

Thurnham Infant School

Year 2 Assessment



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KS1 National Assessments

- All children in Year 2 are required to take national SATS tests during the **month of May** but we continue to assess children until the end of June.
 - The children take tests in **Reading and Maths**, with an optional test in **Spelling, Punctuation and Grammar**
 - Tests are marked internally and the result is used to help us reach a judgement about each child.
 - Teacher assessments are ongoing and we gather evidence throughout the year to prove that a child has met a standard.
 - Schools are rigorously moderated externally to ensure our judgements are accurate.
-

How we do the tests at Thurnham

- Each class administers the tests on different days.
- The children work in small groups with their Class Teacher in the Music Room. Supply teachers teach the rest of the class.
- Children will be given as much time as they need.
- Some children will work one to one with their class teacher or TA.
- We keep the tests very informal.....never mentioning the word SATS! We call them Quizzes.

What are the Standards?

KS1 reading, writing and mathematics:

- **Pre Key Stage** standard (for those who are working below the level of the National Curriculum)
- **Working towards** the expected standard
- **Working at the expected standard**
- **Working at Greater Depth.** Expectations for this are very high.

KS1 science:

- **Working at** the expected standard
 - Those who have not met this are judged as '**have not met the standard**'
-

Science curriculum

- Science is not tested but we use Teacher Assessment to show whether a child has reached the Expected standard.
 - The Science curriculum is covered in Year 1 and Year 2.
 - Most children reach the Expected standard by the end of Year 2.
 - A large part of the curriculum is based around Scientific skills of investigation, recording, analysing etc.
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Maths

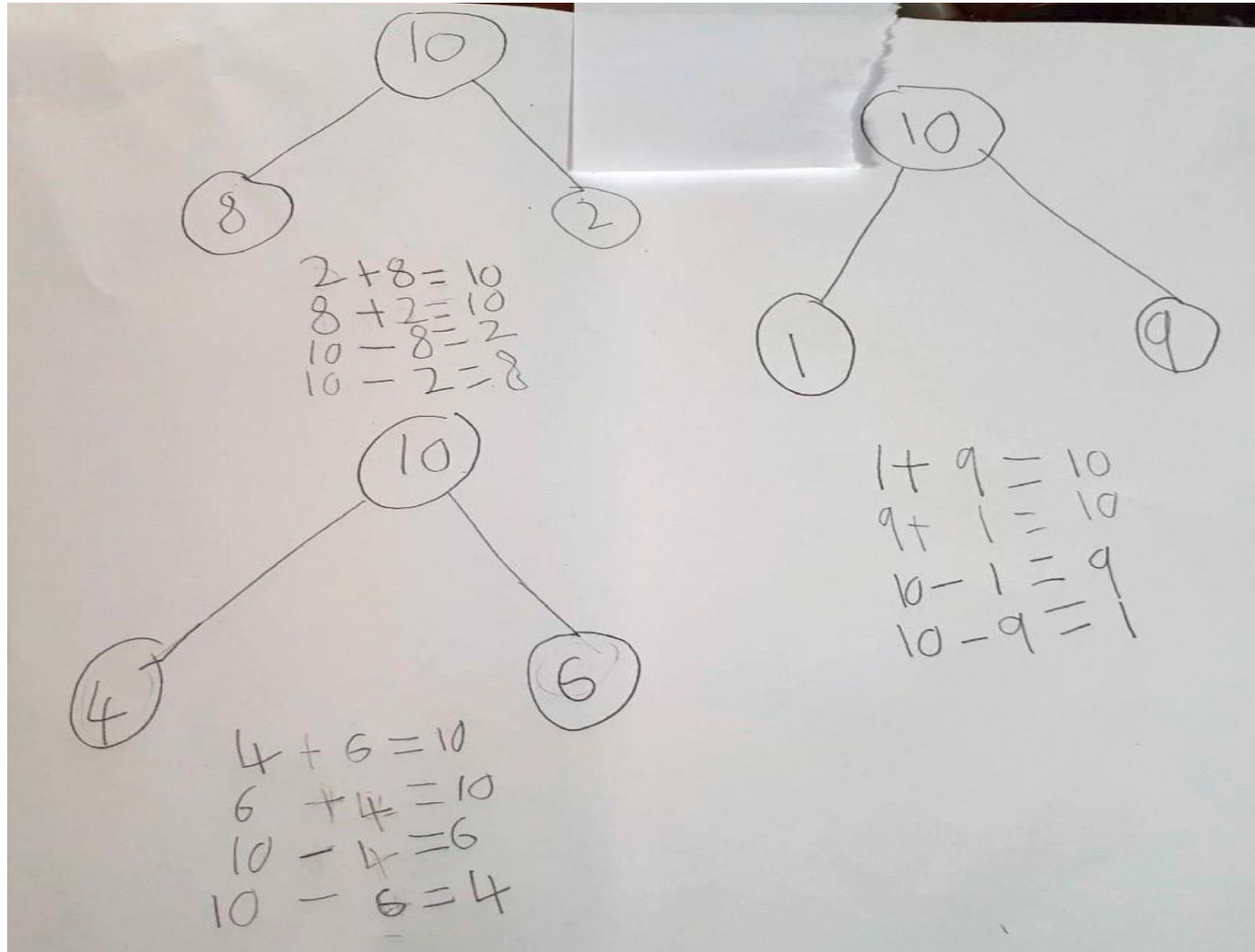
Children will sit two tests: **Paper 1 and Paper 2:**

