

Year 2 Parents' Information

KS1 Assessments

Purpose of the meeting

- During the meeting we will tell you what you need to know about what the tests involve; and how we can work together to help prepare your child
- The KS1 SATs, which take place in May this year, help teachers check and confirm what children have learnt in English and Maths in Year 1 and Year 2.
- Teacher assessments (in all subjects) will also be used to build up a picture of your child's learning and achievements. The test results will help inform the Teacher Assessments.

Testing in Year 2

- Historically, formal testing ceased in 2004. Since 2005, teachers internally assess children at a time they choose in English, Maths and Science.
- The National Curriculum (which became statutory in Sept 2014) will be assessed in May 2020.
- Schools have to administer the tests any time during May 2020.
- Although the tests are set externally, they will be marked by teachers within the school.
- Children will be given a standardised score (85 -115) – which will be communicated to parents.
- These scores will be used to inform the Teacher Assessments

What tests will there be?

- The KS1 SATs, which take place in May this year, help teachers check and confirm what children have learnt in English and Maths in Year 1 and Year 2.

Maths

- 2 papers:-

Arithmetic

Reasoning

English

- Reading- 2 papers
- Grammar, Punctuation and Spelling (these are optional but can be used as part of the evidence for the writing assessment).

Writing (no test for this- this is assessed by the class teachers)

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 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.

Reading Papers

- **Two separate papers:**
- **Paper 1** consists of a selection of texts totalling 400 to 700 words, with questions interspersed
- **Paper 2** comprises a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers in a separate booklet

Each paper is worth 50 per cent of the marks, and should take around 30 minutes, but children will not be strictly timed, as the tests are not intended to assess children's ability to work at speed. **The texts in the reading papers will cover a range of fiction, non-fiction and poetry**, and will get progressively more difficult towards the end of the test. Teachers will have the option to stop the test at any point that they feel is appropriate for a particular child.

There are a variety of question types:

Multiple choice

Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'

Matching, e.g. 'Match the character to the job that they do in the story'

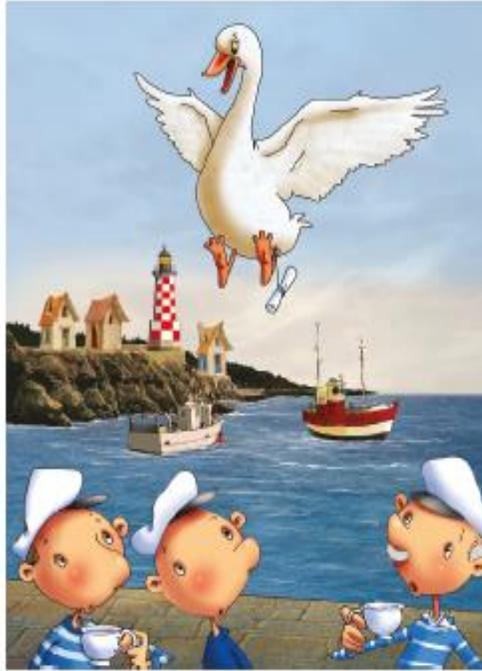
Labelling, e.g. 'Label the text to show the title'

Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'

Short answer, e.g. 'What does the bear eat?'

Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons'

Next morning William wrote a message and tied it to Bella's leg. "Fly away home!" he said. I can do it, thought Bella. She flew straight to the Harbour Cafe. The other fishermen set out to rescue William and his boat. "Brave Bella!" said William. "When I get a new boat you can come with me whenever I go to sea." Bella was happy.



Paper 1

5 Where did Bella take William's message?



1 mark

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

Paper 2

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!



Tony Ross, in his own words

Why did you become an illustrator and writer?

It just happened. I didn't like my job at the time and I wanted to do something to cheer myself up. I never thought I'd be an artist as I always wanted to work with horses. I once wrote to an actor to ask if I could be a cowboy in one of his films!



Where did you write your first book?

I wrote my first book when I was at work. It was called *Tales from Mr Toffy's Circus*.



How long does it take to write a book?

It can vary. Sometimes, it is as little as a few days to do the story and the pictures, but thinking about the idea can take weeks, months or even years.

Are there any characters that you really enjoy drawing?

I love drawing Miss Battle-Axe from the Horrid Henry books. She never smiles.

Is it hard to do illustrations for other writers' books?

It's easier to illustrate your own because every illustrator has things they don't like to draw or can't draw. If you write the story yourself you don't include those things in the story!



(page 5)

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



1 mark

(pages 4 and 5)

- 5 Complete the table with the names of the writers and the characters they write about.

