

Performance Information in English & Maths – What the table means Year 2

The way in which we are required to assess at the statutory assessment points in Year 2 and 6 have had big implications for how we assess across the other year groups. The old system of 'levels' has been removed and the new system involves assessing children against age-related expectations for the end of each year group. In order for you to see a broader context for the overall assessment, we have broken the judgement down into aspects (which relate to content in the National Curriculum). Here is the expectation for year 2:

Reading	What does this aspect mean?	End of Year Expectation Criteria:
Word Reading	Decoding language, saying & recognising words (including phonics)	<i>Read accurately most words of two or more syllables Read most words containing common suffixes* Read most common exception words*. In age-appropriate books, the pupil can: read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute Sound out most unfamiliar words accurately, without undue hesitation.</i>
Themes and Clarity	Understanding the different types of book/ text and how language is used in them.	<i>In a familiar book that they can already read accurately and fluently, the pupil can: check it makes sense to them</i>
Monitor and Summarise	An aspect of comprehension – understanding main content	<i>Develops pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</i>
Select and Retrieve	Comprehension – locating specific information in a text	<i>Understand both the books they can already read accurately and fluently and those that they listen to by answering questions.</i>
Respond and Explain	Comprehension – justify own thoughts and ideas by referencing against what they have read	<i>Participate in discussions 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.</i>
Inference	Understanding beyond the literal language	<i>Answer questions and make some inferences on the basis of what is being said and done.</i>
Language for Effect	How particular language creates meaning	<i>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</i>
Writing		
Writing	What does this aspect mean?	End of Year Expectation Criteria:
Transcription	Accuracy of spelling in writing	<i>Spelling many common exception words* Spelling some words with contracted forms* Adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly*</i>
Handwriting	Specific letter formation and how letters are joined	<i>Orientation and relationship to one another and to lower case letters. Using spacing between words that reflects the size of the letters. Using the diagonal and horizontal strokes needed to join letters in some of their writing. Writing capital letters and digits of the correct size.</i>
Composition and effect	Making the purpose of writing clear eg who the audience is.	<i>Write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</i>
Text Structure and Organisation	Using language features and organisation eg paragraphs appropriate to the type of writing eg letter/ story	<i>Group related ideas and developing an awareness of paragraphing</i>
Sentence	Use of a range of different sentence structures and control of	<i>Demarcating most sentences with capital letters and full stops and with some use of question marks and</i>

Structure and Punctuation	the language	<i>exclamation marks. Using sentences with different forms in their writing (statements, questions, exclamations and commands)</i>
Grammar, Punctuation and Spelling	Use of grammatical elements of writing with accuracy	<i>Using some expanded noun phrases to describe and specify. Using present and past tense mostly correctly and consistently. Using co-ordination (or / and / but) and some subordination (when / if / that / because). Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</i>
Maths	What does this aspect mean?	End of Year Expectation Criteria:
Numbers and Place Value	Number recognition, understanding of place value and how digits are used.	<i>The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones). The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).</i>
Addition and Subtraction	Skills used to add and subtract numbers of increasing complexity.	<i>The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.</i> <ul style="list-style-type: none"> <i>The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).</i> <i>The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).</i>
Multiplication and Division	Skills used to multiply and divide numbers of increasing complexity.	<i>The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).</i>
Fractions, Including Decimals	Understanding the relationships between fractions, decimals and percentages and using/ finding them.	<i>The pupil can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.</i>
Measurements	Calculations and measurements of time, length, volume, mass and money.	<i>Use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note). Read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug). The pupil can read the time on the clock to the nearest 15 minutes.</i>
Properties of Shape	Naming 2D and 3D shapes and understanding properties	<i>Describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).</i>
Position and Direction	Coordinates, aspects of symmetry and angle	<i>Describe position, direction and movement including movement in a straight line, and distinguishes between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</i>
Statistics	Interpreting and producing charts and graphs to explore information.	<i>Interpret and construct simple pictograms, tally charts, clock diagrams and simple tables.</i>

When assessing against this criteria we will use the following codes:

- M** **Met** the criteria
- GD** Has met the criteria and is able to work at **Greater Depth** with the standard, ie is learning additional breadth beyond the standard.
- C** Has not met the standard but is very **close to** meeting – ie is demonstrating aspects and elements of the standard just not quite consistently or fully enough.
- W** Is **working towards** the standard – ie has not yet met the standard.

It is worth noting that at Year 2 and Year 6, the statutory testing requires a different set of codes with other certain areas being reported against – these parents will also receive separate guidance regarding this.

In order for a child to have ‘met’ the expectation, they must have met every single aspect. Therefore if a child has not met the expectation then you may find it helpful to see the broader achievement within the aspects. For example:

Maths

Numbers and Place Value	M
Addition and Subtraction	M
Multiplication and Division	M
Fractions including Decimals	C
Measurements	GD
Properties of Shape	M
Position and Direction	C
Statistics	C
Overall Maths	C

This ‘imaginary child’ has met the calculative elements of number and addition, subtraction, multiplication and division but finds fractions really tricky and is only ‘close to meeting’ ie not met. They are particularly strong at measuring and working at ‘greater depth’ on this. They also find the position and direction elements and statistics (graphs) difficult.

The overall grade is not an average, it has to be ‘close to’ as not every aspect is met.

It would however be very easy to draw the wrong conclusion from the overall grade, there is much that the child is doing very well at, they are genuinely very close to meeting the expectation.