

Assessment in Year 2



Curriculum

- Your children are in KS1 of the National Curriculum.
- There are end of year expectations for Reading, Maths, Science and Writing.
- At the end of Year 2 children sit assessment papers to help inform teacher assessment.
- Papers are not opened until the time the assessment begins.

End of KS1 Levels

- PKF – pre-key foundation. These are children who are working below the Year 2 curriculum and are assessed separately using the pre-key stage levels. Children are given a standard from Standard 1 to Standard 4.
- WTS – these are children who are working within the Year 2 curriculum but are **Working Towards** the **Standards** for the end of key stage.
- EXS – children who are working at the **Expected Standard** for the end of KS1.
- GDS – this means that your child is working at **Greater Depth** with the **Standard** for the end of KS1.

End of Year 2 Expectations Writing

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.

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.

Working at greater depth

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.

Expected

Giant sit down and listen. ^{vs}

Is it really worth ^{eating} eating boys and girls
because you can eat other things in world
that you haven't tried. Have you ever tried
ice cream or chocolate? Mostly I like white
chocolate. But you have the right to choose
what you want. Have you ^{enough} tried of
trying chicken ^{or} or chocolate cake? Another
reason would be ^{if} if you don't eat us we
will give you some other foods like
barbecue chicken ^{or} or strawberries. If you
eat us our friends and families will miss
us.

17.5.18

Greater Depth

I can write persuasive sentences using conjunctions and different sentence types.

17.5.18

Yo big ~~for~~ guy stop what your doing and listen. Is it ~~tot~~ really worth eating children when you can eat giant Doritos? In my opinion it would be a good idea to be a marine biologist because you can withstand extremely strong pressure and discover new species.

Please could you stop eating boys and eat fried girls? I mean you could try roast chicken and bacon but I know you'd would much prefer girls because the taste like edible gold. Have you thought about a healthy diet because in my opinion you should also eat some delicious fruit and vegetables but also some carbohydrate.
* so many conjunctions!

Another reason would be you would make the children's family so sad. What a tragedy that would be! Also we could have a rock disco with a feast, so awesome!

from [redacted] (Ohs and by the way please don't gobble me up.)

* A great speech. Great. Lots of ideas.

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Handwriting

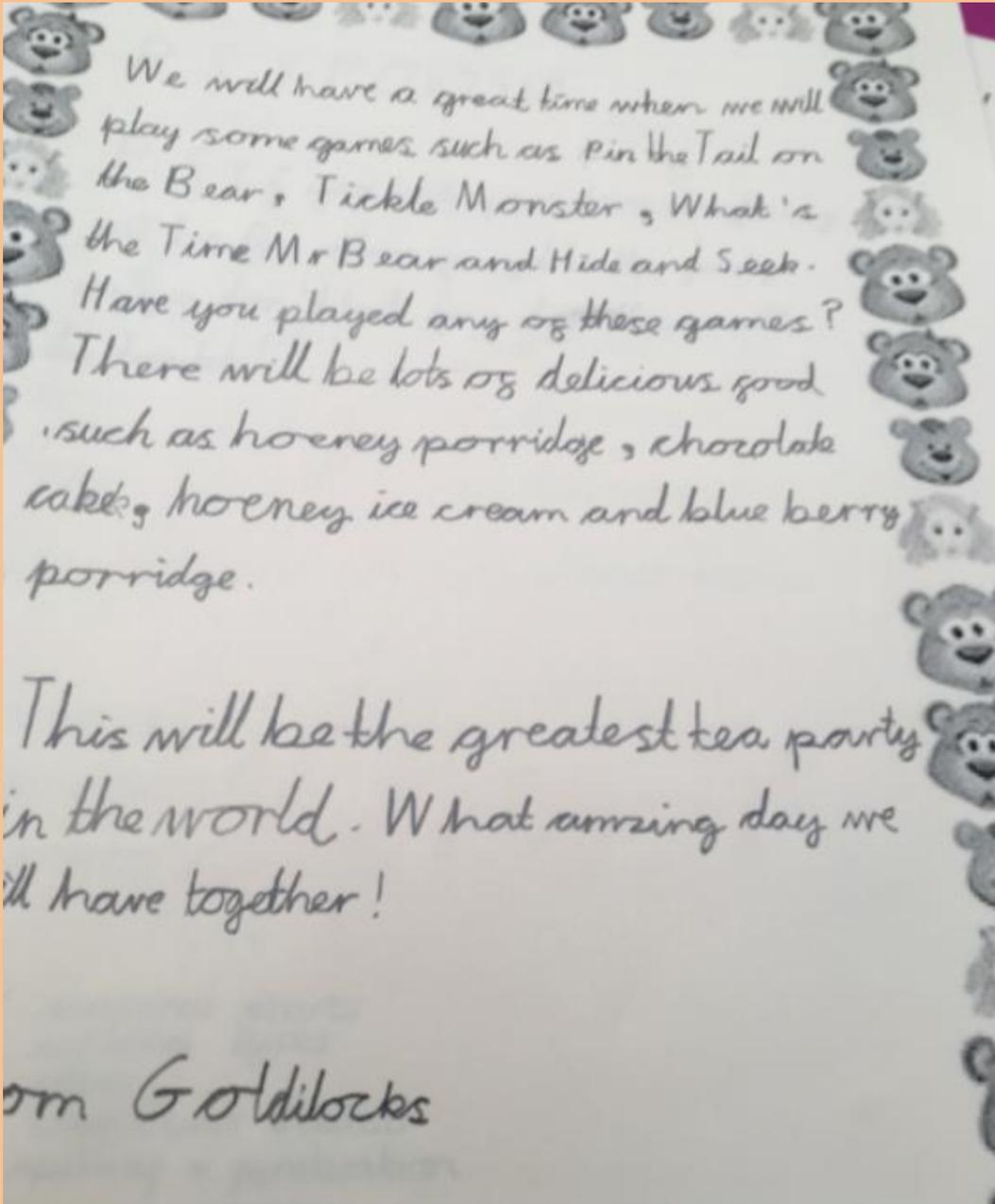
To meet WTS writing expectation children need to form their letters correctly.

