



Assessment Meeting

Our learning community respects, nurtures and inspires.

Ms Samuels
30th January 2026

What are SATs?

- The DfE announced that assessments at the end of KS1 would become **non- statutory** from the academic year 2023 to 2024.
- The reception baseline assessment now replaces the end of KS1 assessments.
- The aim of the optional assessments was to give schools access to test papers to support the measurement of pupil achievement and to help identify where pupils may need additional support as they transition into KS2. However, schools are now moving away from formally sitting optional SATs papers, as formative assessment is used continuously throughout the year through informed teacher judgements and low-stakes summative assessments, such as end-of-topic quizzes. This approach builds a more rounded and holistic picture of pupils' progress and areas of need.

<https://www.gov.uk/government/publications/2024-optional-key-stage-1-tests-guidance/2024-optional-key-stage-1-tests-guidance>

Reading in Year 2

Our learning community respects, nurtures and inspires.

‘Becoming or being a reader’
rather than ‘reading’ is at the
heart of the National
Curriculum.

Reading purposefully and for pleasure
is at the heart of reading.



Why is reading so important?

- ▶ It helps children learn about the world in which they live
- ▶ Good writing starts with good reading
- ▶ It is a key skill needed to progress in other subjects
- ▶ Children learn how language works
- ▶ Being a competent reader ensures children can access the world around them

What makes a good reader?

Decode

Understand

Respond

Attitude

The main purpose of reading is to build a visual image of the text.

Reading requires two skills

► Word recognition (word reading - reading fluency)

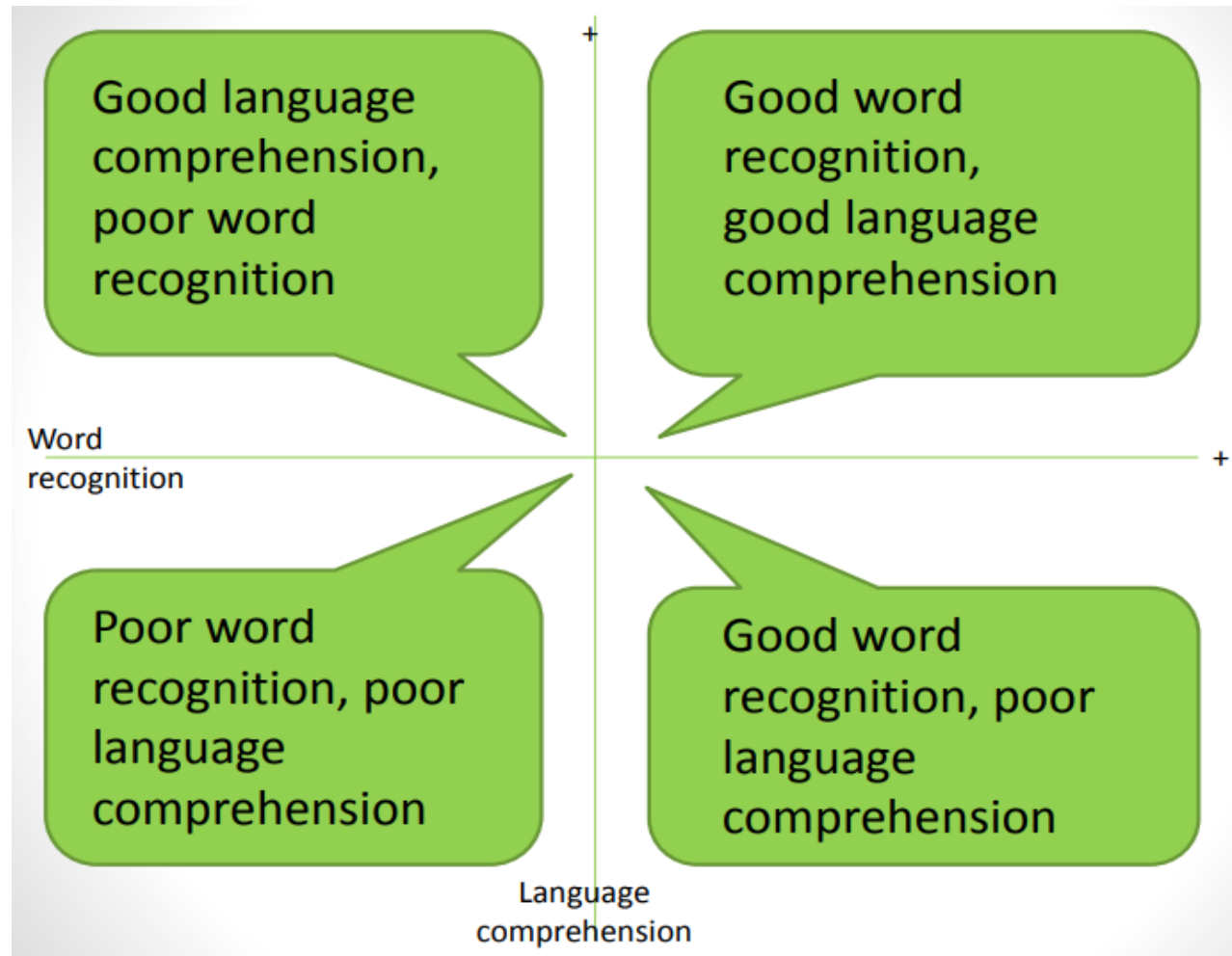
The ability to blend letter sounds (phonemes) together to read words. The ability to recognise words presented in and out of context

► Comprehension

The ability to understand the meaning of the words and sentences in a text. The ability to understand the ideas, information and themes in a text

Being able to read does not mean you understand what you read - Your child might sound like a good reader but may not understand what the text means.

Simple View of Reading



Reading in Year 2

- ▶ Reading in Year 2 moves away from decoding words and onto understanding the text
- ▶ Phonics should be secure and alternatives are taught
- ▶ Children read with fewer errors and are able to decode successfully unfamiliar words
- ▶ Children are reading a wider range of texts including non-fiction and poetry and exploring the key features

Reading with fluency

What is fluency?

- ▶ Fluency combines accuracy, automatic reading and reading with expression
- ▶ A reading speed of 90 words per minute is needed for children to be able to comprehend as they read
- ▶ Reading fluency is a vehicle for reading comprehension
- ▶ Reading aloud to children with expression helps develop fluency
- ▶ Repeated reading of the same text gives children time to gain fluency; giving them a better idea of what fluency feels like.

Language development



- ▶ A large vocabulary is crucial to reading success
- ▶ Children need a vocabulary of 15,000-20,000 words to read children's literature successfully
- ▶ New vocabulary needs to be taught and discussed
- ▶ Children need to hear and use new words multiple times to fully understand them
- ▶ Sharing stories that are at a level beyond the child's own reading level increases exposure to new and ambitious vocabulary. Talking about these words widens children's vocabularies.
- ▶ So... always encourage your child to ask when they do not know what a word means!

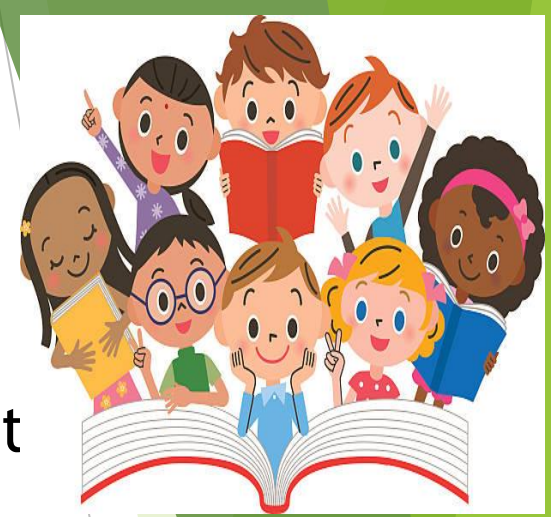
Comprehension strands

- ▶ Literal Comprehension (Literal Comprehension, Sequencing, Information Retrieval, Accuracy)
- ▶ Inference (Making Inferences, Predictions)
- ▶ Responding to the text (Personal Response and Evaluation of the Text, Performance)
- ▶ Language for Effect (Literary Language, Vocabulary Development)
- ▶ Themes and Conventions (Range of Texts, Text Structure)

Reading Levels

Book Band Colour	Reception	Year 1	Year 2
Lilac	Phase 1		
Pink	Phase 2		
Red	Phase 3		
Yellow	Phase 4		
Blue		Phase 5	
Green		Phase 5	
Orange		Phase 5	
Turquoise			Phase 6
Purple			Phase 6
Gold			Phase 6
White			
Lime			

Working Towards the Expected Standard for Reading



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 (GPCs)*
- read many common exception words*

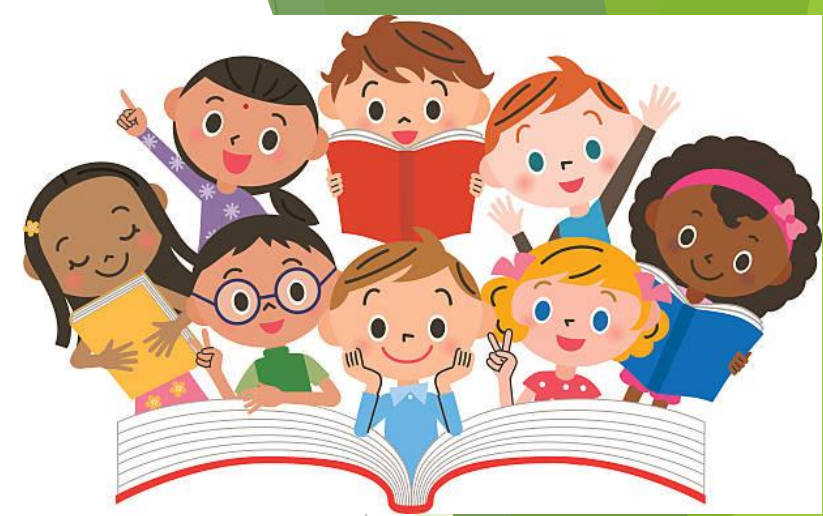
In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
 - sound out many unfamiliar words accurately
- In a familiar book that is read to them, the pupil can:
- answer questions in discussion with the teacher and make simple inferences

Expected Standard for Reading

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 most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
 - sound out most unfamiliar words accurately, without undue hesitation.

