

# Year 2 Meeting

## How to support your child through end of Key stage 1 assessments



28<sup>th</sup> March 2017



☀ The children believe they are doing special work to show Mr Foster.

☀ Activity Booklets

We do not use the terms:

☀ SATS

☀ TESTS

☀ Pass

☀ Fail



# What are the assessments

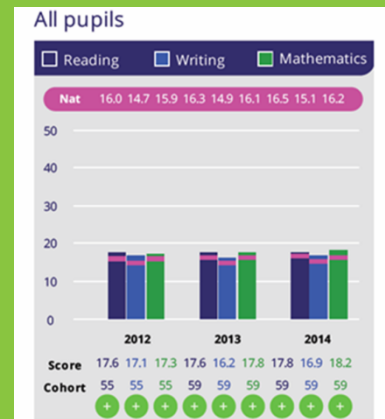


- ☀ Set of short assessments to inform our teacher judgment.
- ☀ This is the 2<sup>nd</sup> year group to be assessed on the new National curriculum.

# Why do our children need to be tested?



- ☀ The results form a baseline to track progress and Key stage 2 targets.
- ☀ To measure the effectiveness of the school.
- ☀ To provide comparative data with other schools in the local authority, nationally and maybe in the future internationally.



# What is tested



## **Reading**

- ☼ Paper 1 combined reading prompt and answer book.
- ☼ Paper 2 reading booklet and answer booklet.

## **English** – Optional

- ☼ Paper 1 spelling
- ☼ Paper 2 SPAG questions

## **Maths**

- ☼ Paper 1 arithmetic
- ☼ Paper 2 reasoning

# When



The KS1 tests do not have set days for their administration, but schools must administer the tests during May 2017



### Interim teacher assessment framework at the end of key stage 1 - reading

#### 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 discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

#### 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-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

#### Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict 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.

# Locating information



## The World of Ants



Ants are insects that you can often see in a garden, in a park or just on the pavement. They usually live underground.

### Practice questions

**a** What kind of animal is an ant?

\_\_\_\_\_

**b** Find and copy two places you might see ants.

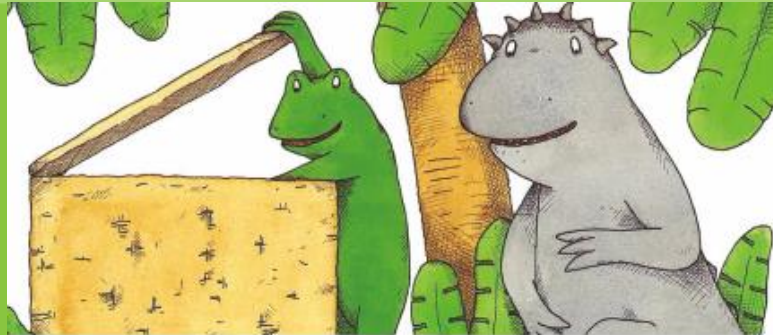
1. \_\_\_\_\_

2. \_\_\_\_\_





# Inferring meaning



Just in time they reached the island, and carried the basket ashore.

Frog lifted the lid. "This is definitely our lucky day," he said.

It was somebody's picnic...

"This is what I call an adventure," said Frog.

Monster ate and ate until he was full up. He stretched out in the shade of a palm tree.

Frog felt tired too. Soon they were both fast asleep.

12 How do you know that Frog was excited?

\_\_\_\_\_

☐

13 What did Frog find inside the basket?

\_\_\_\_\_

☐

14 Where did Monster go to sleep?

\_\_\_\_\_

☐

# Understanding Vocabulary



After a while, Frog spotted something on the water. It was a large basket.

Frog lifted the basket into the boat. One end of the boat tipped up in the air. The other end sank down into the water. The water started to come in.

Monster scooped out the water as fast as he could. But the boat was sinking.

"Monsters don't swim," said Monster.

"Don't worry," said Frog. "We haven't far to go."



10 Frog spotted something on the water.

What does the word *spotted* mean in this sentence?

Tick **one**.

smelt ☐

heard ☐

felt ☐

saw ☐

11 Why did the boat start to sink?

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# Character's feelings



Frog lifted the lid of the basket again.  
Inside was a huge red balloon. "We could  
float home," said Frog.

Frog blew up the balloon until it was full  
of air. Then he tied the balloon to the  
basket.

"I've never been in a balloon before,"  
said Monster.

Neither had Frog, but he didn't  
tell Monster that.