Character	Writer
	Francesca Simon
Dr Xargle	
Mr Toffy	



1 mark

(page 5)

- 6 Why does Tony Ross like to illustrate his own books more than books by other people?



What can we do to help your child?

In School

- Developing children's reading stamina
- (Aiming for a reading speed of 90 words per minute)
- Development of inference skills through Guided Reading sessions (weekly)
- Identifying unfamiliar vocabulary- learning different strategies to find the correct meaning.
- Independent silent, sustained reading opportunities.
- Story time- adults modelling the skills of reading- followed by discussion of the text.

At home

- Read regularly with and to your children.
- Be a positive role model of a 'reader' (variety of texts).
- Ask them lots of questions about what they have read –include straight forward comprehension questions and inference questions, e.g. Why do you think the character said that? What do you think will happen next? Why?
- Encourage your children to read a variety of fiction and non-fiction books.

SPAG papers

Paper 1: a 20-word spelling test taking approximately 15 minutes and worth 20 marks.

Paper 2: a grammar, punctuation and vocabulary test, in two sections of around 10 minutes each (with a break between, if necessary), worth 20 marks. This will involve a mixture of selecting the right answers e.g. through multiple choice, and writing short answers.

Paper 1

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.
7. Our new _____ is black with white paws.
8. I _____ my friend for her help.
9. We are going on holiday on _____.
10. I am not allowed to eat too many _____.

Paper 2

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 clean.

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

fox_____

card_____

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.

What can we do to help your child?

• In School

- Practise Y1 and Y2 spellings.
- Weekly SPAG lessons.
- Daily spelling work based on Y2 spelling curriculum.

At home

- Be familiar with the Year 2 SPAG curriculum (See school website)
- Practise Y1 and Y2 exception word spellings (see back of your child's reading diary).
- Help your child to learn & practise the weekly spellings, making sure they understand the 'rule' associated with them.

Maths

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).

Maths

- Paper 1

The arithmetic paper consists of 25 questions and takes about 20 minutes, although it isn't strictly timed. This paper will test your child on their knowledge of the [four operations](#) - addition, subtraction, multiplication and division. The questions are all in number sentences, with no word problems.

Paper 2

The **reasoning paper** includes about 30 questions and takes about 35 minutes. It starts with five mental maths questions, read aloud by the teacher. The paper will test your child on their ability to apply their maths skills to various problems and puzzles. They will be tested on all four operations, fractions, measurement, geometry and statistics.

Paper 1

- $15 + 9 = \underline{\hspace{2cm}}$

- $7 + \underline{\hspace{2cm}} = 12$

- $2 \times 5 = \underline{\hspace{2cm}}$

- $36 - 20 = \underline{\hspace{2cm}}$

- $35 - 7 = \underline{\hspace{2cm}}$

- $48 + 23 = \underline{\hspace{2cm}}$

- $1/4 \text{ of } 20 = \underline{\hspace{2cm}}$

Paper 2

16 Look at these coins:



What is the largest amount you can make using **three** of these coins?

p

17 Ben ate half a pizza.

Which fraction shows the amount he ate?



Circle it.

$\frac{1}{4}$ $\frac{1}{3}$ $\frac{2}{4}$ $\frac{3}{4}$

8 A game costs £25

Ben has £19

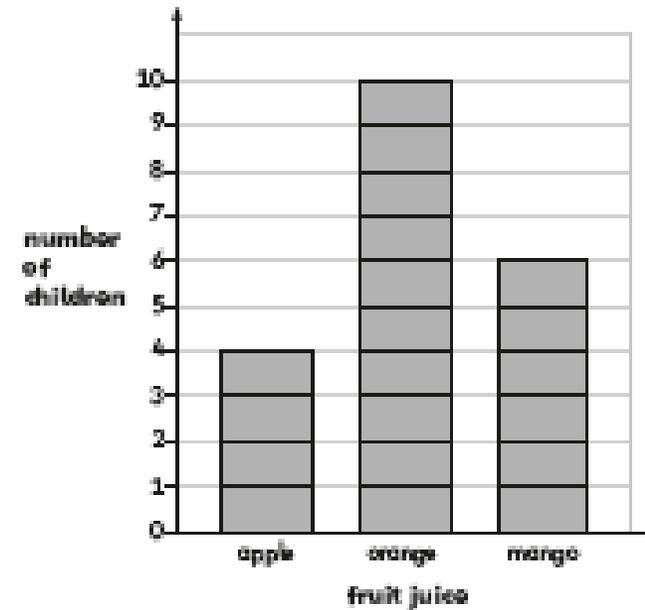


How much **more** money does Ben need to buy the game?