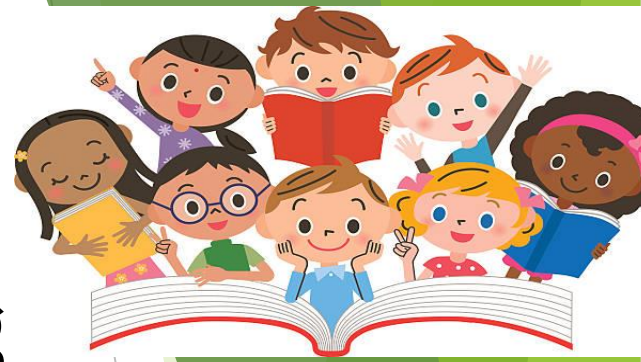
In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Greater Depth Standard for Reading

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

- make inferences
- make a plausible prediction about 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



Reading Videos

Working AT EXPECTED standard

https://www.youtube.com/watch?v=w4c_DMS-3IE

Working TOWARDS EXPECTED standard

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

Boom Reader

- ▶ Your child's class teacher will write comments about in school reading
- ▶ We expect comments written by parents on Boom Reader **at least once a week**. Children's comments are encouraged but optional.
- ▶ A weekly report is run from Friday to Friday. A letter will be sent home if there is no reading log during that week.



The Hare and the Tortoise

Group Book

Log reading

History

Settings

Book Assigned: 21 Mar 23



Teachers



Parents



Pupil

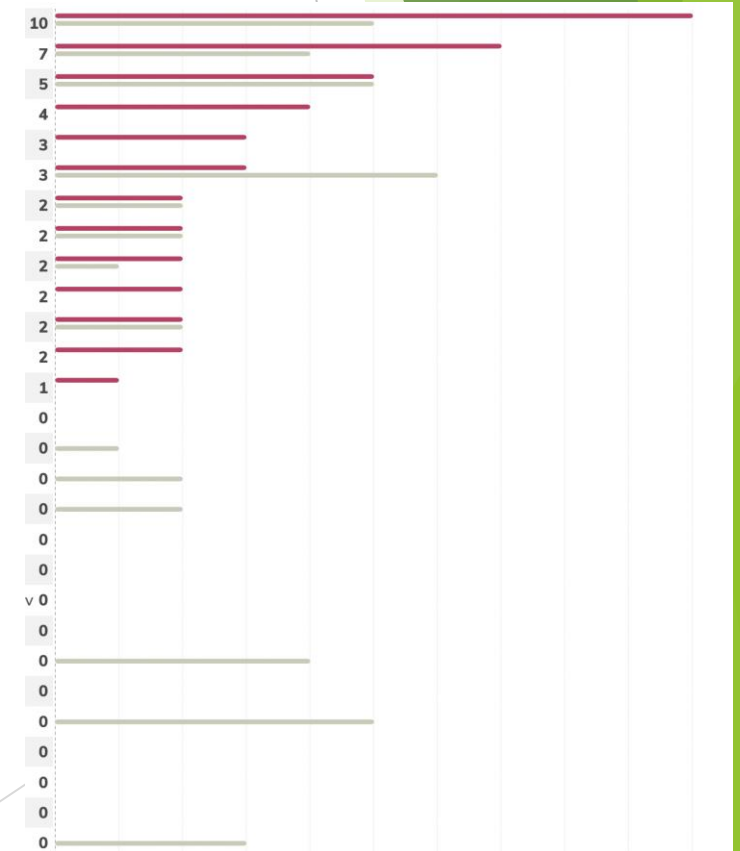
21 Mar 23



1 - 12

You

Excellent engagement and was very keen to read. Focus: word reading and fluency. Eli was able to read words with two or more syllables accurately: e.g. tortoise, already. He was able to read words containing suffixes: going, stopping, flopping. He can read most common exception words accurately. He was unsure about the word "tired" but was able to use his phonics to sound out



Top tips for home reading

► CHOOSE A QUIET TIME for daily reading

Set aside a quiet time with no distractions. 10 to 15 minutes is usually long enough. The key is consistency.

► MAINTAIN THE FLOW

If your child mispronounces a word do not interrupt immediately. Allow your child to self-correct, using their phonics skills. You can always discuss mispronounced word at the end of your reading time.

► SUCCESS IS THE KEY

Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless because the flow is lost, the text cannot be understood, and children can easily become reluctant readers.

► VISIT THE LIBRARY

Encourage your child to use our school library regularly.

Top tips for reading with your child.

► **COMMUNICATE WITH THE SCHOOL**

Use Boom Reader to record home reading. Speak to class teacher regarding your child's progress.

► **TALK ABOUT THE BOOKS**

There is more to being a good reader than just being able to read the words accurately. Being able to understand what has been read is just as important. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

► **VARIETY IS IMPORTANT**

Children need to experience a variety of reading materials eg. picture books, hardbacks, comics, magazines, poems, recipes, instructions and information books.

Purposeful discussion

- ▶ Give children 'Find it' questions and 'Prove it' questions - 'Find it' questions are literal questions -What colour was the ball? - 'Prove it' questions involve inference and deduction -Why was the boy sad?
- ▶ Develop understanding of causal inference - As the sound of the piano drifted through the woods he smiled. Q: What instrument was being played?
- ▶ Teach idioms (i.e. You need to pull your socks up, hang on in there)
- ▶ Always ask children how they know that - get them to refer back to the text
- ▶ Comprehension monitoring - teaching children to recognise whether they have understood what they have read
- ▶ Use synonyms to understand tricky vocabulary

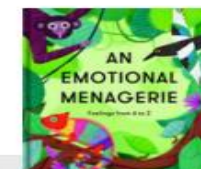
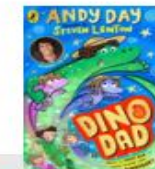
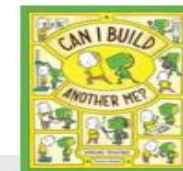
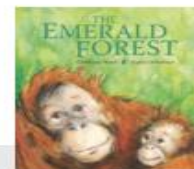
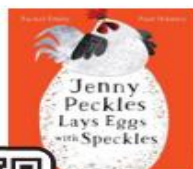
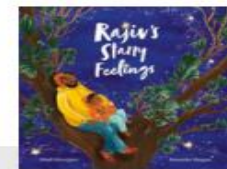
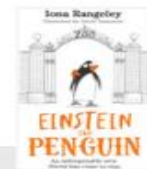
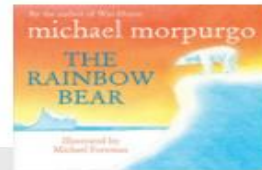
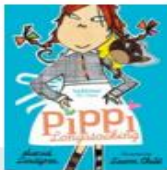
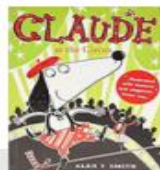
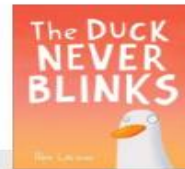
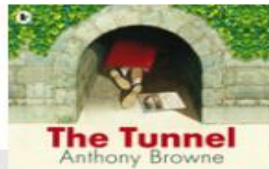
National Year of Reading - Go All In



50 Recommended Reads for...

Year 2 (ages 6-7)

2025-2026 Booklist



Mathematics in Year 2

Our learning community respects, nurtures and inspires.

Mathematics is all about...

