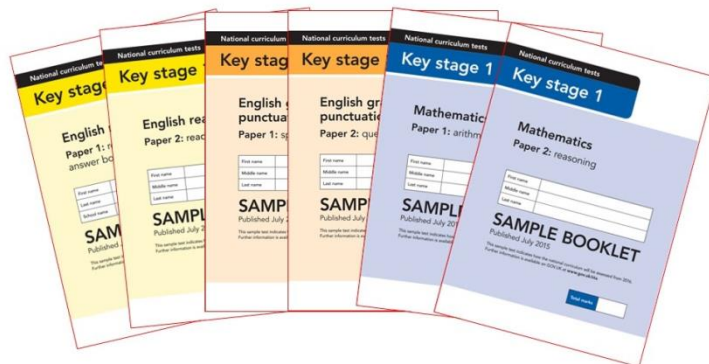


# Key Stage 1 National Curriculum Assessments

## Parents Meeting: Cedar, Cherry and Chestnut Class 2022



[https://youtu.be/dVlrdqh\\_J6Y](https://youtu.be/dVlrdqh_J6Y)



**Key Stage 1 tests**



# Assessment and Reporting



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- Year 2 assessed in reading, writing, grammar, spelling, maths and science.
- Assessed in two ways – tests and teacher assessment.
- The tests are to inform teacher assessment as in previous years.
- It is very difficult to compare the assessment of a previous year with the current year.
- Teacher assessment is reported to the Local Authority at the end of June.
- Moderation may occur to ensure consistency of data.

# The Tests



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

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

The tests are due to take place in May.

# Scaled Scores



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Since 2016, test scores will be reported as 'scaled scores'.

What is meant by 'scaled scores'?

- It is planned that 100 will always represent the 'national standard'.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

# Writing and Science



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- There are no tests for writing and science
- Writing - a range of genres – fiction and non-fiction



- Reading – Working Towards Year 2

### **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.



## • Reading – Working at Year 2

### 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<sup>1</sup> 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 words<sup>2</sup>
- 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.

\* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

<sup>1</sup> Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials.

<sup>2</sup> Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.





- Reading – Working at Greater Depth Year 2

### **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.





- Writing – Working towards Year 2

### 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.

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

# Writing Working Within Year 2



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- Writing – Working within Year 2

## 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.

# Writing at Greater Depth in Year 2



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- Writing – Working at Greater Depth within Year 2

## 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<sup>^</sup>
- spell most common exception words<sup>\*</sup>
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)<sup>\*</sup>
- use the diagonal and horizontal strokes needed to join some letters.

<sup>\*</sup> These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

<sup>^</sup> This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

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. This paper includes some (5) mental maths questions.
- Main difference from previous tests is that they won't be able to use resources.

# Sample Questions



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## Maths Paper 1: Arithmetic

12

$97 + 5 =$



1 mark

9

$43 - 5 =$



1 mark

17

$3 +$

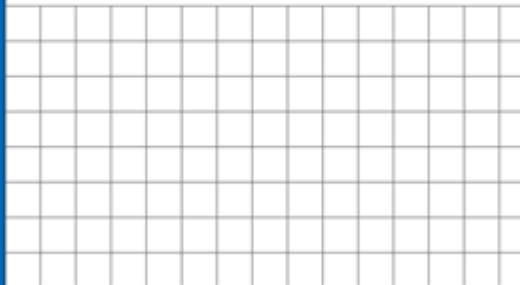
$+ 6 = 16$



1 mark

19

$85 - 21 =$



1 mark



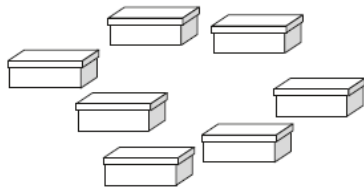
# Sample Questions



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## 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	

Page 07 of 28

26



One length of a swimming pool is **10** metres.

Abdul swims the length of the pool **4** times.

Abdul works out how many metres he swims altogether.

Circle the **two** calculations that Abdul can use.

$$10 + 4$$

$$4 \times 10$$

$$10 + 10 + 10 + 10$$

$$4 + 4 + 4 + 4$$

1 mark

25

Match the sums that have the same answer.

One is done for you.

$20 + 8$	$30 + 28$
$50 + 8$	$70 + 18$
$80 + 8$	$10 + 18$
$90 + 8$	$50 + 48$

1 mark

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, although the children are not being assessed at working at speed so will not be strictly timed.
- 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.



So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

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

The two friends climbed in and Frog pulled hard on the oars.



**6** Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster  
liked boats. ☐

A boat drifted  
towards them. ☐

They were  
by the sea. ☐

It was a  
sunny day. ☐



**7** Why was Monster worried?

\_\_\_\_\_



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Plastics can be useful for people but bad for the planet. Here are some of the reasons.



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Good points	Bad points
Plastics can be shaped into almost anything.	Plastics can be difficult to recycle.
Plastics are light and cheap to make.	Plastics can give off poisonous fumes when they melt.
Plastics can be produced in different colours.	Plastics are made from oil, which is running out.
Plastics do not rot.	Plastics do not rot.

### The problem with plastics

Some plastics can last for a long time without wearing out, but this means that it is very difficult to get rid of them when they are not needed. They may remain in rubbish dumps for hundreds of years. These dumps, called landfill sites, can be smelly, ugly and harmful to our planet.





(page 8)

**11** Why can plastics be dangerous when they melt?

---

(page 8)

**12** Give **two** problems with landfill sites.

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

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

# Spelling, Punctuation and Grammar

The test consists of two separate papers:

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



# Sample Questions



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## Grammar, Punctuation and Vocabulary Paper

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

# Sample Questions

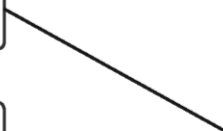


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## Grammar, Punctuation and Spelling Paper

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

# How to Help Your Child



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- 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.
- Make sure your child has a good sleep and healthy breakfast every morning!

## Online Learning

- <https://www.bbc.co.uk/bitesize/levels/z3g4d2p>
- <https://www.oxfordowl.co.uk/>
- <https://play.ttrockstars.com/>
- <https://mathszone.co.uk/>
- <http://www.ictgames.co.uk/>
- <https://www.educationcity.com/>