



# Captain Cook Primary School

Key Stage One Assessment  
Arrangements for Year 2 Parents.

Friday 11<sup>th</sup> March

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## How are children assessed at the end of Year 2?

- At the end of Year 2, each child will be teacher assessed in:
    - Reading
    - Writing
    - Maths
    - Science
  - The assessment is based on whether a child has met the standards set out by the government.
  - Teachers will use the information they have gathered throughout the year to make this judgement.
  - They must also consider children's test scores.
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# What are the standards?

## 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.

## 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.

# What are the standards?

## 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.  $18 = 9 + 9$ ;  $15 = 6 + 9$ ).
- 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.

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- 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).

## What tests will my child sit?

- Children will sit tests in:
    - Reading
    - English Grammar, Punctuation and Spelling
    - Maths
  - The school is required to administer the SATs throughout **May** and all schools will be carrying out the tests at this time.
  - If children are absent they will have to do the test on their return to school.
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## How will the tests be administered?

- We aim to make the SATs non-threatening.
  - They will take place in classrooms, with one of the Year 2 staff members.
  - We organise for the tests differently depending on the nature of them.
  - Children will be reassured throughout this time and reminded to simply, 'have a good go at it.'
  - Remember that the tests only form **one part** of children's overall assessment.
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# Sample Test Questions

## Reading

- The Reading Test consists of two separate papers.
- Each paper is worth 50% of the marks and should take approximately 30 minutes
- 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.



### Practice questions

**c** What kind of day was it?

Tick **one**.

cloudy

sunny

cold

wet

**d** What was Monster doing?

\_\_\_\_\_

# Sample Test Questions

## Spelling, Grammar and Punctuation

- The test consists of two separate papers.
- Paper 1: Spelling-20 marks.
- Paper 2: Questions-20 marks.

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

# Sample Test Questions

## Maths

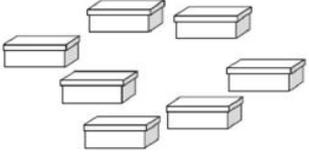
- The test consists of two separate papers.
- Paper 1: Arithmetic-calculation methods for all operations.
- Paper 2: Problem-Solving, Reasoning and Mathematical Fluency.

15  $3 \times 3 =$

16  $12 \div 2 =$

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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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# Further Information



## Key documents

[Special Educational Needs](#)

[Pupil Premium](#)

[Policies](#)

[Sports Funding](#)

[School Prospectus 2015](#)

[School Admissions](#)

[Year 2 Assessment Information](#)

## Year 2 Assessment Information

[KS1 Government Standards](#)

[KS1 Grammar](#)

[KS1 Grammar 2](#)

[KS1 Maths Arithmetic](#)

[KS1 Maths Reasoning](#)

[KS1 Reading Booklet](#)

## How will teacher assessment be reported to parents?

- Old levels now been abolished.
  - Expected level at the end of Y2 will now be scaled, with 100 being the expected standard.
  - It is expected that the majority will be working at this standard, but some will be above or below.
  - Once teacher assessments have been submitted, you will receive information on your child with their annual report.
  - Children will be assessed as:
    - Working towards the expected standard;
    - Working at the expected standard;
    - Working at 'greater depth' within the expected standard.
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## What happens if my child has not met all the standards?

- You will get chance to discuss how your child is progressing during parent consultations in a few weeks.
  - As with levels, there will always be children who for a variety of reasons find some aspects more difficult than others.
  - We aim to support all children in making sure that they are progressing well and that they remain happy and confident.
  - Transition information.
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How can parents help?

## Handwriting

Please ensure that your child is using our handwriting scheme to form their letters correctly.

They should be using entry and exit strokes for all lower case letters.

Once these have been mastered, children should be joining their handwriting.

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How can parents help?

## Handwriting

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

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How can parents help?

## Phonics

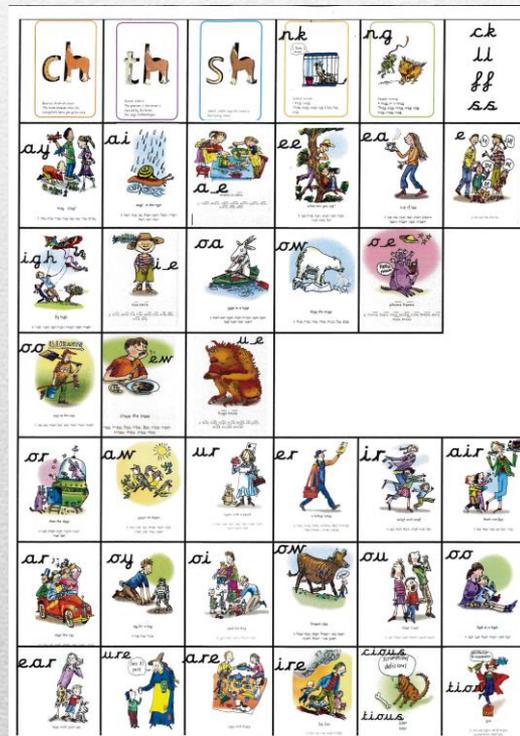
Children should be applying their phonic awareness and knowledge of spelling rules to help them spell more difficult words.

