

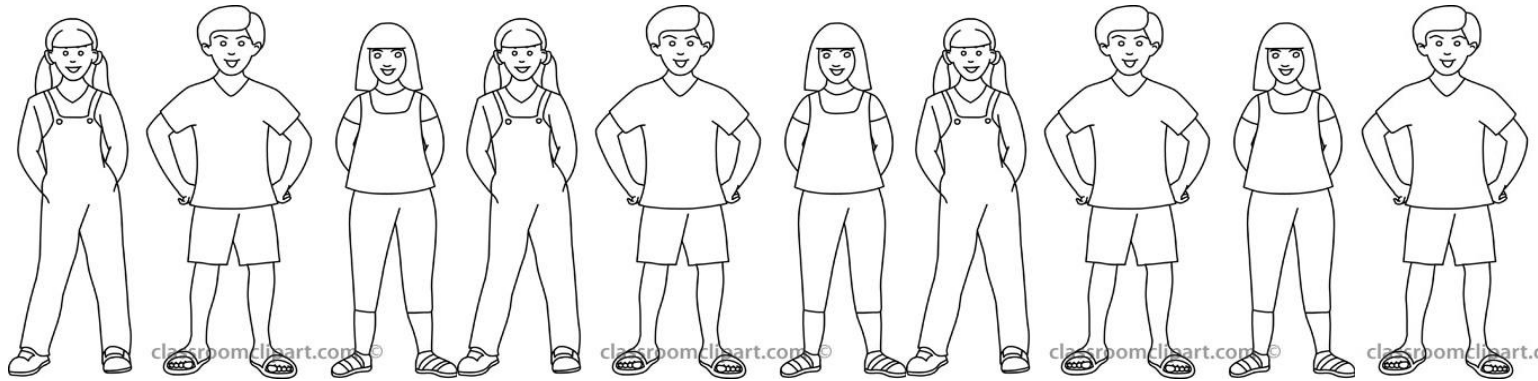


Radcliffe Hall
CE/Methodist Primary School

Year 2 Assessment Information

20th April 2023

The big picture



Working towards

Expected

Greater depth

**Depth
within year
group**

Assessment standards

Pre- Key Stage - children who are working below the expectations for their age

Working towards the expected standard – children who are working within the expectations for their age but are not yet secure

The expected standard – children who are working securely within the expectations for their age

At greater depth within the expected standard – these children have demonstrated a greater depth and breadth of understanding within the expectations for their age.

Assessment

- In year 2 there are two maths papers, two reading papers and a GPS.
- The results are used alongside teacher assessment and evidence from work throughout the year to give a final result which will be reported to you after moderation in July.
- Writing is based on teacher assessment judgements evidenced through English work and other cross-curricular opportunities.
- All assessments are based on the assessment framework which has three standards: working towards, expected or greater depth.

Writing Teacher Assessment

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.

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.

Reading Assessment– Paper 1



Bella was lonely when William was away. She wished her wings were stronger so that she could fly after him. I will fly, thought Bella. She tried and tried... and at last she was flying perfectly.

One morning she followed William down to the harbour and out to sea. William was cross. "A fishing boat is no place for a goose," he said. But he let her stay. Bella loved life at sea.



1 When Bella was learning to fly, she...

Tick **one**.

was lazy.

did not try hard.

did not give up.

found it easy.



1 mark

2 Why was William cross with Bella?



1 mark

30 mins

Paper 2

(page 6)

7 There are two men in the story.

Which man is kind and which man is greedy?

kind _____

greedy _____



1 mark

(page 6)

8 Where were the two neighbours walking at the beginning of the story?

Tick **one**.

in a town

along a riverbank

on a bridge

through a field

(page 7)

9 The farmer let the bird go when its wing had healed because...

Tick **one**.

he knew it needed to be free.

he wanted to get a seed.

he wanted to hunt with it.

he knew it was going to die.



1 mark

(page 7)

10 Why was the farmer surprised when he opened up the first pumpkin?



1 mark

The Greedy Man

A long time ago in China, there were two neighbours, a kind farmer and a greedy merchant. One evening, when they were walking along a riverbank, they saw a wounded bird. The tiny sparrow was hurt and its body was throbbing in pain. The farmer stopped to pick it up and stroked its ruffled feathers.

"Why bother with a creature that is half dead? It will be nothing but trouble to you," said the greedy man impatiently.

"You go on ahead," said the farmer.

He brought the bird home to care for it, talking to it each day as if it were a little child. When the bird's broken wing was better, he knew he must let it go, although he was sad to say goodbye.

Reading Teacher Assessment

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.

Guided Reading books

GPS Assessment

1. I need to _____ my holiday suitcase.



2. The _____ is dark at night.



9

Use the **conjunctions** in the box to correctly complete the sentence below.

