## Sending Reports Home to Parents – SIMS Assessment Individual Reports

You will have been provided with the file SPS NC14 Individual Reports.XML. To import:

- 1. Select Routines | Data In | Assessment | Import.
- 2. Browse to the location of the file, and then choose to open the file **SPS NC14** Individual Reports.



3. Click Next, Select All then Finish.

	Name	Edit Date
7	SPS Assessment Report Year 1	25/09/2015
/	SPS Assessment Report Year 2	25/09/2015
/	SPS Assessment Report Year 3	25/09/2015
1	SPS Assessment Report Year 4	25/09/2015
1	SPS Assessment Report Year 5	25/09/2015
1	SPS Assessment Report Year 6	25/09/2015
S	elect All Deselect All	
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4. An activity log will be displayed, click Close.

## **Sending Reports Home to Parents**

Information recorded within Programme of Study or SPS resources can be printed out and sent home to pupils and parents.

1. Select Focus | Assessment | Individual Reports

🔊 Find Individual Report	
📄 New 🛔 Search 📁 Open 💥 Delete 📥 Print 🛛 🐺 B	Browse 🖶 Next 🏫 Previous
Individual Report Name sps	Owner All Individual Reports    Select Category
Name	Owner
SPS Assessment Report Year 1	
SPS Assessment Report Year 2	
SPS Assessment Report Year 3	
SPS Assessment Report Year 4	
SPS Assessment Report Year 5	
SPS Assessment Report Year 6	

- 2. Double click on the required SPS Assessment Report to open.
- 3. Click the Students magnifying glass to open the Student Selector.
- 4. Expand the required group type and tick the adjacent box.
- 5. Click Select All to choose all pupils in that group.

							student selector				
idividual Report Details : *Cl	D Assessment Report Year 2										
Save 🄄 Undo 📥 Print	• 🔃 Preview 🍣 Export 🔹 👒 Upload	Clone				Select the ef	ffective Group date				
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Hide Rows with no Results	Print Report with Colour						fear 6				
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that contain no Results	1					N	rear R				
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- 6. Click **Apply**.
- 7. All pupils will now appear in the Generate panel.
- 8. There are many options to choose from. Schools may want to just preview a report for one pupil, or may want to print or upload all reports to the document management server see the print, preview, export and upload icons at the top of the page.

## Waters Edge Primary Shool Year 2 Assessment Report Janwar, Abdullah Reg: 2EE

Lapowar, Abdullah, Beg: 2EE Dear Mr and Mrs Abdullah, Iam pleased to provide you with this year's & & expection of Tagwar, The Information below shows details of his attainment and progress at the end of each term in Reading. Writing and Maths. It also includes attendance details academic year to date. Page I is a summary for each subject, with the subsequent pages giving full detail of attainment in all the skills Tagware, is expected to learn during Curriculum Year 2.

Sessions	96	Authorised Abs	ence	0		
% Attendance	100	Unauthorised A	beence	0		
ubject			End Y1	Autumn	Spring	Summ
eading Overall:			1S	2D	2D	2D
lord Reading			1S	2D	2D	2D
omprehension			1S	2D	2D	2D
eading Strengths: Reading (	skills are strong.			1		
eading Next Steps: Read as	many books as he can.					
riting Overall:			1M	2D	2D	2D
omposition				2D	2D	2D
andwriting				2D	2D	2D
pelling				2D	2D	2D
ocabulary, grammar and pun	ctuation			2D	2D	2D
riting Strengths: Very good	writing skills, shown, so far.					
riting Next Steps: This is a (	comment.					
athe Overall:			1M	2M	2M	2M
umber and Place				2S	2S	2S
idition and Subtraction				2S	25	2S
ultiplication and Division				2S	2S	2S
actions				28	25	28
easurement				2S	2S	2S
eometry Shapes				25	25	2S
eometry Position and Directi	on			2S	2S	2S
atistics				2S	2S	2S
aths Strengths: Abdullah Is	a pleasure to teach. He ha	as grasped all skills in Maths	expected	of him during 1	the year.	

Reading: Word Reading	Autumn	Spring	Summe
1. continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is funct.	E	D	S
<ol> <li>read accurately by blending the sounds in works that contain the graphemes taught so far, escecially recognising alternative sounds for prophemes</li> </ol>	E	D	S
3. read accurately words of two or more syllables that contain the same graphemes as above	E	D	S
4. read words containing common suffixes	E	D	s
<ol> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ol>	E	D	s
<ol> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> </ol>	E	D	S
<ol> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ol>	E	D	S
8. re-read these books to build up their fluency and confidence in word reading	E	D	S
Reading: Comprehension			
<ol> <li>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</li> </ol>	E	D	S
discussing the sequence of events in books and how items of information are related	E	D	S
10. becoming increasingly familiar with and reteiling a wider range of stories, fairy stories and traditional fales	E	D	s
11. being introduced to non-fiction books that are structured in different ways	E	D	s
12. recognising simple recurring literary language in stories and poetry	E	D	s
13. discussing and clarifying the meanings of words, linking new meanings to known vocabulary	E	D	S
14. discussing their favourite words and phrases	E	D	S
15. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	E	D	S
16. drawing on what they already know or on background information and vocabulary provided by the teacher	E	D	S
17. checking that the text makes sense to them as they read and correcting inaccurate reading	E	D	S
18. making inferences on the basis of what is being said and done	E	D	S
19. answering and asking questions	E	D	S
20. predicting what might happen on the basis of what has been read so far	E	D	S
21. 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	E	D	S
22. explain and discuss their understanding of books, poems and other material, both those	E	E	S