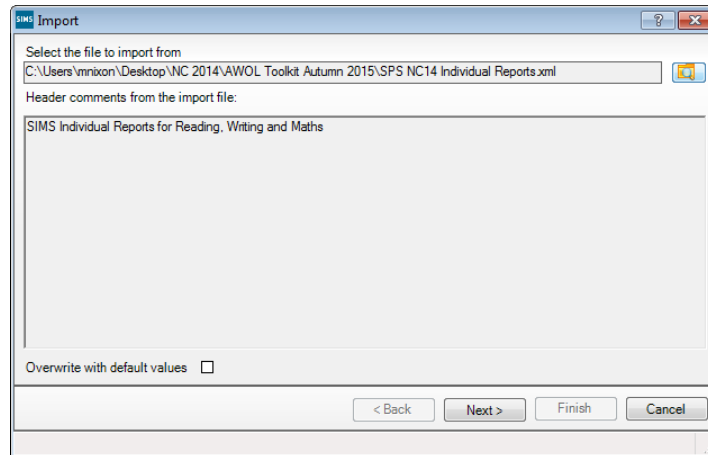


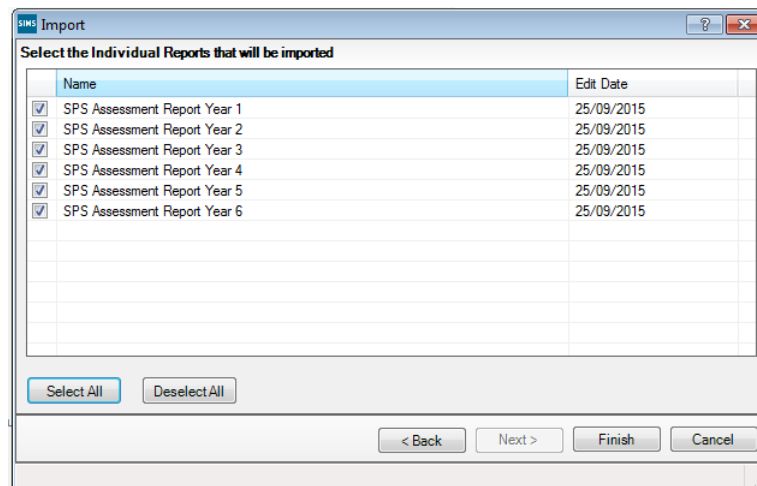
Sending Reports Home to Parents – SIMS Assessment Individual Reports

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**.