- ▶ Connections
- ▶ Language
- ▶ Representations

Year 2 Curriculum Coverage

- ▶ Number: Place Value
- ▶ Number: Addition and Subtraction
- ▶ Measurement: Money
- ▶ Number: Multiplication and Division
- ▶ Statistics
- ▶ Geometry: Properties of Shape
- ▶ Number: Fractions
- ▶ Measurement: Length and Height
- ▶ Geometry: Position and Direction
- ▶ Measurement: Time
- ▶ Measurement: Mass, Capacity and Temperature

Arithmetic Strategies

- ▶ Knowledge of Key Instant Recall Facts
- ▶ Deductions - If I know $1 + 2 = 3$ then I know $10 + 20 = 30$
- ▶ Place value chart
- ▶ Pictorial representations
- ▶ Partitioning ($24 + 31 = 20+30$ and $4+1$)
- ▶ Number line
- ▶ Tens and ones
- ▶ Arrays
- ▶ Use of the inverse operation

Place Value Charts

Addition

T	O
	••
	••

T	O
2	4
1	1

$$24 + 11 =$$

Subtraction

T	O
 <del> </del>	•• • <del> </del>

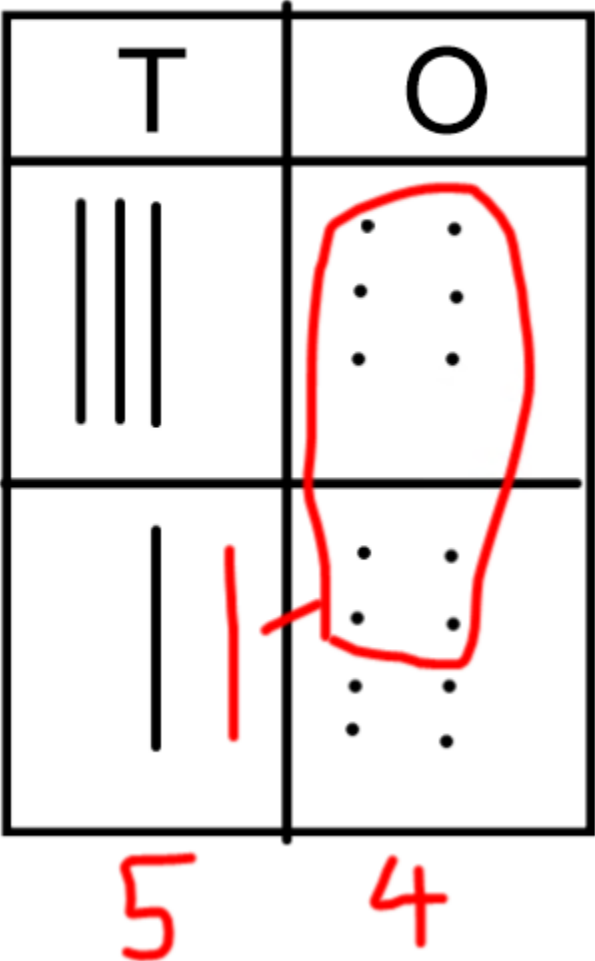
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T	O
2	4
1	1

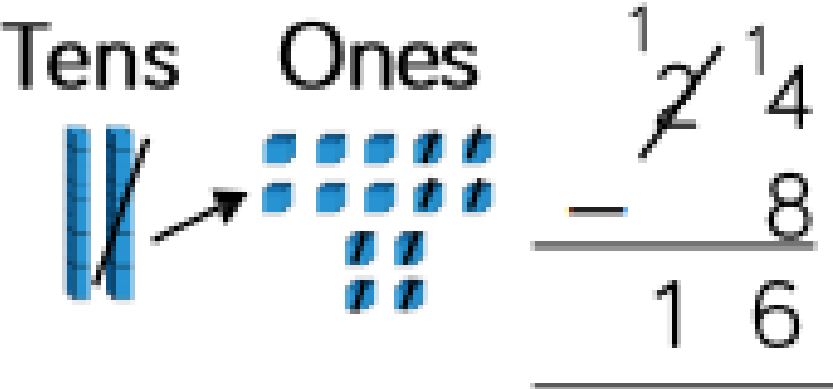
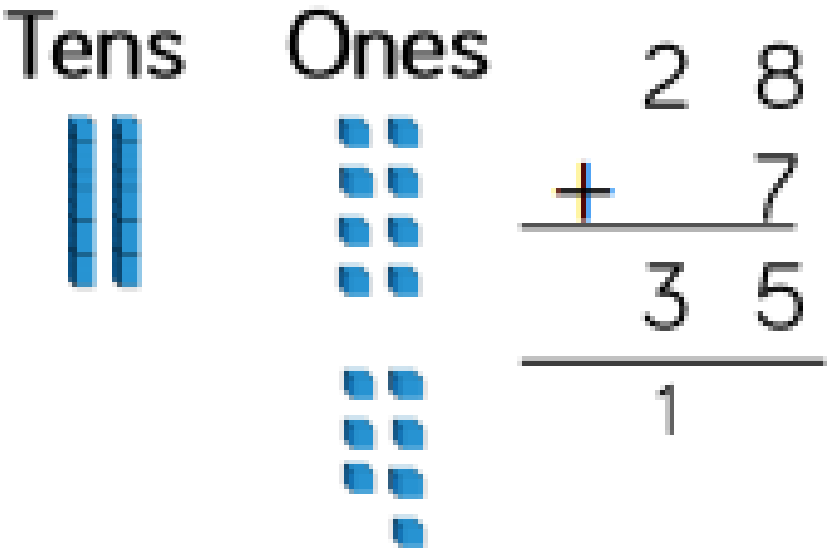
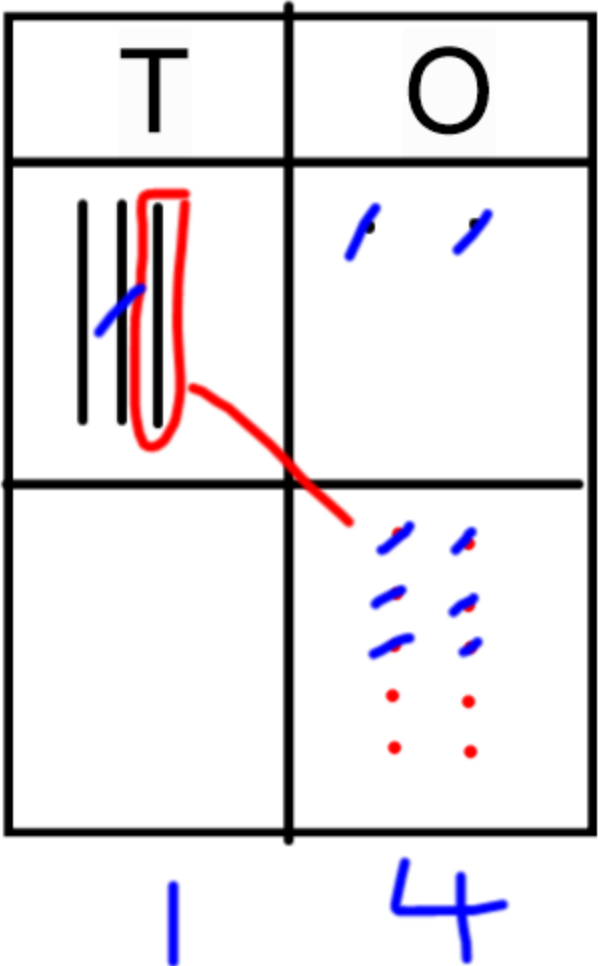
$$24 - 11 =$$