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz



We will have a great time when we will play some games such as Pin the Tail on the Bear, Tickle Monster, What's the Time Mr Bear and Hide and Seek. Have you played any of these games? There will be lots of delicious food such as honey porridge, chocolate cake, honey ice cream and blue berry porridge.

This will be the greatest tea party in the world. What amazing day we will have together!

om Goldilocks

To meet EXS children need to use letters of an even size.

To meet GDS children need to join some of their letters.

Writing

- Practise and learn weekly spelling lists. Try to make it fun.
- Encourage simple writing opportunities such as letters, shopping lists, notes and reminders.
- Be a good role model and write together.
- Use a simple dictionary to check spelling and understanding of words.
- Use a word processing package.
- Good readers become good writers as they use many features they have read in a text in their writing.

Reading expectation

Working towards the expected standard

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.

Working at the expected standard

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-appropriate¹ 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 words²
- 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.

Working at greater depth within the expected standard

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.

End of Key Stage Testing

Reading

- 2 papers, each about 35 minutes.
- First booklet has text and answers.
- Second has a booklet to read and answer booklet.
- All children have to take both papers.
- Emphasis on comprehension.

Bella Goes To Sea

Bella the goose lived with William in a cottage by the sea. William was a fisherman. He had a big garden with lots of good grass for Bella to eat. Sometimes for a treat he took Bella to the Harbour Cafe and bought her a milkshake and biscuits. But whenever William went to sea, Bella had to stay behind. "You can guard the house," he said.



Practice questions

a What was William's job?

Tick **one**.

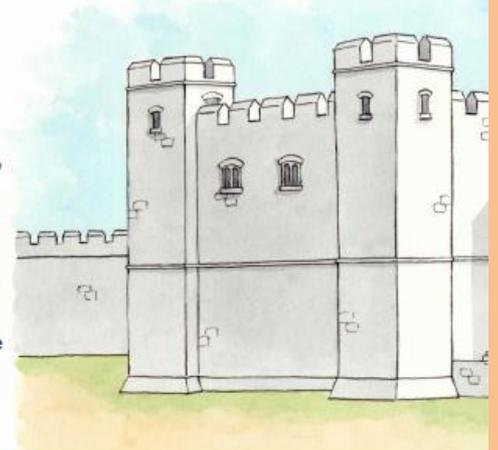
- | | | | |
|------------|--------------------------|-----------|--------------------------|
| cafe owner | <input type="checkbox"/> | guard | <input type="checkbox"/> |
| gardener | <input type="checkbox"/> | fisherman | <input type="checkbox"/> |

b When William went away, what did he tell Bella to do?

LIVING IN A CASTLE

When you think of a castle, you might have stories like King Arthur in mind. You might even think of stories about princesses and dragons. But what were castles really like and who lived and worked in them?

Hundreds of years ago, when these castles were new, lots of people lived in them. The high towers and thick walls kept them safe when there were battles. Today, many castles are ruins and are falling down.



Practice questions

c What is this text about?

Tick **one**.