- **Paper 1: Arithmetic** – 25 questions which take approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.
- **Paper 2: Reasoning** – 35 questions which take approximately 35 minutes, including five aural questions. 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.
- **No manipulatives can be used in either test (except a ruler)**

What should my child be able to do?

**Here are some examples of what children need
to be able to do to reach each Standard ...**

Working towards the Expected Standard



Working at the Expected Standard - partitioning

48

$$\begin{array}{l} 40 + 8 = 48 \\ 30 + 18 = 48 \\ 20 + 28 = 48 \\ 10 + 38 = 48 \end{array}$$

65

$$\begin{array}{l} 60 + 5 = 65 \\ 50 + 15 = 65 \\ 40 + 25 = 65 \\ 30 + 35 = 65 \\ 20 + 45 = 65 \\ 10 + 55 = 65 \end{array}$$

61

$$\begin{array}{l} 60 + 1 = 61 \\ 50 + 11 = 61 \\ 40 + 21 = 61 \\ 30 + 31 = 61 \\ 20 + 41 = 61 \\ 10 + 51 = 61 \end{array}$$

59

$$\begin{array}{l} 50 + 9 = 59 \\ 40 + 19 = 59 \\ 30 + 29 = 59 \\ 20 + 39 = 59 \\ 10 + 49 = 59 \end{array}$$

52

$$\begin{array}{l} 50 + 2 = 52 \\ 40 + 12 = 52 \\ 30 + 22 = 52 \\ 20 + 32 = 52 \\ 10 + 42 = 52 \end{array}$$

46

$$\begin{array}{l} 40 + 6 = 46 \\ 30 + 16 = 46 \\ 20 + 26 = 46 \\ 10 + 36 = 46 \end{array}$$

Working at the Expected Standard - subtraction

$$61 - 43 = 18 \checkmark$$

$$61 - 40 = 21$$

$$21 - 3 = 18$$

$$83 - 44 = 39$$

$$83 - 40 = 43$$

$$43 - 4 = 39$$

$$81 - 23 = 58$$

$$81 - 20 = 61$$

$$61 - 3 = 58 \checkmark$$

$$93 - 26 = 67$$

$$93 - 20 = 73$$

$$73 - 6 = 67 \checkmark$$

$$52 - 17 = 35$$

$$52 - 10 = 42$$

$$42 - 7 = 35 \checkmark$$

$$85 - 37 = 48$$

$$85 - 30 = 55$$

$$55 - 7 = 48 \checkmark$$

$$64 - 26 = 38$$

$$64 - 20 = 44$$

$$44 - 6 = 38 \checkmark$$

Working at the Expected Standard - inverses

can I do
inverse calculations

$120, 12, 10$

$$12 \times 10 = 120$$
$$10 \times 12 = 120 \quad \checkmark$$
$$120 \div 12 = 10$$
$$120 \div 10 = 12 \quad \checkmark$$

$100, 10, 10$

$$10 \times 10 = 100$$
$$100 \div 10 = 10 \quad \checkmark$$

$100, 2, 50$

$$2 \times 50 = 100$$
$$50 \times 2 = 100 \quad \checkmark$$
$$100 \div 2 = 50$$
$$100 \div 50 = 2 \quad \checkmark$$