17 How did Frog think they could get home?

---

---

☐

18 Frog had not been in a balloon before, but he did not tell  
Monster because...

Tick **one**.

he didn't want to  
talk to Monster. ☐

he didn't want  
Monster to worry. ☐

he didn't want to  
go in the balloon. ☐

he didn't have time  
to say anything. ☐

☐

# Sequencing



20

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

The first one has been done for you.

They found a big basket.

They fell asleep on an island.

They went in a boat.

The boat drifted away from them.



END OF TEST



## Interim teacher assessment framework at the end of key stage 1 - writing

### Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words\*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

### Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words\*
- spelling some words with contracted forms\*
- adding suffixes to spell some words correctly in their writing  
e.g. *-ment, -ness, -ful, -less, -ly*\*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

### Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words\*
- spelling most words with contracted forms\*
- adding suffixes to spell most words correctly in their writing,  
e.g. *-ment, -ness, -ful, -less, -ly*\*
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

# Writing



- ☀ **In the past there was a long and a short writing task. Now we assess the children's writing as we go. We build up evidence of their skills in their books.**
- ☀ **Can they apply and demonstrate the skills taught in a range of writing genres?**
- ☀ **We look at writing across the curriculum.**

# Spelling



1. Hannah ran \_\_\_\_\_ than Lee.
2. Yesterday it was very \_\_\_\_\_.
3. I had a big smile on my \_\_\_\_\_.
4. There was a large \_\_\_\_\_ of children at the party.
5. You pick things up with your \_\_\_\_\_.
6. The \_\_\_\_\_ in the box are different colours.

☐☐☐☐☐☐



## Spelling

Practice question: The word is **tree**.  
There was a big **tree** in the garden.  
The word is **tree**.

Spelling 1: The word is **faster**.  
Hannah ran **faster** than Lee.  
The word is **faster**.

Spelling 2: The word is **sunny**.  
Yesterday it was very **sunny**.  
The word is **sunny**.

Spelling 3: The word is **face**.  
I had a big smile on my **face**.  
The word is **face**.

Spelling 4: The word is **group**.  
There was a large **group** of children at the party.  
The word is **group**.

Spelling 5: The word is **fingers**.  
You pick things up with your **fingers**.  
The word is **fingers**.

Spelling 6: The word is **paints**.  
The **paints** in the box are different colours.  
The word is **paints**.

Spelling 7: The word is **kitten**.  
Our new **kitten** is black with white paws.  
The word is **kitten**.

Spelling 8: The word is **thanked**.  
I **thanked** my friend for her help.  
The word is **thanked**.

Spelling 9: The word is **Saturday**.  
We are going on holiday on **Saturday**.  
The word is **Saturday**.

Spelling 10: The word is **sweets**.  
I am not allowed to eat too many **sweets**.  
The word is **sweets**.

Spelling 11: The word is **baking**.  
My grandad was **baking** a cake.  
The word is **baking**.

Spelling 12: The word is **knew**.  
The children **knew** all of the words.  
The word is **knew**.

Spelling 13: The word is **model**.  
Our class built a **model** from clay.  
The word is **model**.

Spelling 14: The word is **whale**.  
A **whale** can hold its breath for two hours.  
The word is **whale**.

Spelling 15: The word is **world**.  
The musician gave concerts all over the **world**.  
The word is **world**.



# Grammatical agreement



**a**

Tick the word that completes the sentence.

*We were \_\_\_\_\_ on our projects.*

Tick **one**.

worked

☐

works

☐

working

☐

work

☐

# Punctuation



- 1 Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune



- 3 Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

Aisha found some red blue and purple beads in the box.



- 5 Look at where the arrow is pointing.

The children went home Josh had enjoyed his party.



Which punctuation mark is missing?

Tick **one**.

comma

☐

question mark

☐

apostrophe

☐

full stop

☐

- 15 Why do the underlined words start with a capital letter?

King Fred had a party at Greystone Palace on Sunday afternoon.

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# Tenses



- 13 Tick the sentence that is correct.

Tick **one**.

Adam saw his friend in the park and wave.

☐

Adam saw his friend in the park and waved.

☐

Adam sees his friend in the park and wave.

☐

Adam sees his friend in the park and waved.

☐

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

Sentence	Past tense	Present tense
Becky was thinking.	<input type="checkbox"/>	<input type="checkbox"/>
I am reading my book.	<input type="checkbox"/>	<input type="checkbox"/>
Jo is going for a walk.	<input type="checkbox"/>	<input type="checkbox"/>

# Word classes



11 Circle the **three** nouns in the sentence below.

A whale has an enormous heart that can weigh as  
much as a small car.



12 Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her  
new running shoes.



# Types of sentences



- 18 Joe wanted to buy a present. He asked his mum if Gran would like flowers.

