Example of a Level 1at piece of writing:</i></p> <div data-bbox="108 846 639 1458" style="border: 1px solid black; padding: 5px;"><p data-bbox="124 860 624 1435">He has greyish white-ish hair circling his head. The top of his head is shiny where there is no hair. He's quite fat and wears a buttoned shirt and pants. He works at a milk factory. He's got a berry bush at the back of his garden. He likes having beers at the pub. He lets me watch sky and help him pick berries.</p></div> <p data-bbox="124 1473 619 1720">[He has greyish white-ish hair circling his head. The top of his head is shiny where there is no hair. He's quite fat and wears a buttoned shirt and pants. He works at a milk factory. He's got a berry bush at the back of his garden. He likes having beers at the pub. He lets me watch sky and help him pick berries.]</p>	<p data-bbox="826 271 1054 300"><u>How we assess it</u></p> <ul data-bbox="842 331 1492 1144" style="list-style-type: none"><li>• Regular monitoring – daily writing in their writing books.</li><li>• Syndicate and school wide moderation of a piece of writing which is compared against examples of levelled writing.</li><li>• Surface features of a piece of writing which include, spelling, punctuation and grammar.</li><li>• Deeper features of a piece of writing which include, vocabulary, language (able to use interesting words, similes and metaphors etc.), sentences (simple, compound, and a variety of beginnings and ends), content and ideas, (what has been included to make the writing interesting), and organisation (beginning, middle and end).</li><li>• Overall Teacher Judgement based on daily writing and writing samples.</li><li>• National Standards:<ul data-bbox="890 1003 1492 1144" style="list-style-type: none"><li>- descriptors (a list of things that should be included in writing at this level).</li><li>- illustrations (examples of writing showing what is expected at this level).</li></ul></li></ul>

# SPELLING

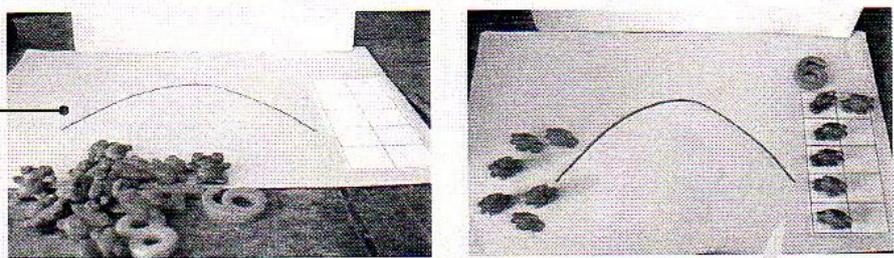
After 2 years at school		Level
<p><u>What we assess</u></p> <p>The ability to ....</p> <ul style="list-style-type: none"> <li>• Use visual memory to correctly spell most of the words in Essential Lists 1 &amp; 2 and the High Frequency words in lists 3 &amp; 4</li> <li>• Use knowledge of spelling relationships to write the sounds of English in different ways (<b>photo</b>, <b>laugh</b>, <b>Friday</b>)</li> <li>• Correctly spell word endings (<b>greatest</b>, <b>florist</b>)</li> <li>• Apply knowledge of simple spelling rules (eg. Using –es in buses)</li> </ul>	<p><u>How we assess it</u></p> <p><b>Letter/Sound Assessment</b></p> <p>Some sounds can be written in many different ways. This test assesses whether or not children can hear and record sounds in words in at least one way</p> <p><b>Pseudo Test</b></p> <p>This test highlights the sounds children are unable to write when they try to write unfamiliar words. The words in this test are ‘made-up’ words so that children can not use their visual memory (what the word ‘looks like’). They need to use their knowledge of spelling patterns (consonants, short vowels, long vowels, initial blends – br, tr, fl, digraph patterns – sh, ch, ng, ow, oy)</p> <p><b>Speedy Spelling</b></p> <p>Children write down as many words as they can, quickly, in 10 minutes. This is an assessment of how many words children can spell correctly in 10 minutes.</p>	<p>42/42 sounds</p> <p>76-82/90 sounds</p> <p>50-100 words</p>