Use each conjunction **once**.

or but and

You can have butter _____ jam _____ honey on your toast,

_____ we don't have any marmalade.

Spelling – 15mins
G and P – 20 mins

Maths Paper 1 - Arithmetic

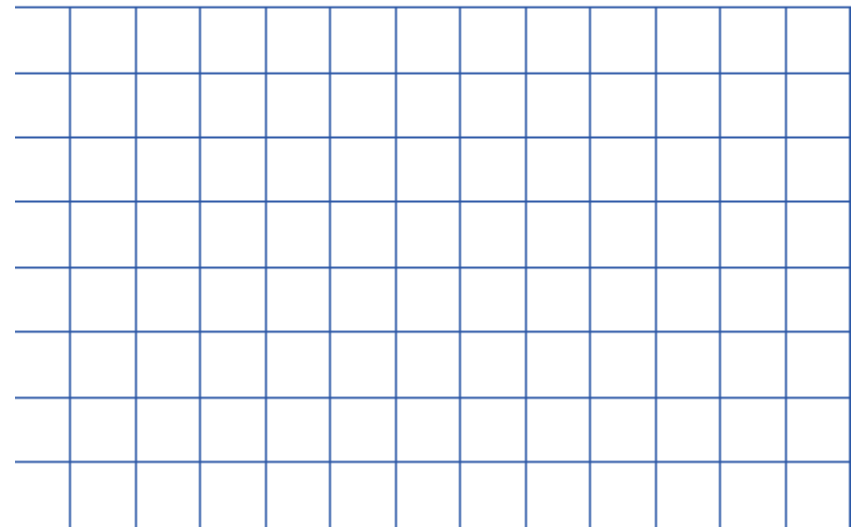
$$87 - 40 = \boxed{}$$

$$50 - \boxed{} = 20$$

$$35 \div 5 = \boxed{}$$

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

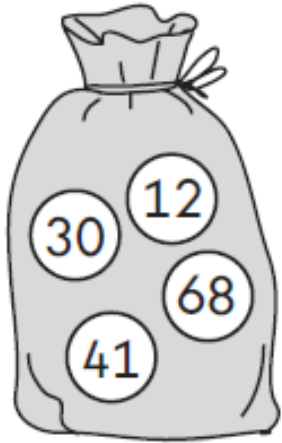
$$65 + \boxed{} = 93$$



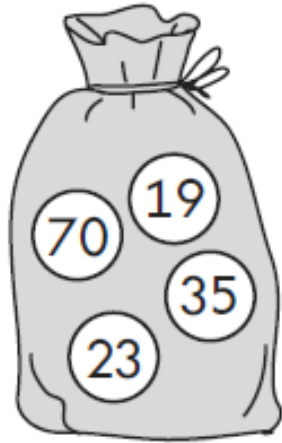
Paper 2 - Reasoning

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

Draw a cross (X) on each of them.

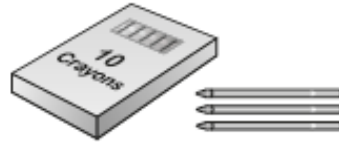


even numbers



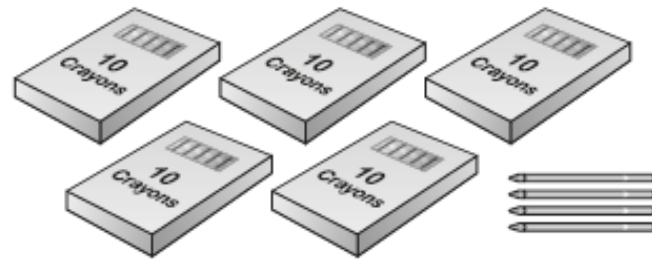
odd numbers

Ben has 13 crayons.



Here are Abdul's crayons.

How many crayons does Abdul have?

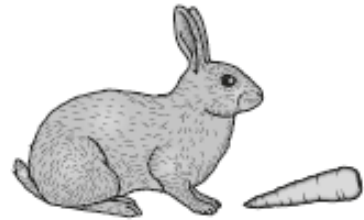


crayons

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

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).

Maths Teacher Assessment

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).

Participation in assessments

- They are designed to be used with all pupils who have completed the programme of study for KS1 and are considered to be working at the standard of the test.
- Children working below the standard of the test and those who are unable to participate in the tests using suitable access arrangements may not have to take the test. (Parents involved making this decision.)
- The tests will be in your child's usual classroom, with their usual teacher, in small groups or sometimes as a whole class, class teachers and the school SENCo will be involved.

Marking and moderation

- Although the tests are set externally, they will be marked by teachers within the school. Intra and Inter school moderation will take place throughout the year to ensure consistency.
- Alongside the results of the assessments, we will use your children's work to build up a bank of evidence to support our final judgments.
- External moderation may take place from within the Local Authority.

Key Points

- It is statutory for children to take the National KS1 tests.
- The tests will be completed in May.
- Being in school on time is important.
- Good breakfasts and early nights to help them stay focused.

Ways you can help at home:

- Please read with your child every night and ask them open ended question to work on comprehension skills such as:
 - Why do you think...?
 - What might happen next?
 - How do you think the story will end?
 - Who was your favourite character? Why?
 - Can you make links with this book and another book you have read?
- Continue to use TTRockstars to practice table facts.

Questions welcome...

Further information can be found via the link below:
<https://www.gov.uk/government/publications/key-stage-1-and-2-national-curriculum-tests-information-for-parents?>

Thank you for coming. We hope you've found it useful.