Write Joe's question to his mum in the speech bubble.  
Remember to use correct punctuation.



2 marks

- 9 Tick the sentence that is a **statement**.

Tick **one**.

What an interesting painting!

☐

Can you collect the crayons, please?

☐

James washed the paintbrushes.

☐

Check that your tables are dean.

☐

# Spelling rules



10 Write **s** or **es** to make each word a plural.

fox\_\_\_\_\_

card\_\_\_\_\_

match\_\_\_\_\_



# Contractions



- 4 Draw lines to match the groups of words that have the same meaning.

One has been done for you.

I will	it's
you have	I'll
it is	didn't
did not	you've

A line connects 'it is' to 'didn't'.

- 17 Write the words I am as one word, using an **apostrophe**.

\_\_\_\_\_ going to the shops soon.

## Interim teacher assessment framework at the end of key stage 1 - mathematics

### Working towards the expected standard

- The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as  $35 < 53$  and  $42 > 36$ ).
- The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).
- The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).
- The pupil can use number bonds and related subtraction facts within 20 (e.g.  $18 = 9 + ?$ ;  $15 = 6 + ?$ ).
- The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g.  $23 + 5$ ;  $46 + 20$ ), they can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).
- The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.

### Working at the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g.  $48 + 35$ ) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that  $48 + 35$  will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g.  $74 - 33$ ).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g.  $\Delta - 14 = 28$ ).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing  $35 \div 5 = 7$ ; sharing 40 cherries between 10 people and writing  $40 \div 10 = 4$ ; stating the total value of six 5p coins).
- The pupil can identify  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  and knows that all parts must be equal parts of the whole.

Continued on the next page

- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

### Working at greater depth within the expected standard

- The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).
- The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that  $18 \times 5$  cannot be 92 as it is not a multiple of 5).
- The pupil can work out mental calculations where regrouping is required (e.g.  $52 - 27$ ;  $91 - 73$ ).
- The pupil can solve more complex missing number problems (e.g.  $14 + \square - 3 = 17$ ;  $14 + \Delta = 15 + 27$ ).
- The pupil can determine remainders given known facts (e.g. given  $15 \div 5 = 3$  and has a remainder of 0, pupil recognises that  $16 \div 5$  will have a remainder of 1; knowing that  $2 \times 7 = 14$  and  $2 \times 8 = 16$ , pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).
- The pupil can solve 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?).
- The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g.  $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$ ).
- The pupil can find and compare fractions of amounts (e.g.  $\frac{1}{4}$  of £20 = £5 and  $\frac{1}{2}$  of £8 = £4 so  $\frac{1}{4}$  of £20 is greater than  $\frac{1}{2}$  of £8).
- The pupil can read the time on the clock to the nearest 5 minutes.
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).



# Arithmetic paper



- ✧ 25 questions.
- ✧ Should take 20 minutes.
- ✧ No equipment allowed.

# Addition



5

$15 + 3 + 3 =$



3

$89 + 10 =$

8

$46 + 7 =$

# Subtraction



7

$$\boxed{\phantom{00}} + 5 = 9$$

11

$$87 - 40 = \boxed{\phantom{00}}$$

6

$$39 - 8 = \boxed{\phantom{00}}$$

# Missing numbers



12	$50 - \boxed{\phantom{00}} = 20$	
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# Multiplication



13

$8 \times 10 =$



14

$2 \times 0 =$



# Division



16

$12 \div 2 =$

17

$35 \div 5 =$

# Fractions



21

$$\frac{1}{2} \text{ of } 30 = \boxed{\phantom{00}}$$

18

$$\frac{1}{4} \text{ of } 20 = \boxed{\phantom{00}}$$

25

$$\frac{3}{4} \text{ of } 40 = \boxed{\phantom{00}}$$

# Reasoning Paper



Should take approximately 35 minutes to complete (not strictly timed).

- Word problems
- Applying the maths they know
- Only allowed a ruler



# Read and write numbers



8 Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

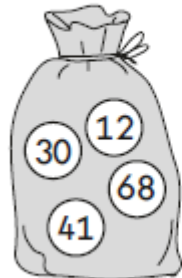


# Understand numbers

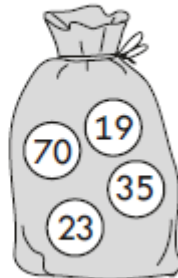


**12** Two of the numbers are in the **wrong** bag.

Draw a cross (X) on each of them.



even numbers

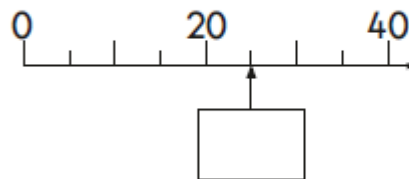


odd numbers

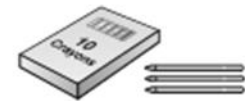


**20** Look at the number line.

Write the correct number in the box.