Exchanging

36 + 18 =



32 - 18 =



Partitioning

$$24 + 11 =$$

$$4 + 1 =$$

$$20 + 10 =$$

$$5 + 30 = 35$$

$$24 - 11 =$$

$$24 - 10 = 14$$

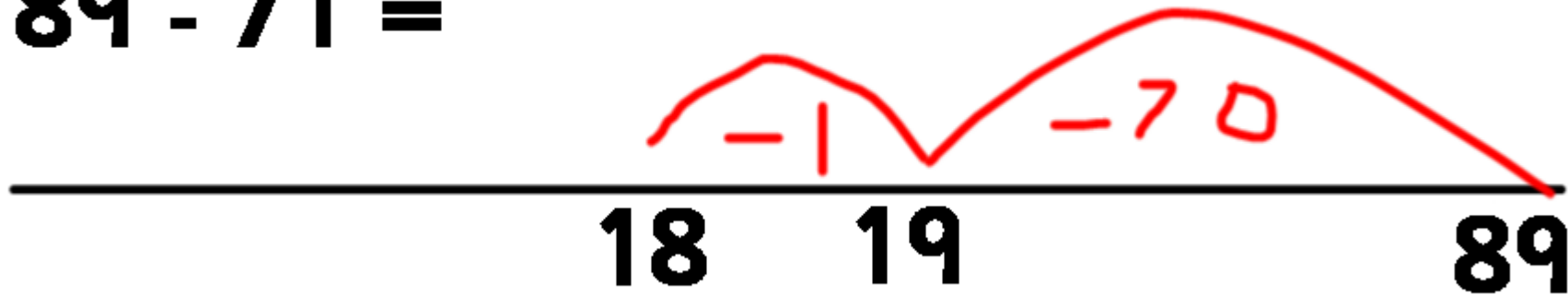
$$14 - 1 = 23$$

Number lines

$$52 + 35 =$$

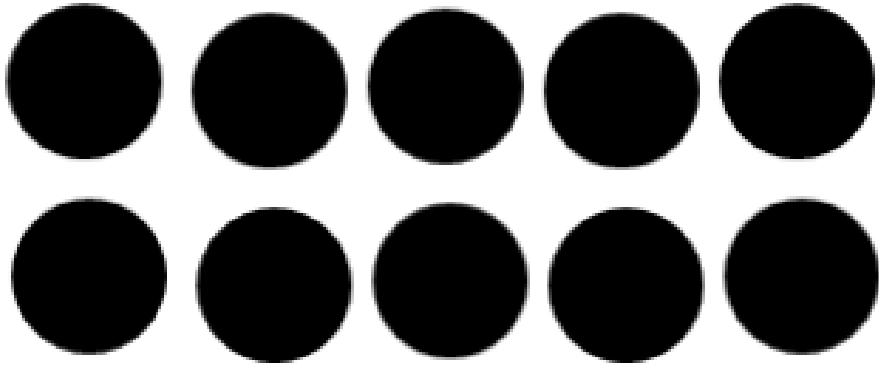


$$89 - 71 =$$

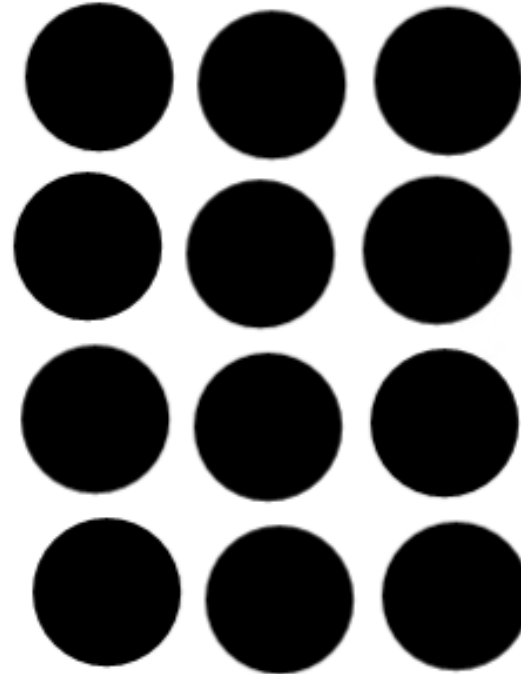


Arrays

$$2 \times 5 =$$

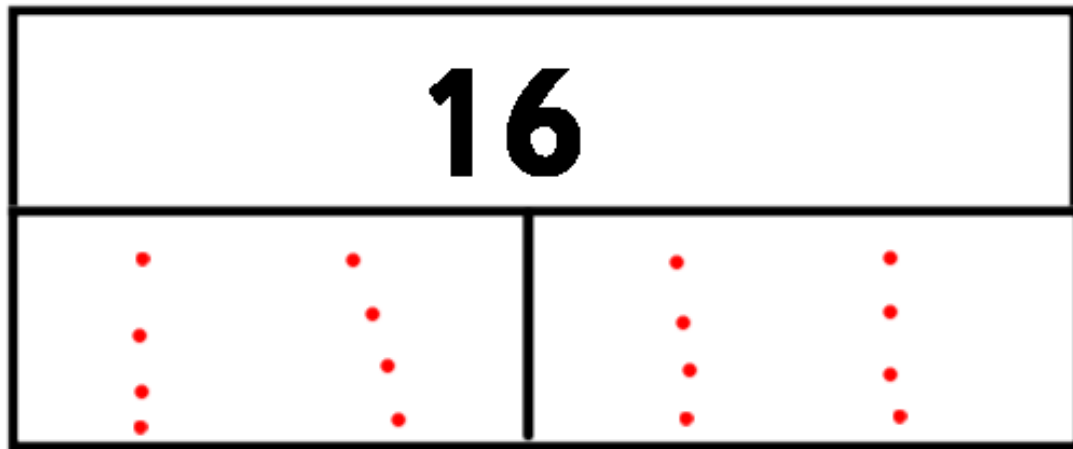


$$4 \times 3 =$$



Dividing and fractions using bar models

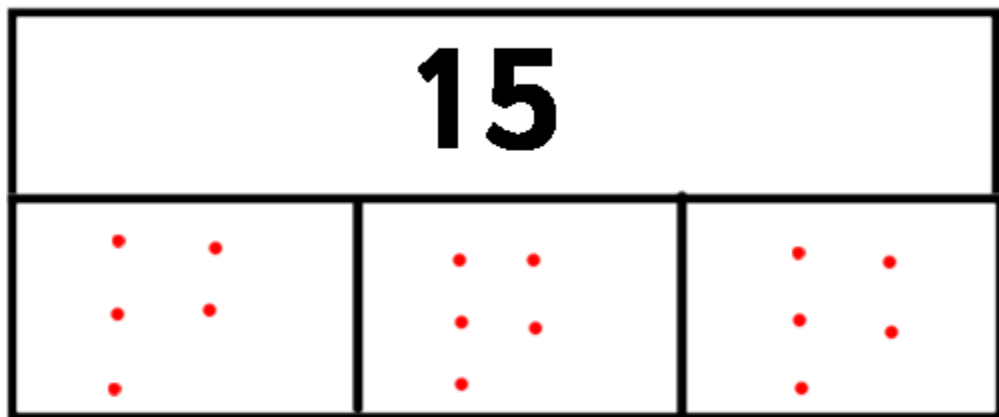
$$16 \div 2 =$$



$$\frac{1}{2} \text{ of } 16$$

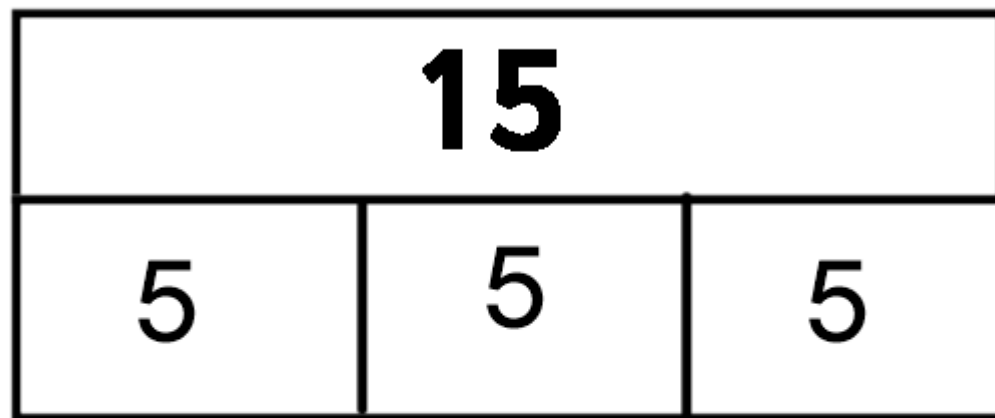
Bar Models

$$15 \div 3 =$$



$$\frac{1}{3} \text{ of } 15$$

$$15 \div 3 =$$



$$\frac{1}{3} \text{ of } 15$$

Maths Fluency

- ▶ Key Instant Recall Facts set each week
- ▶ Support children to be flexible with numbers
- ▶ Support children in using their knowledge of number to solve problems quickly and efficiently

Fluency

- ▶ Addition 1 more and 1 less to a number.
- ▶ Add 10 more and 10 less to a number.
- ▶ Writing number words to 100.
- ▶ Addition number bonds to 10.
- ▶ Addition number bonds within 10.
- ▶ Addition number bonds to 20.
- ▶ Addition bonds that cross 10.
- ▶ Subtraction number bonds from 10.
- ▶ Subtraction number bonds within 10.
- ▶ Subtraction number bonds from 20.
- ▶ Subtraction number bond within 20.
- ▶ Multiplication facts $\times 2$. (Doubles)
- ▶ Division facts $\div 2$. (Halves)
- ▶ Multiplication facts $\times 5$.
- ▶ Division facts $\div 5$.
- ▶ Multiplication facts $\times 10$.
- ▶ Division facts $\div 10$.
- ▶ Multiplication facts $\times 3$.
- ▶ Division facts $\div 3$.

Fluency

- ▶ Find $\frac{1}{2}$ of a number.
- ▶ Find $\frac{1}{4}$ of a number
- ▶ Find $\frac{1}{3}$ of a number.
- ▶ Days of Week.
- ▶ Months of Year.
- ▶ Number of seconds, minutes, hours and days.
- ▶ Time to o'clock.
- ▶ Time to half past.
- ▶ Time to quarter past.
- ▶ Time to quarter to.
- ▶ Time past the hour.
- ▶ Time to the hour.
- ▶ Mixed 5-minute interval.

