

Year 2 Assessment Information Meeting

Tuesday 22nd November 2022

Mrs Marques

Mrs Ahmad

Miss Verma

Mr Walter

Miss Mathurin

Agenda

- ❖ What assessments will the children take?
- ❖ When will they be assessed?
- ❖ What is the assessment criteria?
- ❖ How will this be reported to parents?
- ❖ Examples of some test questions
- ❖ Helping at home

The End of Key Stage 1 Assessments will include:

- ❖ Maths
- ❖ Reading
- ❖ Writing
- ❖ Grammar
- ❖ Spelling

2017 national curriculum tests

Key stage 1

English reading

Paper 1: reading prompt
and answer booklet

First name	
Middle name	
Last name	



2017 national curriculum tests

Key stage 1

English reading

Paper 2: reading answer booklet

First name	
Middle name	
Last name	

Total marks

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2017 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Paper 1: spelling

First name	
Middle name	
Last name	

Total marks

2017 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Paper 2: questions

First name	
Middle name	
Last name	

Total marks

2017 national curriculum tests

Key stage 1

Mathematics

Paper 1: arithmetic

First name	
Middle name	
Last name	

Total marks



2017 national curriculum tests

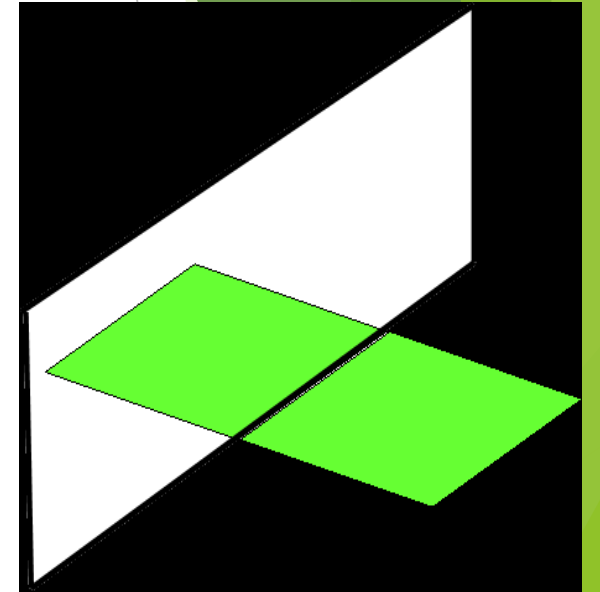
Key stage 1

Mathematics

Paper 2: reasoning

First name	
Middle name	
Last name	

Total marks



Practice questions

1 Write one word to complete the sentence below.

We have PE outside _____ it is not raining.

Each assessment will begin with a practise question which the children will be guided through with the help of their teacher!

This settles the children and familiarises them with the expectations of the test paper.

When will they be assessed?

- ❖ The formal assessments in Maths, Reading and Grammar will take place in May 2023.
- ❖ Writing assessments are continuous.

Writing



Writing Teacher's

Assessment

Throughout the year the children will complete a series of independent activities in their English lessons.

Within these pieces the teachers are constantly collecting evidence for a range of criteria which has been set by the government.

It is essential that children are encouraged to produce the highest standard of writing always at every opportunity which is why your support at home with homework is incredibly helpful!

Year Two Writing Expectations

Working Towards	Working At	Working at Greater Depth
I can write sentences that are sequenced to form a short narrative.	I can write simple sentences about myself and others, and simple stories. (Simple sentences have a subject (noun) and a verb.)	I can write effectively and clearly for different purposes, using a range of exciting word choices and correct grammar.
I can sometimes use a full stop and capital letter correctly.	I can often use capital letters and full stops correctly.	I can punctuate my writing correctly using capital letters, full-stops, apostrophes, commas, question marks and some exclamation marks.
I can use my phonics to help me spell words.	I can use past tense correctly.	I can spell most common exception words.
I can spell some common exception words.	I can use co-ordinating conjunctions (e.g. and / or / but).	I can add suffixes to spell most words correctly (e.g. -ment, -ness, -ful, -less, -ly)
I can form the shapes of my letters correctly.	I can use subordinating conjunctions (e.g. when / because / if).	I usually use neat, joined up handwriting.
My lower case letters are the same size compared to each other.	I can use my phonics to help me spell most words correctly.	I can edit my work to improve it.
	I can sometimes use a question mark correctly.	
	I can leave correctly sized finger spaces between my words.	

Aim: I can write about an imaginary adventure.

Towards	
WT1	✓
WT2	✓
WT3	✓
WT4	
WT5	✓
WT6	✓
WT7	✓
AT	
F1	✓
F2	✓
F3	✓
F4	✓

Starlight the galaxy unicorn goes to space!
One dark, moody and calm evening there
lived a stary, moody and peaceful galaxy
unicom called Starlight. She has blue eyes
witch are as bright as the beautiful, calm and
salty ocean. Her mane and tail are purple and
she has turquoise high lights. She has a dark
blue and light purple body and her hote body
is covered in teeny, twinkly stars. Her hooves are a
shiny as a lewit. Starlight loves space to she

Example of Writing

Punctuation

Letters same size, correctly formed and/or joined

Exciting Vocabulary

Target Marks from Teachers

Similes for description

Reading

g

Year 2 Reading Expectations

- ❖ ability to read accurately and fluently;
- ❖ sound out unfamiliar words;
- ❖ check it makes sense
- ❖ answer questions about a text and make **inferences** – comprehension skills.
- ❖ The test is assessing **comprehension skills**

Inference and Comprehension skills – What are they?

One snowy, wet Monday morning as Alice walked to school, she realised she forgot to put on her woolly hat. What a chilly morning she thought to herself!

