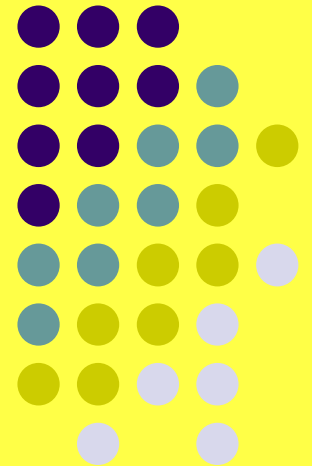
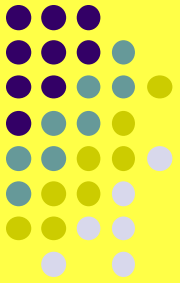
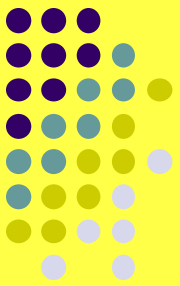


Year 2  
End of KS1 National  
Curriculum Tests

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17 March 2022





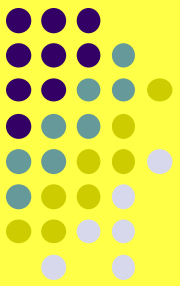
# Year 2 End of KS1 levels

- Children will be assessed for Reading, Writing, Maths and Science.
- Written test for
  - Reading
  - Maths
  - Spelling, Punctuation and Grammar (SPAG) (this is optional, and our children will not be assessed on this in 2022)



## Year 2 End of KS1 levels

- Judgement will not be based just on the tests, these are one piece of evidence.
- Teachers will make overall judgement by taking into account what children have been learning everyday in lessons and from the independent work that they produce.

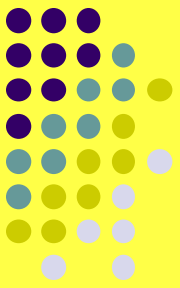


# Report to Parents

- Overall Teacher assessment for
  - Reading
  - Writing
  - Maths
  - Science

Test scores will be taken in to account when making the final judgement.

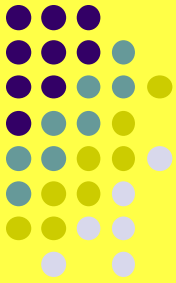
## Year 2 End of KS1 levels/judgements



Following levels will be reported to the parents in the reports at the end of the year

- Pre key stage 1 standard - 1, 2, 3 or 4
- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard

# 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-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.

## 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 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.

## Working at the expected standard

The pupil can, after discussion with the teacher:

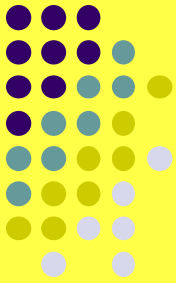
- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present 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.

# 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 resources<sup>1</sup> 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 six<sup>2</sup> 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

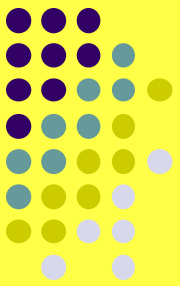
The pupil can:

- 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:

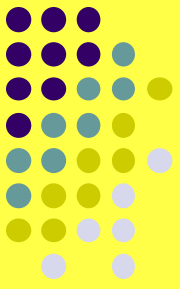
- read scales\* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain 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).



# End of KS1 tests

- Children will take tests in May.
- There will be 1 or 2 tests every week during May.
- Children are expected to attempt all the tests.
- Tests will be marked internally by teachers.
- Guidance and Marking scheme will be followed to mark the tests.
- If a child is ill on the day of the test, they will do the test on another day during May.

# Reading comprehension



Paper 1 - combined reading and answer booklet

Total Marks - 20

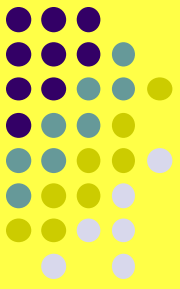
Time allowed - 30 minutes

Paper 2 - separate reading and answer booklet

Total Marks - 20

Time allowed - 40 minutes

Children need to independently read the paper.

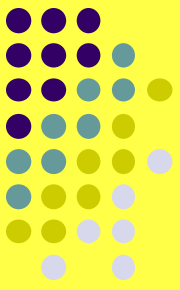


# Reading comprehension

## Types of questions

- Multiple choice questions
- Find and copy one word questions
- Sequence the story/information by numbers
- Match the statements
- Literal Questions - simple questions
- Inferential Questions - complex thinking questions

Content domain reference	
<b>1a</b>	draw on knowledge of vocabulary to understand texts
<b>1b</b>	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
<b>1c</b>	identify and explain the sequence of events in texts
<b>1d</b>	make inferences from the text
<b>1e</b>	predict what might happen on the basis of what has been read so far



# Reading comprehension

## Tips for reading comprehension papers 1 and 2

- Read the text at least twice or as needed.
- Read the question.
- Underline the key words in the question.
- Find those key words in the text and read that sentence.
- Write the answer carefully.
- Check the answer to make sure it makes sense.
- For Paper 2 read the indicated page again to answer that question.

# Paper 1

## Little Cousin Clare

When Bryn heard that his little cousin, Clare, was coming to visit, he was very excited. He lived on a farm, a long way from the nearest village, and he didn't have any brothers or sisters.



### Practice questions

**a** What is the name of the boy who lived on the farm?

\_\_\_\_\_

**b** How did he feel about his cousin visiting?

Tick **one**.

worried

surprised

happy

angry



## Games From Around the World

All around the world, children play all sorts of different games. Some need expensive games or lots of space to play a great game, some need imagination!

