



Key Stage 1 National Curriculum Assessments

A School Presentation to Parents

Assessment and Reporting



- Children will be judged to be **working below the expected standard, working at the expected standard or working at greater depth**.
- Test scores will be reported as 'scaled scores'.
- Your child will be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.
- The new curriculum is rigorous and sets high expectations which we will work hard to meet.

chapter
menu

next
page

The Tests

At the end of Year 2, children will take assessments in:

- Reading;
- English grammar, punctuation and spelling;
- Maths.

The tests are due to take place throughout the month of May.

- There isn't a writing test but children will still be assessed on their writing. The assessment will be a teacher judgement and will be made from the children's ongoing work.
- Although the children are tested in reading, SPAG and maths, a teacher judgement is also made. This means that the teacher judgement can override the test score if they feel they have underperformed in the test.

chapter
menu

next
page

Writing

At the end of the year, writing will be assessed with the national 'Interim Framework'. Teachers will use this to judge whether the children are below the expected standard, at the expected standard or work at greater depth.

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.

chapter
menu

next
page

Reading

The Reading Test consists of two separate papers:

- Paper 1 – Contains a selection of texts totalling between 400 and 700 words with questions about the text.
- Paper 2 – Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet.
- Each paper is worth 50% of the marks and should take approximately 30 minutes to complete. The children are not strictly timed and can have longer if necessary.
- The texts will cover a range of poetry, fiction and non-fiction.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.
 - As well as the reading test, a teacher will make a judgement from the children's day to day work. This is an example of a child reading at **below the expected standard** <https://www.youtube.com/watch?v=z9KRimNLkJQ> **working at the expected standard** https://www.youtube.com/watch?v=w4c_DMS-3IE

chapter
menu

next
page

Spelling, Punctuation and Grammar



The test consists of two separate papers:

- Paper 1: spelling (20 marks).
- Paper 2: questions (20 marks).

chapter
menu

next
page

Sample Questions

Grammar, punctuation and spelling.

Year 2 English Grammar and Punctuation Test 1

4. Tick the correct word to complete the sentence below.

I really don't like washing my face _____ I have to do it.

Tick **one**.

or

and

but

2

1 mark

chapter menu

next page

Sample Questions

Grammar, Punctuation and Spelling Paper

9. **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

1 mark

chapter
menu

next
page

Mathematics



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

- Paper 1 is for arithmetic, lasting approximately 25 minutes and worth 25 marks. It covers calculation methods for all operations.
- Paper 2 covers problem solving, reasoning and mathematical fluency, lasts for approximately 35 minutes and is worth 35 marks.
- 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.
- Again, children are not strictly timed.

chapter
menu

next
page

Sample Questions

Maths Paper 1: Arithmetic

15 $3 \times 3 =$



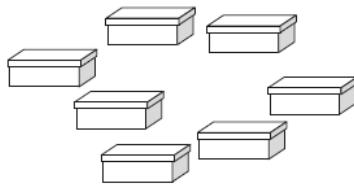
16 $12 \div 2 =$



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	



How to Help Your Child



- 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!

chapter
menu

next
page

How to Help Your Child with Reading

Listening to your child read can take many forms:

- Focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - it's free!

chapter
menu

next
page

How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

chapter
menu

next
page

How to Help Your Child with Maths



- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, draughts or chess.

chapter
menu

next
page

Please look through the resources on the table.
Any questions... come and ask!
Finally, thankyou for coming!