Teacher Assessment Framework

End of year expectations for Mathematics:

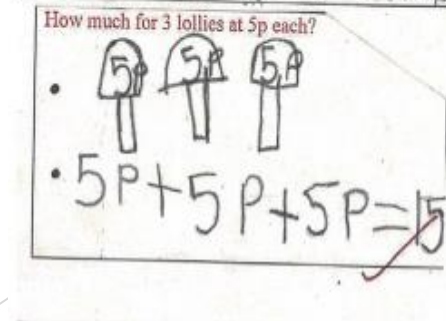
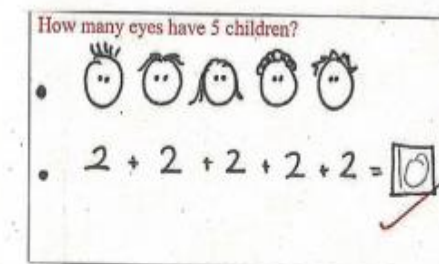
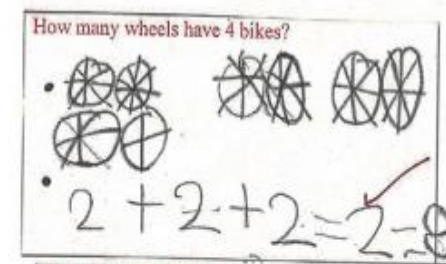
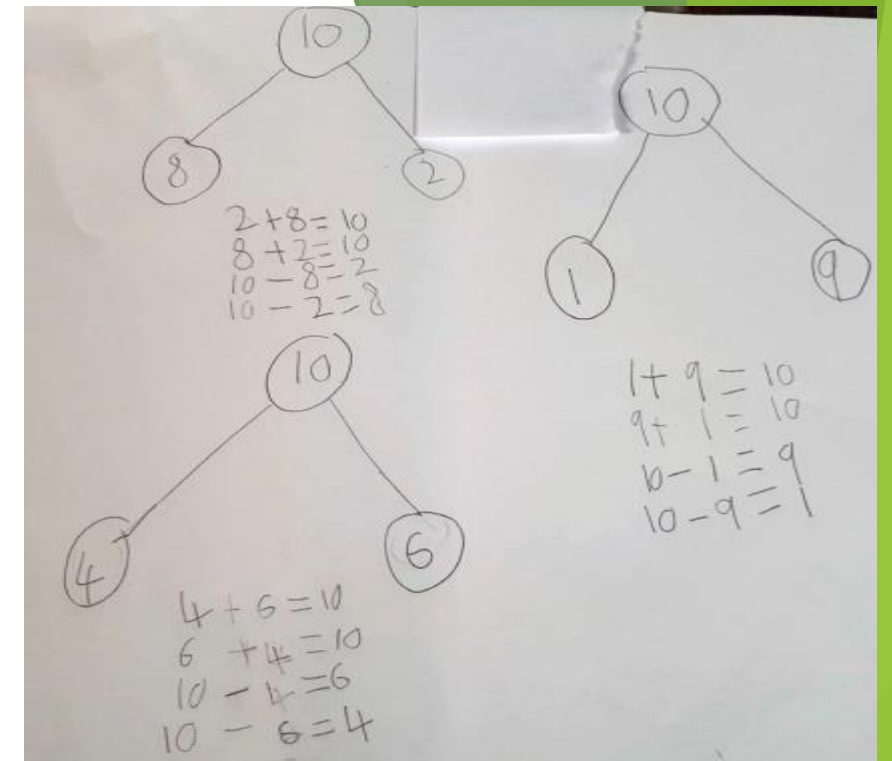
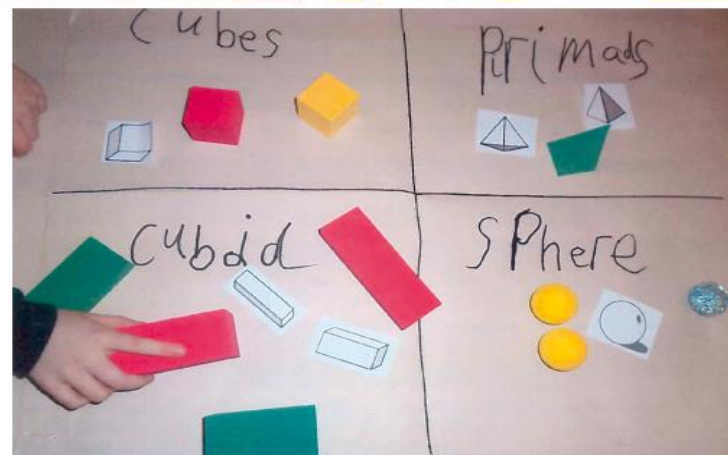
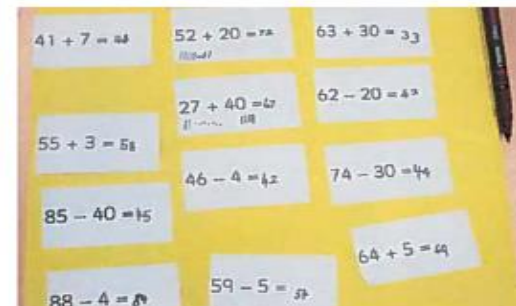
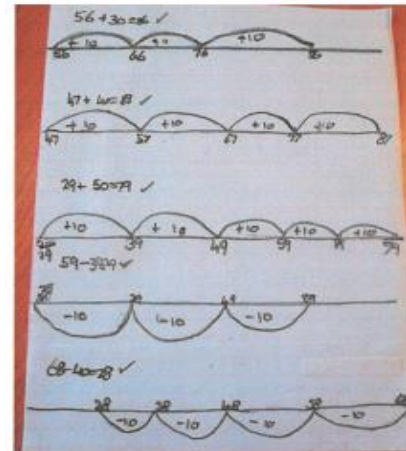
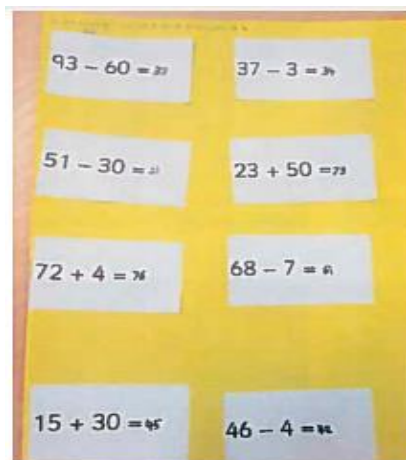
Working Towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

WTS

97 > 80 ✓
 17 < 47 ✓
 80 > 12 ✓
 31 > 17 ✓
 94 > 56 ✓
 51 > 41 ✓
 56 < 63 ✓
 41 < 47 ✓
 39 < 88 ✓
 51 < 56 ✓



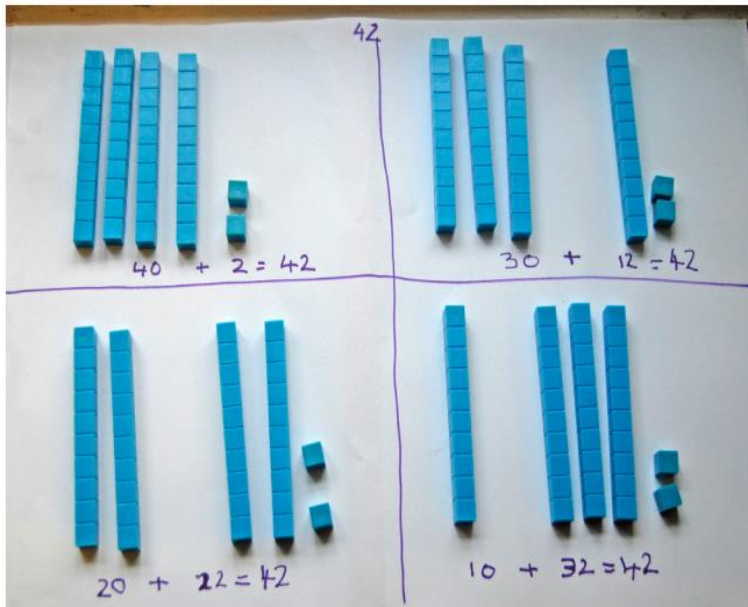
Teacher Assessment Framework

End of year expectations for Mathematics:

Working at the Expected Standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.



Can I add?

$$\begin{array}{r} 50 \\ + 26 \\ \hline 76 \end{array}$$

$$\begin{array}{r} 24 \\ + 21 \\ \hline 45 \end{array}$$

$$\begin{array}{r} 32 \\ + 40 \\ \hline 72 \end{array}$$

$$\begin{array}{r} 41 \\ + 12 \\ \hline 53 \end{array}$$

$$\begin{array}{r} 32 \\ + 22 \\ \hline 54 \end{array}$$

$$\begin{array}{r} 16 \\ + 21 \\ \hline 37 \end{array}$$

$$\begin{array}{r} 45 \\ + 21 \\ \hline 66 \end{array}$$

$$\begin{array}{r} 25 \\ + 33 \\ \hline 58 \end{array}$$

Can I order everyday events?

 I get up at half past 7.	 Start school at 9 o'clock.
 Walk out at half past 10.	 I eat my dinner at 12 o'clock.
 I finish school at quarter past 3.	 I watch TV at 6 o'clock.
 I have my tea at half past 5.	 I go to bed at quarter to 8.

eat dinner have my tea finish school
get up start school play out
watch TV go to bed

can I do inverse calculations

$$\begin{array}{l} 12 \times 10 = 120 \\ 10 \times 12 = 120 \\ 120 \div 12 = 10 \\ 120 \div 10 = 12 \end{array}$$

$$\begin{array}{l} 10 \times 10 = 100 \\ 100 \div 10 = 10 \end{array}$$

$$\begin{array}{l} 2 \times 50 = 100 \\ 50 \times 2 = 100 \\ 100 \div 2 = 50 \\ 100 \div 50 = 2 \end{array}$$

How many different ways can you find to pay for the sweets, using **only** silver coins?

$$\begin{array}{l} 10p + 10p + 10p + 10p + 5p = 45p \\ 20p + 20p + 5p = 45p \\ 5p + 5p + 5p + 5p + 5p + 5p + 5p + 5p + 5p = 45p \\ 10p + 10p + 20p + 5p = 45p \\ 10p + 10p + 5p + 5p + 5p + 5p + 5p = 45p \\ 10p + 10p + 10p + 5p + 5p + 5p = 45p \\ 10p + 20p + 5p + 5p + 5p = 45p \\ 20p + 5p + 5p + 5p + 5p + 5p = 45p \\ 10p + 5p + 5p + 5p + 5p + 5p + 5p + 5p = 45p \end{array}$$

$$\begin{array}{l} 10p + 10p + 10p + 10p + 5p = 45p \\ 20p + 20p + 5p = 45p \\ 5p + 5p + 5p + 5p + 5p + 5p + 5p + 5p + 5p = 45p \\ 10p + 10p + 20p + 5p = 45p \\ 10p + 10p + 5p + 5p + 5p + 5p + 5p = 45p \\ 10p + 10p + 10p + 5p + 5p + 5p = 45p \\ 10p + 20p + 5p + 5p + 5p = 45p \\ 20p + 5p + 5p + 5p + 5p + 5p = 45p \\ 10p + 5p + 5p + 5p + 5p + 5p + 5p + 5p = 45p \end{array}$$

2D Shapes

Write the name of the shape in the box next to it and then write some of its properties, using the Star Words.