$40, 8, 5$

$$8 \times 5 = 40$$
$$5 \times 8 = 40 \quad \checkmark$$
$$40 \div 5 = 8$$
$$40 \div 8 = 5 \quad \checkmark$$

$16, 8, 2$

$$8 \times 2 = 16$$
$$2 \times 8 = 16 \quad \checkmark$$
$$16 \div 8 = 2$$
$$16 \div 2 = 8 \quad \checkmark$$

Working at Greater Depth

My grandmother gave me £5
for the sweet shop and I bought
3 bags of sweets for 60p each
and 2 lollies for 20p each.
How much will it cost me in total?
How much change will I get back?

$$\begin{array}{r} 3 \times 60\text{p} = \pounds 1.80 \\ 2 \times 20\text{p} = \pounds 0.40 \\ \hline \pounds 2.20 \end{array}$$

$$\pounds 5.00 - \pounds 2.20 = \pounds 2.80$$

Mum buys some pizzas for my party
and cuts each one into quarters.
If she buys 6 pizzas, how many pieces
is that? If there are 8 children at the
party, how many pieces do they each eat?

8 children

$$\textcircled{1} \textcircled{2} \textcircled{3} \textcircled{4} \textcircled{5} \textcircled{6} \textcircled{7} \textcircled{8} = 3 \text{ each}$$

6 pizzas



$$6 \times 4 = 24 \text{ pieces}$$

so they get 3 pieces each

How many more apples are needed
when you buy 6 bags of 5 apples
and you need 32 apples for a
school trip?

$$6 \times 5 = 30$$

$$32 - 30 = 2$$

I need 2 more apples

8	$3 + 30 + 3 =$ <input type="text"/>	4	$18 - 8 =$ <input type="text"/>
		5	$88 - 4 =$ <input type="text"/>
3	$10 + 20 =$ <input type="text"/>	6	$3 \times 10 =$ <input type="text"/>

Example questions from the Arithmetic paper....

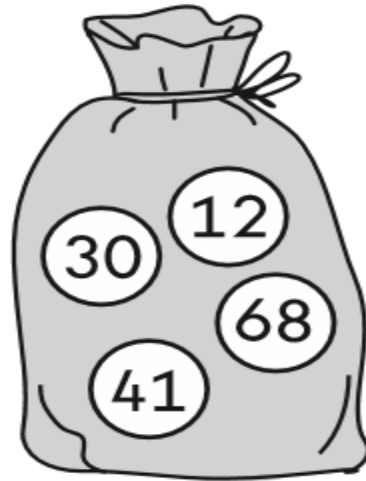
25

$$\frac{3}{4} \text{ of } 40 =$$

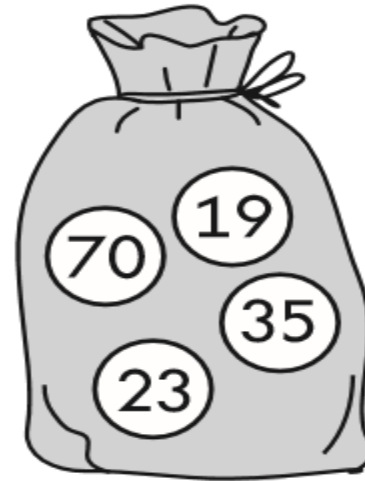


12 **Two** of the numbers are in the **wrong** bag.

Draw a cross (X) on each of them.



even numbers



odd numbers

- Examples from the Reasoning paper...

17

Sam is collecting cards.

He wants to collect **100** cards altogether.

Last week he collected **50** cards.

This week he collects **30** cards.



How many **more** cards does he need?

--

cards

Reading Test

- The Reading Test consists of two separate papers:
 - **Paper 1** – consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils. The test takes approximately 30 minutes to complete, but is not strictly timed.
 - **Paper 2** – consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete, but is not 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.
There are a variety of question types:

Multiple Choice

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

Ranking/Ordering questions

7

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



1 mark

Matching/Labelling

Here is some more information about Africa.

Match each sentence to the correct heading in the booklet.

The first one has been done for you.

Creation stories describe how and why the world was made.

Africa has deserts, forests and mountain areas.

Traditional African clothes are made from local materials.

Some African people play 'talking drums'.

Introduction

Clothes

Music and Dance

Story Time

Open Ended Questions

6

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



1 mark

“I’ve never been in a boat,” said Monster.
The two friends climbed in and Frog pulled
hard on the oars.