Comprehension: What did Alice forget?

Inference: What season is it?

The Reading Test consists of two separate papers:

- Paper 1 – consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils. The test takes approximately 30 minutes to complete, but is not strictly timed.
- Paper 2 – consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete, but is not strictly timed.

Questions are designed to assess the comprehension and understanding of a child's reading.

There are a variety of question types:

Multiple Choice

1 When Bella was learning to fly, she...

Tick **one**.

was lazy.

did not try hard.

did not give up.

found it easy.

1 mark

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Ranking/Ordering

7

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



1 mark

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Matching/Labelling

Here is some more information about Africa.

Match each sentence to the correct heading in the booklet.

The first one has been done for you.

Creation stories describe how and why the world was made.

Introduction

Africa has deserts, forests and mountain areas.

Clothes

Traditional African clothes are made from local materials.

Music and Dance

Some African people play 'talking drums'.

Story Time

Short-Answer Questions

4 What job did Tony Ross want to do before he became a writer and illustrator?



1 mark

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text

Find and Copy Questions

- 16 Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and **copy one** word that means the same as *sparkle*.



1 mark

Open-Ended Questions

- 6 At the end of the story, Bella was happy. Why?



1 mark

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Spelling and Punctuation

This year, the Spelling, Punctuation and Grammar test will be optional for all Year 2 classes. Your child's school may still administer the assessment in order to inform their teacher-assessed writing judgements.

The test consists of two separate papers:

- **Paper 1: Spelling** - pupils to spell 20 missing words within a test booklet. The test is expected to take approximately 15 minutes to complete, but is not strictly timed. expected to take approximately 15 minutes to complete, but is not strictly timed.
- **Paper 2: Grammar, Punctuation and Vocabulary** - a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper, but it is not strictly timed.

Grammar, Punctuation & Spelling: Sample Questions

Grammar, Punctuation and Vocabulary Paper

7 Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.



1 mark

8 Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.



1 mark

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Grammar, Punctuation & Spelling: Sample Questions

Grammar, Punctuation and Vocabulary Paper

- 19** Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		



1 mark

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Grammar, Punctuation & Spelling: Sample Questions

Spelling Paper

1. I need to _____ my holiday suitcase.
2. The _____ is dark at night.
3. The snail hid inside its _____.
4. My friend has a new _____ sister.



Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences. In this example, the missing spelling words are: pack, sky, shell and baby.

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Maths

Maths

Expected standard:

- ❖ Adding two digit numbers
- ❖ Mentally subtract two digit numbers
- ❖ use facts from the 2,5 and 10 times tables
- ❖ Recognise fractions
- ❖ Use coins to make amounts of money
- ❖ Read the time to the nearest 15 minutes
- ❖ Describe 2D and 3D shapes

Mathematics

Children will sit two tests: Paper 1 and Paper 2:

- Paper 1: Arithmetic - lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.
- Paper 2: Reasoning - lasts for approximately 35 minutes, which includes time for five aural questions. Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.

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Math: Sample Questions

Maths Paper 1: Arithmetic

15	$3 \times 3 =$ <input type="text"/>	<input type="radio"/>
16	$12 \div 2 =$ <input type="text"/>	<input type="radio"/>

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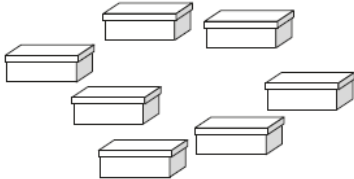
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Maths: Sample Questions

Maths Paper 2: Reasoning

7



Sita puts **2** shoes in each of these boxes.
How many shoes are there altogether?

shoes

8 Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

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Maths: Sample Questions

Maths Paper 2: Reasoning

27 Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show your working

raisins

2 marks

Year Two Maths Expectations

Working Towards	Working At	Working at Greater Depth
read and write numbers in numerals up to 100	read scales in divisions of ones, twos, fives and tens The scale can be in the form of a number line, a practical situation or a graph axis.	Read scales where not all numbers on the scale are given and estimate points in between. The scale can be in the form of a number line, a practical situation or a graph axis.
partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them	partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus	recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
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. $23 + 5$) Key number bonds to 10 are: $0+10, 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5$.	add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35; 72 - 17$)	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.)
recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)	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 $17 - 3 = 14$)	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?')
count in twos, fives and tens from 0 and use this to solve problems	recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary	read the time on a clock to the nearest 5 minutes
know the value of different coins	identify $1/4, 1/3, 1/2, 2/4, 3/4$, of a number or shape, and know that all parts must be equal parts of the whole	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).
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)	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	

How will this be reported to parents?

- ❖ End of year reports
- ❖ Whether your child:
 - ▶ is working towards the expected standard
 - ▶ is working at the expected standard
 - ▶ is working above the expected standard
- ❖ This information is also reported to the Department for Education.

How to Help Your Child

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- First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

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Helping at Home - Reading

- ❖ Focus on developing an enjoyment of reading.
- ❖ Talk about the story – before, during and afterwards.
- ❖ Ask ‘how do you know?’
- ❖ Read different materials (magazines, poems, TV guides etc.)

Helping at Home - Writing

- ❖ Learning/practising spellings
- ❖ Encourage opportunities for writing – letters, diaries, shopping lists, stories, poems.
- ❖ Encourage good presentation (handwriting)
- ❖ Identify good writing features when reading (vocabulary, punctuation, sentence structure)

Helping at Home - Maths

- ❖ Maths games, particularly to develop mental maths skills
- ❖ Practice telling the time
- ❖ Practice recognising and counting coins
- ❖ Practice multiplication tables
- ❖ Look for examples of 2D and 3D shapes around the house



Any questions?