Shape	Name of shape	Properties
	Rectangle ✓	It has 4 sides. ✓ It has 4 corners. ✓ It has 2 short sides & 2 long sides. ✓ It is not equal. ✓ It is symmetrical. ✓
	Triangle ✓	It is equal. ✓ It is symmetrical. ✓ It has 3 corners. ✓ It has 3 sides. ✓ It is not equal. ✓
	Square ✓	It has 4 sides. ✓ It is equal. ✓ It is symmetrical. ✓ It has 4 corners. ✓
	Circle ✓	It has 1 curved side. ✓ It has 2D. ✓ It is symmetrical. ✓ It is equal. ✓
Shape	Name of shape	Properties
	Pentagon ✓	It has 5 equal sides. ✓ The pentagon is symmetrical. ✓ It has 5 corners. ✓ It has a blank outline. ✓
	Hexagon ✓	The hexagon is equal. ✓ The hexagon is symmetrical. ✓ The hexagon has 6 sides. ✓ The hexagon has 6 corners. ✓
	Heptagon ✓	The heptagon has 7 sides. ✓ The heptagon has 7 corners. ✓ The heptagon is symmetrical. ✓
	Octagon ✓	

Teacher Assessment Framework

Working at Greater Depth within the expected standard

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; ‘together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?’ etc.)
- solve unfamiliar 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?’)
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

What do you notice about this graph?



Reasoning about numbers

In each case choose a number that could reasonably be correct.

Then explain why you chose that number.

$19 \times 5 =$ 84 95 93
 Its 95 because it ends in a five or 0 when you count in fives.

$19 \times 2 =$ 35 33 38
 Its 38 because if counting in 2s it should be even.

$19 \times 10 =$ 190 185 192
 I think its 190 because when you count in tens its all ways ends in a 0.

$19 \times 5 =$
 Its 95 because it ends in a five or 0 when you count in fives.

$19 \times 2 =$
 Its 38 because if counting in 2s it should be even.

$19 \times 10 =$
 I think its 190 because when you count in tens its all ways ends in a 0.

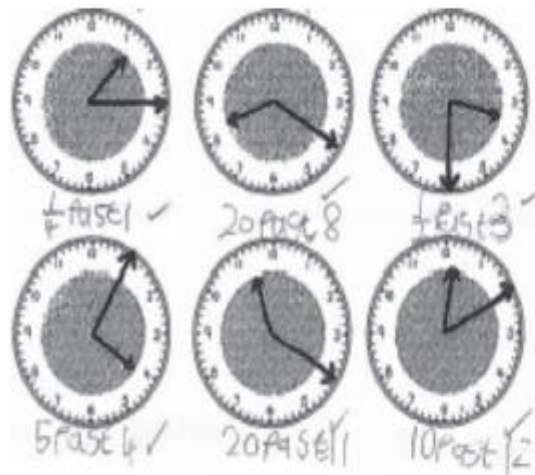
L1. To solve missing number problems

$\boxed{28} + 11 = 25 + 14$ ✓

28	11	= 39
25	14	= 39

$17 + 15 = \boxed{20} + 12$ ✓

17	15	= 32
20	12	= 32



¼ past 1

20 past 8

½ past 3

5 past 4

20 past 11

10 past 12

Resources - web links

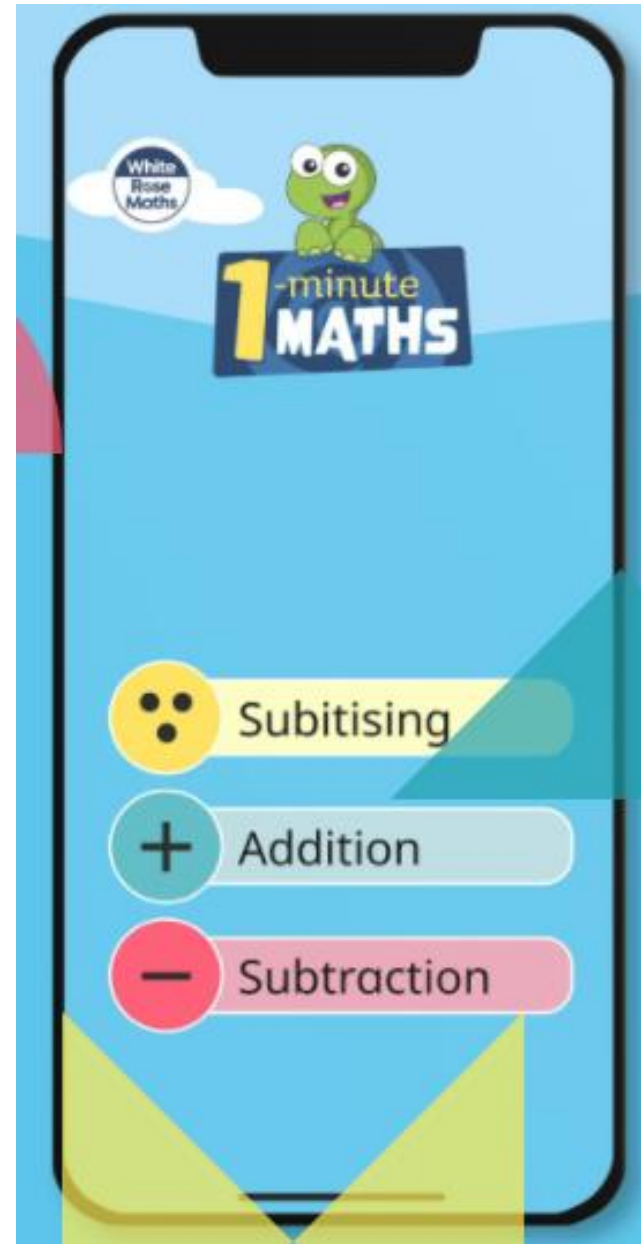
- ▶ Year 2 National Curriculum
- ▶ <https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england-mathematics-programmes-of-study#year-2-programme-of-study>
- ▶ White Rose Parent Maths booklets
- ▶ <https://whiterosemaths.com/parent-resources#download>
- ▶ NCETM Ready to Progress Documents
- ▶ <https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/>
- ▶ Interactive Maths Games
- ▶ <https://www.topmarks.co.uk/>
- ▶ Ready to Progress documents
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954796/Maths_guidance_year_2.pdf

Helping at home with Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, draughts or chess.

White Rose Maths App

The 1-Minute Maths app helps children build greater number confidence and fluency. It's all about targeted practice in engaging, one-minute chunks!



Writing in Year 2

Our learning community respects, nurtures and inspires.

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term,

er (/ə/)
ir
ur

	(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
	girl, bird, shirt, first, third
	turn, hurt, church, burst, Thursday

oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore

aw
au
air
ear
ear (/ɛə/)
are (/ɛə/)

	saw, draw, yawn, crawl
	author, August, dinosaur, astronaut
	air, fair, pair, hair, chair
	dear, hear, beard, near, year
	bear, pear, wear
	bare, dare, care, share, scared



Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat</i> , <i>fill</i> , <i>fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e , i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry

Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far. the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used
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Year 2 Spelling Rules

The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap

The // or /ə/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
The // or /ə/ sound spelt -el at the end of words	The -el spelling is much less common than -le . The -el spelling is used after m, n, r, s, v, w and more often than not after s .	camel, tunnel, squirrel, travel, towel, tinsel
The // or /ə/ sound spelt -al at the end of words	Not many nouns end in -al , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	The y is changed to i before -es is added.	flies, tries, replies, copies, babies, carries
Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it	The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying

Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section

The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /b/ sound spelt a after w and qu	a is the most common spelling for the /b/ ('hot') sound after w and qu .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full	can't, didn't, hasn't, couldn't, it's, I'll

Homophones and near-homophones

It is important to know the difference in meaning between homophones.

there/their/they're,
here/hear, quite/quiet,
see/sea, bare/bear,
one/won, sun/son,
to/too/two, be/bee,
blue/blew, night/knight