- | | | | |
|--------------------|--------------------------|----------------------|--------------------------|
| building a castle | <input type="checkbox"/> | repairing a castle | <input type="checkbox"/> |
| living in a castle | <input type="checkbox"/> | looking for a castle | <input type="checkbox"/> |

d Find and copy the name of the story that people might think of when they think of castles.

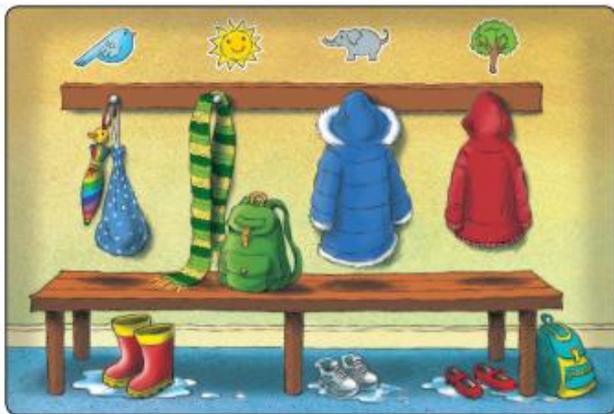
Winter Parcel

Today I'm like a parcel,
wrapped up from top to toe,
protected from the icy winds,
the rain, the sleet and snow.

My head has got a hat on,
my neck hides in a scarf,
and on my hands some puppet gloves,
a tiger and giraffe.

My coat is thick and furry,
and does up very high.
And on my feet I've special boots,
to keep me warm and dry.

So though there's little of me
that anyone can see,
this walking, talking parcel is
most definitely ME!



16 What are **three** types of weather in this poem?

1. _____
2. _____
3. _____

1 mark

17 *my neck hides in a scarf*

What does this mean?

Tick **one**.

The child's neck
is hurting.

The child's neck
is covered.

The child is playing
hide and seek.

The child's
scarf is lost.

1 mark

18 What **two** animals does the child wear on her hands?

1. _____
2. _____

1 mark



Meet Tony Ross



The Greedy Man

Reading Booklet

2016 key stage 1 English reading booklet



Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK.

You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.

Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon.

He also brought aliens to life in stories about Dr Xargle, written by Jeanne Willis.

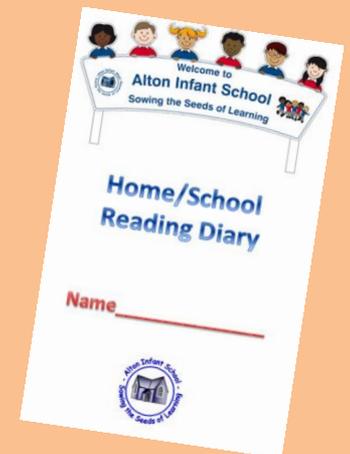


Hello! My name is Horrid Henry. There are over 20 books about me!



Reading

- Please read regularly with your child focusing on an enjoyment and love of reading.
- Read stories together. Reading to your child is equally as important as listening to them.
- Read a little at a time, but often.
- Help build up stamina for longer.
- Talk about the text before, during and afterwards. Discuss the plot, characters, their feelings and actions. Encourage your child to voice their own opinion.
- Read a variety of texts. Non-fiction, poetry, newspapers, magazines, comics all support reading skills.
- Home support really helps each child with their learning.
- Reading diaries have phonic mats and key words to learn.
- Complete the reading diary at home.
- Head teacher reward for regular reading.



Maths Expectations

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 six² 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).

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.

Working at greater depth

The pupil can:

- 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).

Equipment we use in class.

Children can only use a ruler in the second maths paper.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Multiples of 3

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Maths

- Play games that involve counting and logic such as dominoes, card games, connect four, draughts, board games.
- Learn times tables 2, 5, 10, 3.
- Count forwards and backwards.
- Encourage opportunities for telling the time and using money.
- Name 2D and 3D shapes around your home and local environment.
- Measure at home – weigh in g and kg, measure in cm and m, liquids using ml and l.
- Complete maths homework to support their in class learning.

End of Key Stage Testing

Maths

- 2 papers – mental maths and reasoning.
- Each about 30 minutes.
- Using and applying numbers to 100.
- No equipment for paper 1.
- Use of a ruler for paper 2.
- Numbers need to be formed correctly.

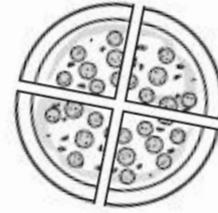
9

$8 + 5 + 4 =$

10

$36 + 24 =$

16



Sita cuts a pizza into four equal slices.
She eats one slice.

What fraction of the pizza does she eat?

17 Sam is collecting cards.

He wants to collect **100** cards altogether.

