

THE CALM PARENT'S SCRIPT

Simple words to use when your child asks about
Year 2 assessments at school

*"There's no pass or fail here —
just a chance to show what you know."*

A phrase worth saying more than once

WHAT'S INSIDE

- What's actually happening in Year 2
- What to say, and what to avoid saying
- Answering your child's tricky questions
- Little ways to help at home
- A script for assessment mornings

WHAT'S ACTUALLY HAPPENING

The facts worth knowing before you say anything at all

- Since 2023, end-of-Year-2 tests are no longer compulsory in England. Schools choose whether to use them at all, and many still do, quietly, as one of several ways to check progress.
- There is no pass or fail. Results are for your child's teacher, not for league tables, and they are never published or compared between schools the way Year 6 SATs results are.
- The one part that remains statutory is the phonics screening check, usually done in Year 1, with a recheck in Year 2 for children who need it. Even this is simply a snapshot, not a verdict.
- Your child's teacher already knows your child. Nothing that happens on an assessment morning will surprise them or change how they see your child.

Why this matters:

children pick up on how the adults around them feel about something —
your calm is genuinely the most useful thing you can bring to this.

WHAT TO SAY (AND WHAT TO AVOID)

Small wording changes make a big difference to how this lands

SAY THIS

You'll just be answering some questions your teacher already knows you can do.

There's no such thing as failing here. We just want to see what you know.

Your teacher will help make it feel like a normal day.

I'm proud of you for trying your best, whatever happens.

It's okay to feel a bit nervous. That just means you care.

NOT THIS

This is a really important test, so try really hard.

You need to do well, okay?

Don't mess this up, will you?

Did you get it right? What did you get?

Stop worrying, there's nothing to be nervous about.

ANSWERING TRICKY QUESTIONS

Ready-made replies for the things children often ask

“What happens if I get answers wrong?”

Nothing bad at all. It just helps your teacher know what to practise next. Everybody gets some wrong, even grown-ups!

“Do I pass or fail?”

There's no pass or fail in Year 2. It's just a little check-in — like one chapter of a book, not the whole story.

“What if I feel scared?”

It's okay to feel a bit nervous. Take a big breath with me. You've already learned so much this year.

“Will you be cross if I don't do well?”

Never. I'm proud of you just for trying. This doesn't change how brilliant I think you are.

“What if my friends finish before me?”

Everyone works at their own pace. Taking your time to think carefully is a good thing, not a bad one.

LITTLE WAYS TO HELP AT HOME

Small, steady habits do more than any last-minute push

- Keep routines as normal as possible — same bedtime, same breakfast, same after-school rhythm.
- Avoid last-minute cramming. A calm evening beats a rushed revision session every time.
- Read together for fun, not just for practice. Enjoyment builds confidence better than drilling does.
- Praise effort and having a go, rather than results. 'You worked hard on that' lands better than 'well done for getting it right.'
- Protect sleep and food. A well-rested, well-fed child copes with anything better.
- Model calm yourself. If you're relaxed about it, that feeling is contagious.
- If your child seems anxious, name it gently: 'It sounds like you're feeling a bit nervous, that's really common.'

A SCRIPT FOR ASSESSMENT MORNINGS

If your school lets you know a session is happening

"Good morning! Today you'll do some reading and number activities with your class, just like normal school work."

"There's nothing to prepare or bring — your teacher has everything ready."

"If you don't know an answer, that's completely fine. Have a go, then move on."

"I'll be here when you get home, and we can do something you enjoy together."

And afterwards...

"How are you feeling?" beats "How did it go?" every time —
it asks about them, not about their score.

You've got this. And so have they.

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