# MATHEMATICS

<p><b>After 2 years at school</b></p> <p><i>If your child is meeting the Mathematics Standard after two years at school they will be working at curriculum level 1, solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics.</i></p> <p><i>They will be counting forwards and backwards, in their heads, from the biggest number, rather than starting at one. They may use their fingers to help them keep track of numbers.</i></p>	<p><u>Level:</u></p> <p>Curriculum Level 1 (At)</p> <p><u>Numeracy Project Stage:</u></p> <p>Stage 4</p> <p>Advanced Counting</p>
<p><u>What we assess</u></p> <p>The ability to...</p> <ul style="list-style-type: none"> <li>● Problem solving using numbers up to 100</li> <li>● Counting in 2s, 5s and 10's, forwards and backwards</li> <li>● Find <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math> of simple shapes and sets of objects</li> <li>● Sort objects into common groups and describe what they have done</li> <li>● Ask and answer questions and display their findings</li> <li>● Give and follow directions</li> <li>● Measure objects using their hands, feet or a pencil (non-standard units of measure)</li> <li>● Basic facts knowledge - instantly recall addition and subtraction facts to 10, doubles to 20 and halves from 20, "ten and ___" facts, multiples of ten that add up to 100. Instant recall means that your child can answer these basic facts in less than 4 seconds.</li> </ul> <p><i>During your child's second year at school 60-80 percent of mathematics teaching time will focus on number learning.</i></p>	<p><u>How we assess it</u></p> <ul style="list-style-type: none"> <li>● Regular monitoring in small maths groups</li> <li>● Junior Assessment of Mathematics (JAM). This is a new numeracy project assessment that was introduced at the beginning of 2012. It has a series of mathematical activities and questions that your child is asked, to show their thinking and how they are working out their answers. It looks at both their mathematical knowledge and their use of mathematical strategies.</li> <li>● Global Strategy Stage (GloSS) There are three GloSS assessments-one for addition and subtraction, one for multiplication and division, and one for proportions and ratios. We may use GloSS to give us an indication of wither your child is early/at a numeracy stage.</li> <li>● Individual Knowledge Assessment of Number (IKAN) We will be introducing this assessment to children in their second year at school. We use it to determine a child's numeracy stages in the areas of mathematical knowledge.</li> <li>● Overall Teacher Judgment (OTJ) based on what they have seen in the classroom; talking about learning with children; children's assessment of their own and each others' work; and results from formal testing.</li> </ul>

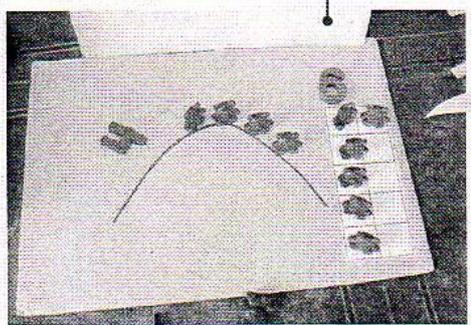
The teacher worked with a small group. She told them a story about a family of six bears who go over the hill and sit on their picnic blanket. She said, "They are waiting for their bear cousins to arrive. When the cousins arrive, the blanket will be full. How many cousins do you think will come over the hill? How many bears will be at the picnic altogether? Decide on your answer before you put the bears on the frame."

The group assembled counters, magnetic numbers, and a tens frame to construct a model of the problem.



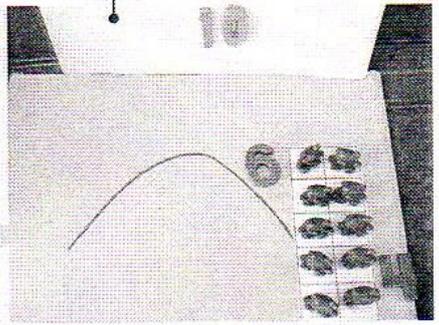
*That's one side filled and one more. That's the 6 bears.*

Danica used both a simple grouping strategy and a counting-on strategy to answer the questions.



*It's 4 more. There are 2 and 2 empty spaces.*

*It's 6, then 7, 8, and then 9, 10. 2 and 2 is 4, so it's 6 and 4. That's 10.*



### Discussion

This task provides some of the evidence needed to show that Danica is achieving at curriculum level 1 and the year 2 standard in Number. She can describe the solution with words, numbers, and pictures made from materials and has demonstrated that she is able to apply a counting-on strategy and to use groupings (within ten) to solve an addition problem. This suggests that she is working at the Advanced Counting stage of the Number Framework.