£

10 20 children choose their favourite fruit juice.

The chart shows the results.



(a) How many **more** children choose orange than apple?

children

(b) Another boy joins the group.

He chooses mango juice.

Add this information to the chart.

What can we do to help your child?

In School

- Daily practise of the key skills the child need to be fluent in Maths.
- Practise at similar style maths papers/ tests in arithmetic and reasoning.
- Applying Maths in different contexts.
- Lots of talk about Maths (Reasoning!)
- Targeted adult support.
- Maths Homework linked to classwork
(Practical/ Practise/ Parent support)

At home

- Be familiar with the Year 2 Maths curriculum expectations.
- Complete Maths HW with your child.
- Speak to the Class teachers if you have any questions.
- Work on the target areas suggested at Parents' evening.
- Use your 'Mymaths' login for extra support.

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.

Examples

Meet Fred. Fred loves to find things. One day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} It was really dark in the attic and there were nextly deep holes in the floor. Just then some thing caught his eye. ^{It} It was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. First he opened the silver ^{one} which had wires in it. ~~Soon~~ ^{Soon} he had opened all of them.

Missing one dragon

Last seen flying out of forest school on Monday night. He has a silver tummy, black body and black feet. It will breath fire at you and eat you up! If seen then please report on 069 3046 1300 999 013. If seen and not reported you will be locked in jail for three years! You will be rewarded £900 or 309306 bucks if you report. Whatever you do do not shoot it! Its claws are silver so it is easy to be seen. ████████ class 3 year 2.

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a krickety, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in return, ^{get} some money?"

"Sure," replied Poppy and set off in the dusty alleyway.

On the dusty alleyway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the alleyway and finally arrived home. When she arrived, her mum was furious and she was so skubbant with Poppy. She threw the beans out of the glass delicate window as fast as a cheetah.

What can we do to support your child

• In School

- Greater emphasis on spelling, grammar and handwriting.
- Exposure to a range of styles and genres of writing.
- Weekly independent writing session practising different types of writing,
- Weekly handwriting practise.
- Regular assessments to inform teachers of where the children need more work/practise.
- We try to get them to make the changes.
- Just lots of writing!

• At home

- Encourage your child to write at home, always be positive about their efforts but point out a couple of ideas of where they could improve.
- Handwriting practice (ask teachers for practice sheets if required).
- Work on the target areas suggested at Parents' evening.

Different text types

Narrative, Information, Description, Science Investigation, Recount, Book review, Instructions, Poetry

Science

Working at the expected standard

Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions:
 - observing changes over time
 - noticing patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- communicate their ideas, what they do and what they find out in a variety of ways.

Science content

The pupil can:

- name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]
- describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]
- identify whether things are alive, dead or have never lived [year 2]
- describe and compare the observable features of animals from a range of groups [year 1]
- group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]
- describe seasonal changes [year 1]
- name different plants and animals and describe how they are suited to different habitats [year 2]
- distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].

KS1 Assessments – What will you be told?

For KS1 English reading, English writing and Mathematics

- Working towards the expected standard (WTS)
- **Working at the expected standard (EXP)**
- Working at greater depth within the expected standard (GD)

• For Key Stage 1 Science

- ‘Working at the expected standard’
- or
- ‘Not working at the expected standard’

Scores

You will also be given their standardised score for the tests they sit. (85 – 115 with 100 being KS2 ready)

What happens with these results?

Attainment

- Percentage of children who gained EXP and percentage of children who gained GD
- The Teacher Assessed results are reported to Government.
- The school results are then compared against the Local Authority average and the National Average.

Progress

- For KS1, progress is worked out by comparing the child's scores from end of EYFS to end of KS1.
- E.g. If a child was at the EXP standard at the end of EYFS they should get to the EXP standard at the end of KS1 for good progress. If that child reaches GD they will have made better than good progress

What do the children need to know?

- That they need to try their best in everything they do.
- How to approach a test so they don't panic. E.g. if they are unsure on a question move on and come back to it.
- We need to try not to put pressure on them about SATS/ assessments/ scores etc.
- That their teachers and families are doing all they can to help them reach their potential.

Useful Websites

Sample papers

- <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials&key-stage-1-past-papers>
- <https://www.satspapers.org.uk/Page.aspx?TId=4>

<http://www.twinkl.co.uk/resources/literacy/grammar-spag/grammar>

<http://www.learninggamesforkids.com/>

<https://www.theschoolrun.com/KS1-SATs-in-2020>

Any Questions