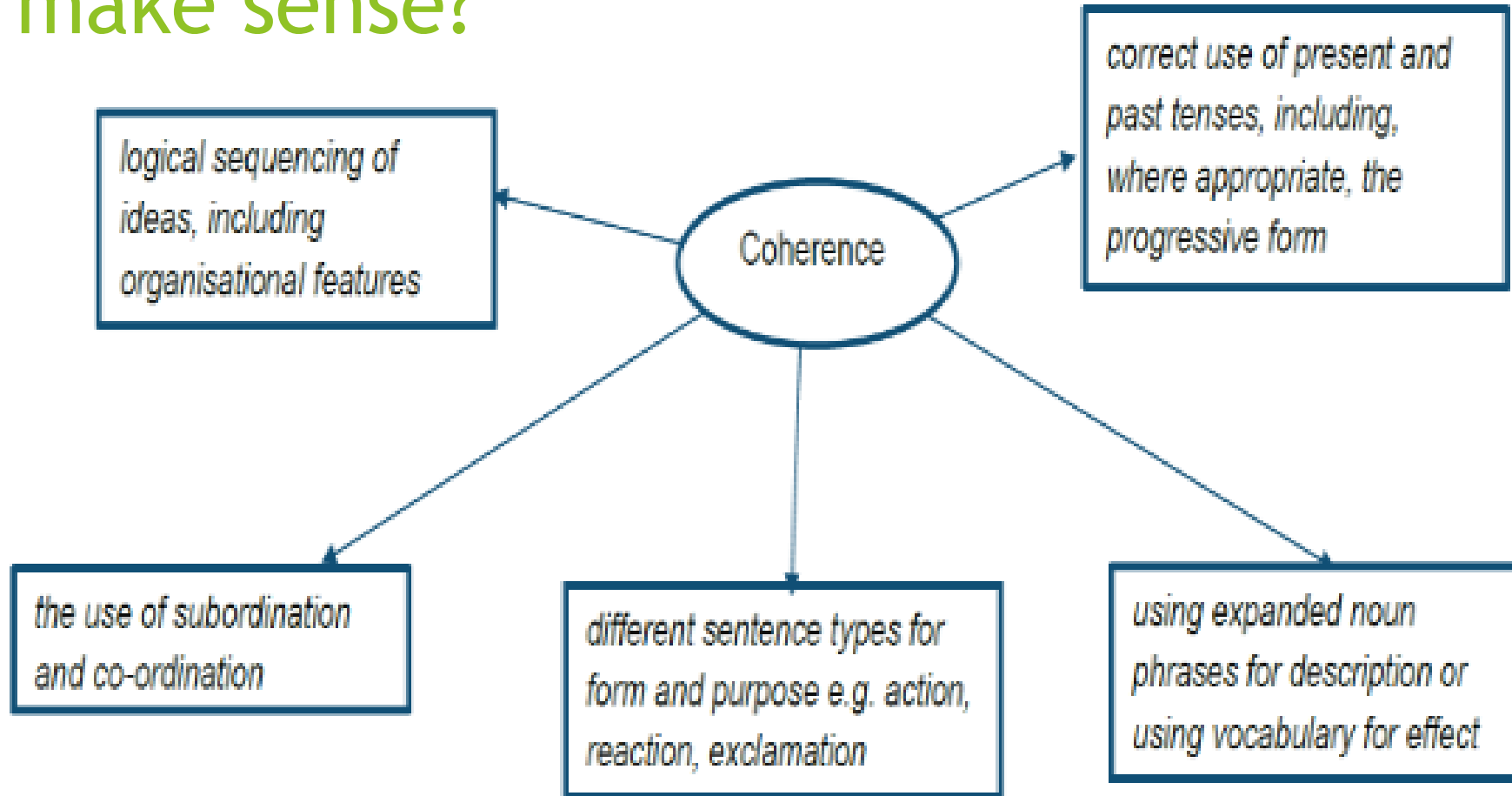
Writing

- ▶ Children's writing is assessed against the optional Teacher Assessment Framework
- ▶ Children should be a secure fit at the standard they are assessed
- ▶ Children may have one significant weakness in writing
- ▶ 'Teachers can use their discretion to ensure that a particular weakness does not prevent an accurate judgement being made of the pupil's overall attainment in English writing. A teacher should still assess a pupil against all of the 'pupil can' statements within the standard at which they are judged, and a pupil's writing should meet all of the statements, as these represent the key elements of the national curriculum. However, a teacher's professional judgement takes precedence and this will vary according to each pupil.'

When moderating, teachers:

- ▶ Read the child's work aloud to see for sense and cohesion
- ▶ Look more closely against the standards for that piece of writing
- ▶ A wide range of writing is moderated
- ▶ Different writing genres are expected (recount, narrative, description, explanation, letter, information, instructions, reports, poetry)

Most importantly - does their writing make sense?



Year 2 Working Towards the Expected Standard

The pupil can, after discussion with the teacher:

- ▶ • write sentences that are sequenced to form a short narrative (real or fictional)
- ▶ • demarcate some sentences with capital letters and full stops
- ▶ • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- ▶ • spell some common exception words*
- ▶ • form lower-case letters in the correct direction, starting and finishing in the right place
- ▶ • form lower-case letters of the correct size relative to one another in some of their writing
- ▶ • use spacing between words.

Piece B: Short story

There was once a brave soldier who helped anyone and everyone in need. His name was Traction Man!

Traction Man had a morning swim. It was only a quick one. Suddenly Traction Man heard someone screaming Help! Help! He flew upstairs to see what was going ~~on~~ on.

He must use all his strength to kick open the door. He finally got in side there. He saw the Sping getting hurt a lot.

The Sping was really sad and angry. Traction Man saw that the evil tap was running all over the Sping.

So Traction Man turned on the shower on to cold and sprayed it at the evil tap. I ~~was~~ and saved the day. I wonder what ^{you} we would do to morrow?

Piece C: Letter

The Barracks Hospital
Safarj Turkey 1st Decem^{ber}
1854

Dear Mother and Father

I am writing to tell you I have arrived safely.

When I arrived there was a bad smell. There were no beds and no clean bandages. There were lots of rats scuttling around the wounded soldiers. I worked hard to help the wounded soldiers the nurses helped me too.

As I write the sun is setting and I am going to say good night to the soldiers.

Lots of love

Florence

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 both horns.
To make a sever both horn
you need severs from a
part. I slid and then I sor
the seedrags and then the boys
said drop the both horns.
His tongue felt tingly and tickly.
He had swum away and we
said our plan wuct.

Hiccup has soft brown hair and it is short. He has a
sheel because it he is in dayjer. Hiccup can fit them
back. Also he has sparkle bright green eyes. He yowis
his sword to fit bad gise. Hiccup is smol. Hiccup is
a wise person. Hiccup has flusey boots. he has a
flusey jacket. Hiccup is a lovely boy. Hiccup is
caring and kind. Hiccup has the shinee sword
and it is sharp. Hiccup has a dark green teshet.
He also is wearing black jeans to and he looks warm.
He has a peg leg. Hiccup has a clean
shell and his sword is shiner then gold.
His shell has patterns on his shell to.

Year 2 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.

Piece F: Character description

Hiccup has soft brown hair and it is short. He has a sheel because if he is in dayjer. Hiccup can site them back. Also he has sparkley bright green eyes. He yowls his sword to fit bad gise. Hiccup is small. Hiccup is a wise person. Hiccup has fluffy boots. he has a fluffy jacket. Hiccup is a lovely boy. Hiccup is caring and kind. Hiccup has the shimmie sword and it is sharp. Hiccup has a dark green tunic that He also is wearing black jeans to and he looks warm. He has a peg leg. Hiccup has a clean shell and his sword is shinier than gold. His shell has patterns on his shell too.

Piece D: Instructions

1. Look in the dragon's eyes and say sit
2. Lie down you get a treat and put it in your hand and clasp your hand. Place it down and say lie down and then give the treat to your dragon.
3. If you want to make your dragon to stay you put your hand in front of you and say stay.
4. I put my one finger up and turn it round and round and the dragon turned around and he did it.

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. ^{It} ~~It~~ was really dark in the attic and there were pretty deep holes in the floor. Just then some thing caught his eye. ^{It} ~~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~~ ^{took} ~~took~~ ^{took} them all down stairs. & First he opened the silver ^{one} which had wires in it. ^{Soon} ~~Soon~~ he had opened all of them.

Fred put all the parts together. it made a computer. Suddenly he ^{Spotted} ~~noticed~~ a white box ^{with} ~~which~~ 3 pins. ^{It} ~~It~~ was a plug Fred plugged in the plug. The computer said DELL. Whatever does that mean? I thought Fred. He made jumpers, bread and butter he had finish writing ^{every thing} ~~down~~ that the machine went boom. Fred was sad. ^{So} ~~So~~ he went to the garage got some tools and put it back together. From that day on Fred used his machine every day ^{to knit} ~~to knit~~ his school jumper.

Piece A: Explanation

A Molkey task machine

You plug in the machine. Then ^{you} switch it on. The ~~to~~ Molkey task computer will go bleep, buzz, bleep and then you press a ~~bot~~ button on the key board. The Machine will ~~do the~~ ^{anything} ~~any~~ ~~any~~ you want. Before you do anything make sure you have plugged everything in properly. Then Switch on the TV box so you can watch every thing that is hapening inside the machine!

Piece B: Description (setting)

There were lots of spiders in the attic. Some thing was flapping its wings behind a * enornas box. I wonder what is in that box thought Eloiote. He crept closer to open the ^{box} but suddenly a ^{pigeon} ~~pigeon~~ came out from behind the box. Go away! Seid Eloit quietly. The ^{pigeon} ~~pigeon~~ ~~se~~ went out the window. ^{W F} ^{al} ~~Sidd~~ Eloit that was close.