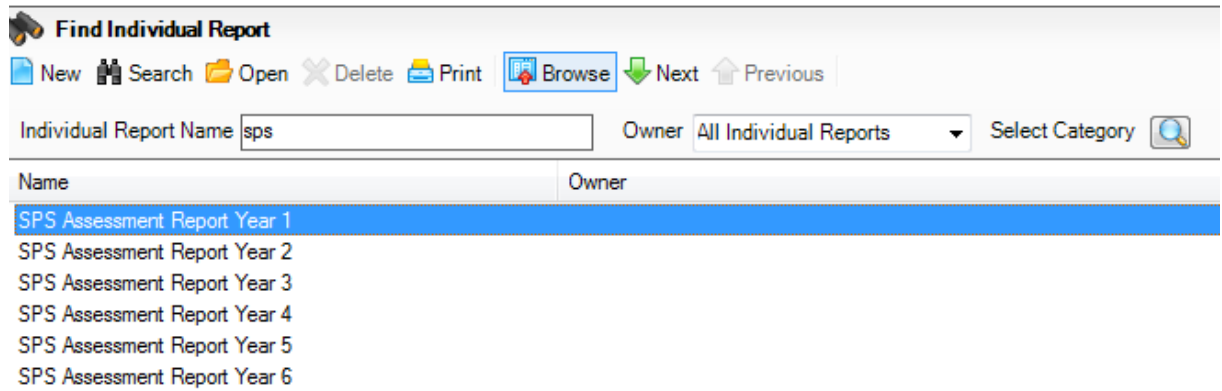


4. An activity log will be displayed, click Close.

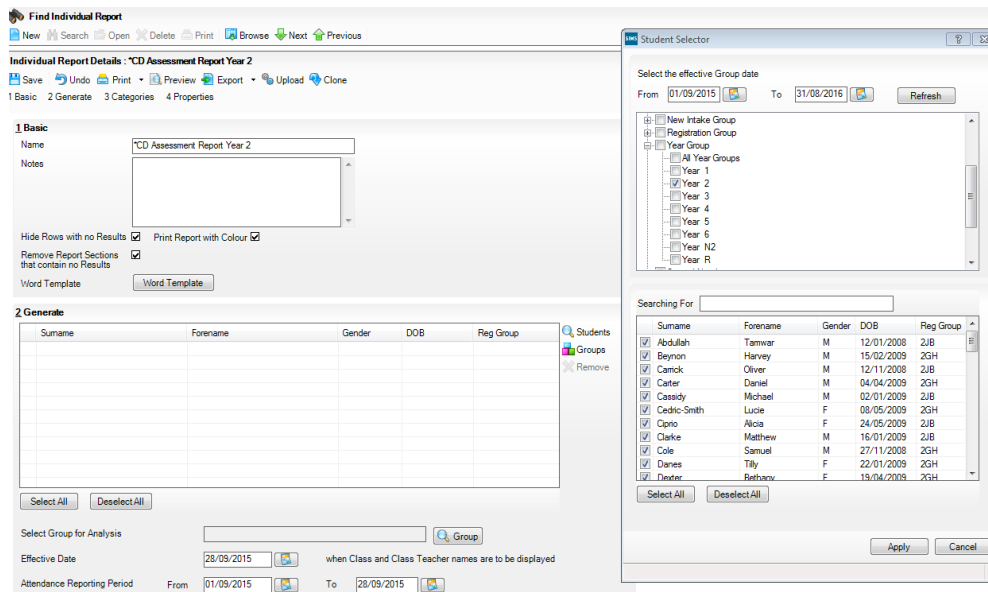
Sending Reports Home to Parents

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**



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.



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.

Dear Mr and Mrs Abdullah,

I am pleased to provide you with this year's Assessment Report for Tajwar. 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 1 is a summary for each subject, with the subsequent pages giving full detail of attainment in all the skills Tajwar is expected to learn during Curriculum Year 2.

Attendance Details

Sessions	96	Authorised Absence	0
% Attendance	100	Unauthorised Absence	0

Subject	End Y1	Autumn	Spring	Summer
Reading Overall:	1S	2D	2D	2D
Word Reading	1S	2D	2D	2D
Comprehension	1S	2D	2D	2D
Reading Strengths: Reading skills are strong.				
Reading Next Steps: Read as many books as he can.				
Writing Overall:	1M	2D	2D	2D
Composition		2D	2D	2D
Handwriting		2D	2D	2D
Spelling		2D	2D	2D
Vocabulary, grammar and punctuation		2D	2D	2D
Writing Strengths: Very good writing skills, so far.				
Writing Next Steps: This is a comment.				
Maths Overall:	1M	2M	2M	2M
Number and Place		2S	2S	2S
Addition and Subtraction		2S	2S	2S
Multiplication and Division		2S	2S	2S
Fractions		2S	2S	2S
Measurement		2S	2S	2S
Geometry Shapes		2S	2S	2S
Geometry Position and Direction		2S	2S	2S
Statistics		2S	2S	2S
Maths Strengths: Abdullah is a pleasure to teach. He has grasped all skills in Maths expected of him during the year.				
Maths Next Steps: To practice his times tables.				



Reading: Word Reading

	Autumn	Spring	Summer
1. continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	E	D	S
2. read accurately by blending the sounds in words that contain the graphemes taught so far, expectably recognising alternative sounds for graphemes	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
5. read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	E	D	S
6. read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	E	D	S
7. read aloud books closely matched to their improving phonics knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	E	D	S
8. re-read these books to build up their fluency and confidence in word reading	E	D	S

Reading: Comprehension

	Autumn	Spring	Summer
9. 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, discussing the sequence of events in books and how items of information are related	E	D	S
10. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	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 that they listen to and those that they read for themselves	E	E	S