The children use the phonic ditty mat in school to help them remember their sounds.

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# How can parents help?

## Phonics



# How can parents help?

## Spellings

Children are expected to know how to spell all the Year 1 and Year 2 common exception words, and to use this in their writing.

At the end of their work, children should be encouraged to check through their work, ensuring these words are spelt correctly using the mat to help.

In addition, children will be sent home with a spelling list to help them learn the Y2 spelling rules.

We have included some spelling activities you could try with your children to liven up learning their spellings.

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# How can parents help?

## Spellings

### Year 1 and 2 Common Exception Words

#### Year 1

a	love	the
are	me	there
ask	my	they
be	no	to
by	of	today
come	once	was
do	one	we
friend	our	were
full	pull	where
go	push	you
has	put	your
he	said	
here	says	
his	school	
house	she	
I	so	
is	some	

#### Year 2

after	could	kind	poor
again	door	last	pretty
any	even	many	prove
bath	every	mind	should
beautiful	everybody	money	steak
because	eye	most	sugar
behind	fast	move	sure
both	father	Mr	told
break	find	Mrs	water
busy	floor	old	who
child	gold	only	whole
children	grass	parents	wild
Christmas	great	pass	would
class	half	past	
climb	hold	path	
clothes	hour	people	
cold	improve	plant	



# How can parents help?

## Reading

Children will be sent home with two reading books and their yellow reading record. Please ensure that you are reading regularly with your child.

There is now a strong focus on comprehension and understanding of the text. Therefore, as well as listening to your child read, please ask them a variety of questions to check their understanding.

We have provided you with some questions to help.

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How can parents help?

## Reading

It would be very helpful if you could record these questions, and their responses, in the yellow reading record.

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# How can parents help?

## Reading

### *Reading with your child*

#### **Remembering**

- Who are the main characters in the story?
- Where is the story set?
- What are the main events in the story?
- Can you list 3 new words that you read in the book?
- What text features are included in the text?

#### **Understanding**

- What is the theme of the story?
- Choose a sentence and write it in your own words.
- What did the title have to do with the book?
- What was the problem in the book and how was it solved?
- Pick out a new word and find out what it means.
- How do you know this is an information text?
- Can you list 3 facts you have learnt from this book?

#### **Applying**

- Predict what could happen next in the story.
- What lesson did you learn from the story?
- Explain how the main character's feelings changed throughout the story.

#### **Analysing**

- What part of the story was the funniest/saddest?
- Can you compare the character of \_\_\_ with the character of \_\_\_?

#### **Evaluating**

- Is there a better solution to the problem? Explain.
- What part of the story would you change and why?

#### **Creating**

- Can you think of a better title for the book?
- Can you draw a picture from the book?
- Are there any other ways you could tell the reader about the character?

# How can parents help?

## Maths

Children need to have a good grasp of the basic math concepts.

They need to:

- + and – within 100
  - Know  $\times$  and  $\div$  facts for 2, 5, 10 times tables
  - Tell the time to nearest 5 minutes
  - Know fraction of  $\frac{1}{2}$   $\frac{1}{4}$   $\frac{1}{3}$
  - Choose and use standard units to estimate and measure
  - Solve problems involving money
  - Recognise and compare common 2D and 3D shapes
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How can parents help?

## Maths

We have included the calculation policy and some x2 x5 and x10 posters for you to display at home.

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# How can parents help?

## Homework

- Please make sure your child:
- Writes in pencil
- Uses best handwriting, with entry/exit strokes or joined
- Writes in sentences that make sense
- Uses basic punctuation correctly – capital letters (including proper nouns). ? !
- Spells their common exception words correctly
- Sounds out harder words carefully
- Edits their work with you at the end, checking they have done all these things.

**This is a really valuable opportunity to work together with your child on a skill they will need to be able to do independently in school.**

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**Thank you for your continued support**

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