Piece D: Letter and instructions

Dear Elliott We know what your machine is it's
a typewriter

How to use it:

1. First put the paper in the typewriter.
2. Turn the dial to feed the paper into the typewriter
3. Next push the keys down ^{to print a letter} firmly
4. Now push the slider lever down on the side of the typewriter

5. If you hear a ding that means ^{you are} ~~you~~ at the end of the line ding! ding!

6. You can't take any thing ^{away} or if you make a mistake! ~~backspace~~

I hope you learn how to use your typewriter
love from [redacted] xxx Now you can type letters
to me.

Piece E: Description

My dragon is a fire dragon. his
breath can make cars sizzle like dynamite.
If you make him angry, he will
breathe rings of fire at you.
~~When~~ when he flies, he lights up
the sky. It's like the sun. He lives
in the center of the sun. When he
goes to sleep the fire ^{the} ~~in the~~
sun goes out. He can turn things to
stone, make people catch fire and make things
explode. He can also turn anything into
food. When he gets angry he will throw you
in the sun!

Pupil C - Piece C: a recount

Context: after a school visit, the class was asked to write a brief recount of the journey. Pupils were encouraged to independently select and use sequential words or phrases.

Our trip to F— hall

On Monday 3rd June we went on a school trip. When the whole of year two approached to F— hall we took a walk around the shiny lake. After that me and the year group had a little walk and a man told us all about the indian ^{beaver} tree. Then we relaxed and had some biscuits and fruit. This is where we had the best bit we played a game of duck-duck goose and we lied down. Finally I had another nature walk around different types of flowers. ~~When we arrived back at school for lunch I felt very lucky.~~ We saw lavender, roses, small and big sized trees. When we arrived back at school for lunch I felt very lucky.

Pupil C - Piece E: a story

Context: following a class discussion on how animals, like people, have to live in habitats and try to get on with each other, the pupil asked if they could write their own story during a 'free-writing' session about a mischievous bat. The pupil animatedly read the story to a group of children in an early years' class.

In a gloomy forest lived a mischievous bat swooping in the sky trying to find food. He had ears that looked like ore and wings that protected him like umbrellas. Then bat found a tree to sleep on but a selfish woodpecker was there! The woodpecker looked at the bat. She didn't care! She squeaked and the baby woodpeckers were screaming even louder it nearly made bat fall off the tree. He got so very annoyed that he couldn't go back to sleep. After a few minutes mother woodpecker was pecking on the tree trying to get a worm to eat. She woke bat up again and the baby woodpeckers were screaming because they wanted food. She came back out again and screamed so loud that he made him hess. cssssss! So in the night he went on a night shift. He went and got some food and gathered it. He made sure mother woodpecker wasn't looking and then he gave them food.

Year 2 Working at Greater Depth Standard

- ▶ 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.
- ▶ **Children who are Greater Depth writers are greater depth readers. They use their reading to inform their writing.**
- ▶ **They write at length and display stamina.**
- ▶ **Their writer's voice comes through.**

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a krickety, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in returnst some money?"

"Sure," replied Poppy and set off in the dusty alleyway.

On the dusty alleyway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the alleyway and finally arrived home. When she arrived, her mum was furious and she was so skubbaht with Poppy. She throw the beans out of the glass delicate window as fast as a cheetah.

"Go to your room without any of your favourite scrumptious dinner!" Shouted Poppy's mother. Poppy felt really miserable, so she went to her room without any of her favourite scrumptios dinner.

The next morning Poppy saw a massive and it was reaching into the fluffy, white, cuddly clouds. Poppy decided to climb it.

Up... up... up. It got colder and colder and colder. Poppy got really cold. Finally she arrived up to the top of the massive beanstalk.

Slowly, Poppy lifted her head and then she saw a hummingous castle. Poppy was so amazed she couldn't say anything. When she could speak she crawled to the castle and knocked quickly but nobody answered.

Creep... creep... creep. Trembling, Poppy heard a booming voice. "FEEFI FO FUM!" roared the voice. "I SMELL THE BLOOD OF AN ENGLISH MAN!" As fast as Poppy's legs could take her, she ran to an oven to hide and she was safe. Luckily the person went to sleep. Slowly Poppy sneaked out of the oven and realized that the person was an enormous giant! Then Poppy saw some golden flowers on the table. Really quickly, Poppy grabbed the golden flowers as fast before you could say jump.

Carefully, Poppy scurried down the massive beanstalk and gave the golden flowers to her poor mum.

"Oh my!" cried Poppy's mum happily.

"What a lucky escape that was!" thought Poppy.

Porchester Castle

Introduction

Yesterday I went to the old stony Porchester Castle!

On the bus.

First I stepped on the coach with my partner Lxx. On the way we sang, Wheels on the Bus, The king is in the castle and a little bit of Call me Maybe. I was really excited because we were nearly there!

Looking at the Outer walls.

Next we arrived ^{and} we saw the keep and it was soooo tall! The other walls were protecting the inside of the castle so attackers won't attack. I felt very edgy because I couldn't wait ^{to see} what we were going to do.

Up the spiral.

After that we entered (on the pretend, wooden drawbridge) and the first activity was going up the spiral! When we were climbing, we had to hold our clipboard on our left hand and hold on to a long rope on our right hand. I felt surprised because it was a long way up to the top of the keep!

A the top of the keep.

A few minutes later we arrived at the top of the keep and we drew some of Porchester Castle. It was a great view! How I wished you were there! I was clapping my hands with excitement because I was so happy that I got to the very top of the keep.

Down the spiral.

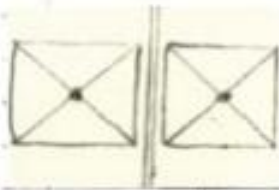
Later that day I went down the spiral - but on the way we saw where the prisoners used to be and they drew something and their names are still there!! I felt happy because I wanted to explore more around the castle.

Lunch

After going down the spiral we had lunch and I had some sandwiches, grapes, carrots, apple slices and so a brioche. (I also had some water.) I was so hungry and then I sat with my mum making a daisy chain.

At Porchester castle museum.

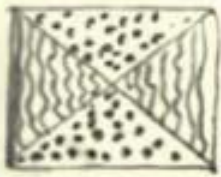
After lunch, we went to the museum and drew our artefact and wrote some facts about Porchester Castle. I felt hard at work because I had to lots of facts.



How to make a Paper windmill

every line.

1. Get two pieces of paper and draw a bit with an X cross with a dot in the middle of



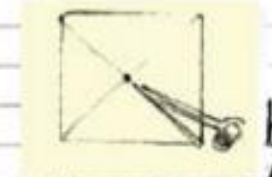
2. Draw some decorations on one side and on the other side leave it blank so how it is.



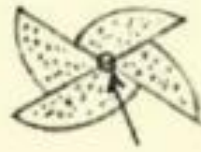
3. Put the two pieces in front of you to make sure you have got both of them.



4. Stick the decorated bit on front of the not decorated bit and stick it on.



5. Cut the lines of the cross but only to the ~~line~~ you did in the middle and cut it to there. Also, cut the squares with it.



6. Fold these bits ^{carefully} ~~slowly~~ to the middle like this in the picture, so you get it right.



it again.

7. Put a pin in the middle, so the bits that you fold don't explode and you have to do



8. Get a pencil with a rubber bit and go through the rubber until it sticks.



9. Then you have got a paper windmill and when you twist it it turns around quickly!

Piece D: Letter

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet^{cat} behaviour.

First of all I ^{am} ~~am~~ ^{so} ~~am~~ sorry bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ~~would~~ ^{will} be very dissapointed and upset because of it.

Second of all from this day forward I will be a good citizen, and be treated much better, because I am more respectful. I ^{will} also try not to ~~scath~~ scratch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any reason. Please forgive me!!

Love from Tuffy

Examples of words containing suffixes

ful	ness	ly	ment	less
spiteful	illness	slowly	statement	careless
painful	quietness	lovely	refreshment	thoughtless
watchful	fatness	quickly	disappointment	homeless
mouthful	closeness	sadly	engagement	lifeless
fearful	kindness	strangely	development	fearless
stressful	freshness	coldly	placement	jobless
delightful	rudeness	cleverly	amazement	thankless
cheerful	sadness	brightly	replacement	headless
thankful	boldness	shyly	punishment	speechless
wonderful	wetness	quietly	enlargement	endless
hateful	darkness	sweetly	entertainment	hopeless
harmful	goodness	softly	achievement	helpless

Cursive handwriting

National Curriculum

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write 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.

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

a b c d e f

g h i j k l

m n o p q

r s t u v w

x y z

Helping with writing at home

- Practise and learn weekly spelling lists - make it fun!
- 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.
- Encourage use of a dictionary to check spelling.
- 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, punctuation).
- Send writing in from home for show and tell

How else you can help

- Ensure your child has the best possible **attendance** at school.
- Ensure your child has a **good routine** before and after school.
- Promote our **characters of learning** at home.
- Support your child with any **homework** tasks.
- Complete any practice papers
- Read the **weekly newsletters** and ask your children about what they are learning.
- **Communicate with us** and send any questions or queries through to office admin email or catch us at the end of the day.



THANK YOU



Any Questions?