Why was Monster worried?

Writing

- There is no specific writing test.
- Evidence is gathered throughout the year, from evidence in Writing books including Science, Geography and History recording.

Writing - Teacher Assessment Performance Descriptors - end of KS1

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 expectations

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 expectations

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 Barracks Hospital
Safarj Turkey 1st Decembe
1854

Dear Mother and Father

I am writing to tell you I have arrived
safely.

When I arrived there was a bad smell. There
were no beds and no clean bandages. There
were lots of rats scuttling around the wooden
sois. I worked hard to help the wooden soldiers
the nurses helped me too.

As I write the sun is setting. and I am
going to say good night to the soldiers.

Lots of Love

Florence

Working towards the expected standard

There was once a brave soldier who helped anyone and everyone in need. His name was Traction Man!

Traction Man had a morning swim. It was only a quick one. Suddenly Traction Man heard someone screaming Help! Help! He flew upstairs to see what was going ~~on~~ on.

He youst all his strength to cick open the door. He finley got in side thair. He saw the Sping getting hurt a lot.

The Spungy was riley sad and angrey. Coontraction M saw that the evil tap was turning all over the Spungy.

So Traction Man turned on the Shower on to cold and Sprayed it at the evil tap. I ~~was~~ and Saved the day. I wonder what ^{you} we wood do to morow?

Working at the expected standard

My dragon is a fire dragon. his
breath can make cars sise like dinamite.
Ifx you make him angry, he will
breath ^W rings of fire at you.
~~When~~ ~~when~~ ~~he~~ flys; he lights up
the sky it like the sun. He ^H lives
in the center of the sun. ^W when, he
~~goes~~ goes to sleep the fire ^{the} un~~the~~
sun goes out. He can turn things to
stone, make people catch fire and make things
explode. He can also turn any thing into
food. When he gets angry he will throw you
in the sun!

Working at Greater Depth

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a crickety, 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 allaway.

On the dusty allaway 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 allaway and finally arrived home. When she arrived, her mum was furious and she was so stubborn with Poppy. She threw the beans out of the glass delicate window as fast as a cheetah.

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet ^{cat} behaviour.

First of all I ^{am} ~~am~~ ^{so} ~~sorry~~ bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ~~would~~ ^{will} be very dissapointed and upset because of it.

Second of all from this day forward I will be a good citizen, and be treated much better, because I am more respectful. I ^{will} also try not to ~~sooth~~ scratch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any reason. Please forgive me!!

Love from Tuffy

Spelling, Punctuation and Grammar Assessment

- This is an optional assessment.
- The Spelling, Punctuation Grammar standards must be evidenced in Writing.
- We may do the assessment as additional evidence, but we will do it as a class in classrooms.

Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences. In this example, the missing spelling words are: **pack, sky, shell and baby.**

1. I need to _____ my holiday suitcase.

2. The _____ is dark at night.

3. The snail hid inside its _____.

4. My friend has a new _____ sister.



- Examples of Punctuation and Grammar questions

Examples of Grammar, Spelling and Punctuation Questions

7

Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.



1 mark

8

Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.



1 mark

19

Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		



1 mark

KS1 question

- Look at where the arrow is pointing.

The children went home Josh had enjoyed his party.



Which punctuation mark is missing?

comma

question mark

apostrophe

full stop

☐
☐
☐
☐

Contractions

- KS1 practice paper

I will

it's

you have

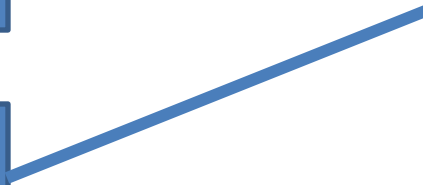
I'll

it is

didn't

did not

you've



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 homework tasks.**
- **Reading, spelling and arithmetic 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).**

How to help your child with Reading

- First and foremost, enjoy reading 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 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!

How to help your child with Maths

- **Play counting 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.**
- **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.**

Finally....

- Lots of parents ask if they can practice the assessments at home.
- KS1 SATs papers can be bought on Amazon.
- Or they can be downloaded from
<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials#key-stage-1-past-papers>
- Look at English Reading Test Materials and
- Maths Test Materials

Thank you!

- Thank you very much for coming this afternoon.
- We hope that you have found it useful.
- Any questions?