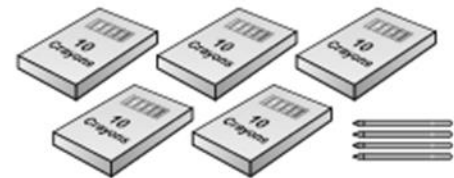


**13** Ben has 13 crayons.



Here are Abdul's crayons.

How many crayons does Abdul have?



crayons

MODEL

# Measures



3



2 cm

2 kg

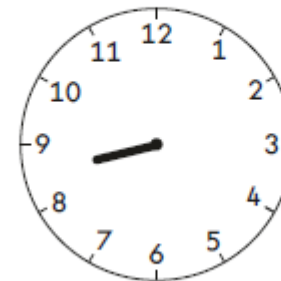
2 °C

2 l



25

Draw the minute hand on the clock to show **twenty-five past eight**.



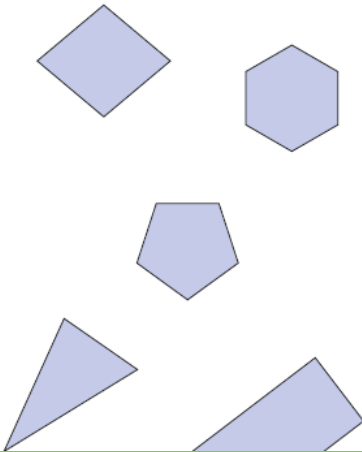
5



# Geometry

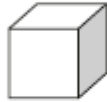

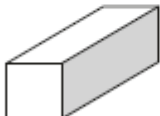
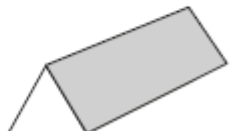



- 6 Look at the shapes.  
Tick (✓) the hexagon.



- 14 One shape is in the **wrong** place on the sorting grid.

Draw a cross (X) on it.

Shapes <b>with</b> a square face	Shapes <b>without</b> a square face
	
	
	

# Money



- 15** A shop sells these sweets.



2p



5p



10p

Abdul spends exactly **20p** on sweets.

Tick (✓) the bag of sweets he buys.



- 19** Amy buys an ice-cream for 90p.



- (a) Tick (✓) **three** coins to show how Amy can make **90p**.



- (b) Tick (✓) **four** coins to show another way to make **90p**.



# Two step problems



**22** Amy plants **4** rows of carrots.

There are **3** carrots in each row.

A rabbit eats **2** of the carrots.



How many carrots are left?

Show  
your  
working

carrots

2 marks

**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

# Fractions



30 Look at these fractions.

$$\frac{1}{2}$$

$$\frac{1}{3}$$

$$\frac{2}{4}$$

$$\frac{3}{4}$$

Circle the **two** fractions that are **equal**.



16



Sita cuts a pizza into four equal slices.

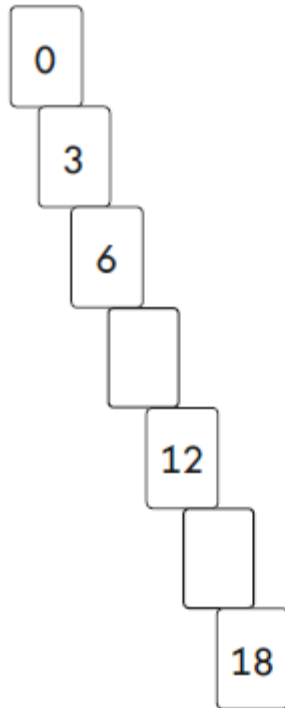
She eats one slice.

What fraction of the pizza does she eat?

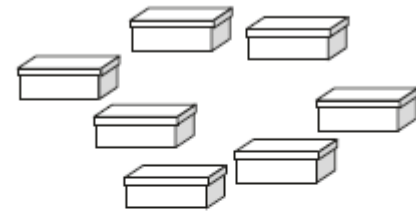
# Multiplication



10 Write the **two** missing numbers in this pattern.



7



Sita puts **2** shoes in each of these boxes.

How many shoes are there altogether?

shoes







# How can you help your child

- Complete the homework tasks set each week.
- Question your child about the text when you hear them read.
- Practice basic maths facts.
- Look for opportunities to apply maths at home.
- Teach spellings that are causing problems eg. adding ed, es, s, ing
- Use education city to consolidate learning ( Maths and English)