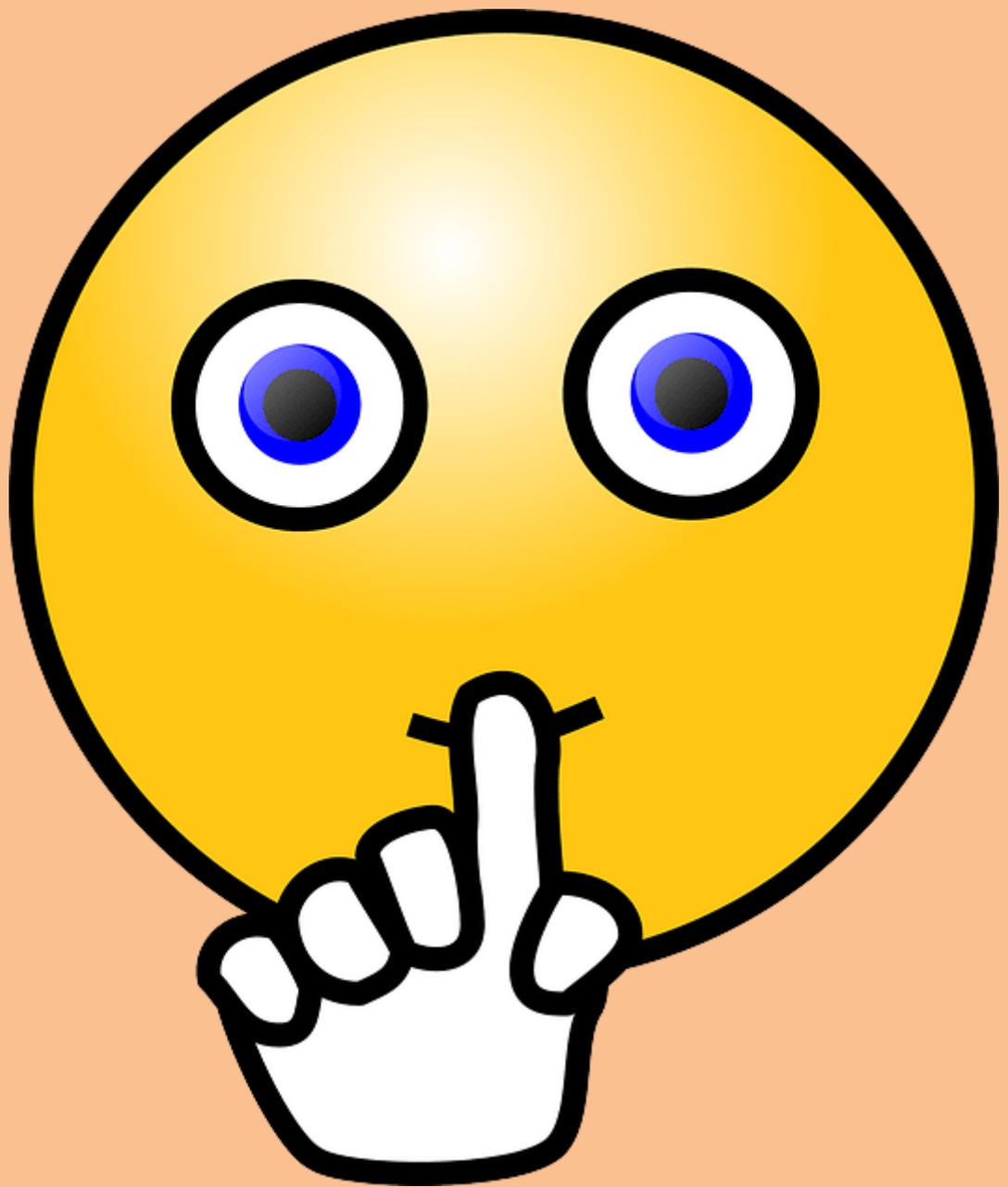
Last week he collected **50** cards.

This week he collects **30** cards.

How many **more** cards does he need?


cards

Children don't
know they are
taking SAT's.



Summary

- It is teacher assessment of your child's learning in their books and in class that is reported at the end of Key Stage 1 so attendance is very important.
- SATs take place any time in May.
- Children sit two reading papers and two maths papers. Past papers can be found online.
- We tell them they are taking a 'quiz' and we don't mention they are completing SATs papers.

Supporting your child



- Support your child and reassure them that there is nothing to worry about and that they should always try their best. Praise and encourage them.
- Ensure they have the best possible attendance at school so that they have the evidence of what they can achieve in their books.
- Support your child with homework tasks: reading, maths, spelling.
- A good settled home routine helps their education.