Play can be inside or outside, and you can play on your own or with a group of friends. Some games are calm and quiet, whilst others are very active. Some games like football, chess and jigsaw puzzles are popular in many countries so they have the same rules and equipment wherever they are played. But some games are only well known in certain countries.

Here are five games that children in different countries like to play.



### Pilolo – from Ghana

Pilolo is a hiding game. One child hides the objects, stones, coins or other small things. The other children look for all the other players. The child who finds the hidden items and gets to the finish line first. You need to be quick and have quick feet for this game.



### Statues – from Greece

One child is 'it' and stands in a circle of space, counting loudly. The other children stand around waiting for that child to say 'statue'. When they hear this word, they must freeze like statues. Anyone who is moving when the child who is 'it' tries to move is caught. The last player remaining is the winner and becomes 'it' for the next round. This game can be great for practising standing in an awkward position.

### Oonch Neech – from Pakistan

The name of this game means 'up and down'. It involves lots of running and jumping. Children have to be 'up' off the ground, such as on a chair, or 'down' where they must be touching the ground. One child is 'it' and has to catch the others. It uses up lots of energy and is great fun.



### Kangaroo Skippyroo – from Australia

In this game, one child pretends to be a sleeping kangaroo with its eyes shut. When a player touches the kangaroo's shoulder, the kangaroo has to guess who it is. This game is all about guessing.



(page 4)

### 1 Children around the world...

Tick **one**.

do not like playing games.

only play one game.

play many games.

must have very expensive games.



1 mark

(page 4)

### 2 Find and copy two things that could be hidden in Pilolo.

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

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



1 mark

Page 3 of 12

(page 5)

### 3 Look at the Statues section.

Why is Statues a good name for this game?

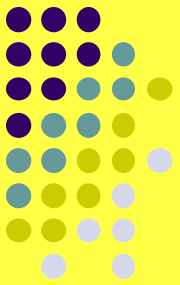
# Paper 2

5

# Grammar



- Noun
- Adjective
- Verb
- Adverb
- Past and Present tense
- Different types of sentences
- Grammatically correct sentences
- Joining words - and, but, because, so, when



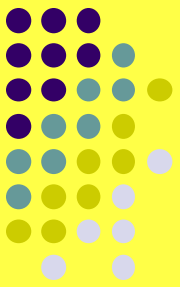
# Punctuation

- Capital letters A B C D
- Full stops .
- Exclamation marks !
- Commas ,
- Apostrophe Sam's I'll
- Question mark ?



# Spelling

- Common exception words
- Use phonic knowledge
- Plurals - books, stories
- Suffixes - ed, ly, ful, ment, ness, less, est, er
- Compound words
- Contractions

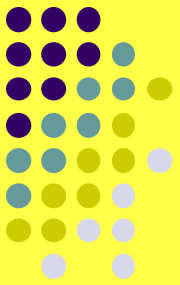


# Writing

## Different writing opportunities

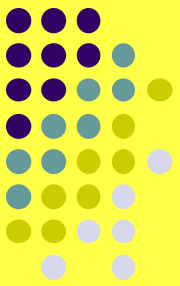
- Retell a story
- Describe a picture
- Describe a character
- Write a letter
- Write a factual report
- Recount
- Book review

# Writing



## To improve writing-

- Correct punctuation.
- Use adjectives
  - Nice - fantastic, marvellous, brilliant, super, delicious
  - Big - huge, enormous, gigantic, massive
- Use time connectives - First, Next, Meanwhile, After that, Suddenly, Later on, Soon, Eventually, Finally.
- Use conjunctions - because, and, so, when, or, if, that
- Sentence construction and grammar.
- Different sentence openers.
- Use phonics to spell words correctly.
- Consider the reader and audience.

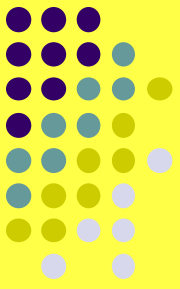


# Handwriting

- Plays a key role in the curriculum.
- Children need to show and use cursive letter formation in their work and some evidence of ability to join the letters.
- More able children to show evidence to join some of the letters in their writing.

**Please ensure that children practise correct letter formation and joined up handwriting.**

# Maths



## Two papers

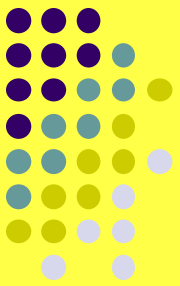
Arithmetic paper - all 4 operations +, -,  $\times$ ,  $\div$  and fractions

- Total Marks - 25
- Time allowed - 20 minutes

Reasoning paper - money, time, shapes, measuring, problem solving - one step and two step.

- Total Marks - 35
- Time allowed - 35 minutes

Children are not allowed to use any apparatus



# Maths

## Tips for Arithmetic paper

- Read the question carefully.
- Circle the sign or operation.
- Show working out.
- Use the most efficient method.
- Remember to write the answer in the box.
- Check the answer carefully.

# Maths



## Tips for Reasoning paper

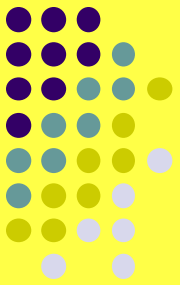
- Read the question carefully to understand what it is asking you to do. Underline key vocabulary - change, left, altogether, share, groups of.
- Draw pictures.
- Write number sentences.
- Show working out.
- Calculate carefully.
- Write the answer in the box.
- Check the answer carefully.

# Maths National Curriculum



- Number - addition, subtraction, multiplication, division
- Fractions
- Shapes 2-D and 3-D
- Measuring - length, weight, capacity, temperature
- Time
- Money
- Statistics
- Position and direction

# Maths



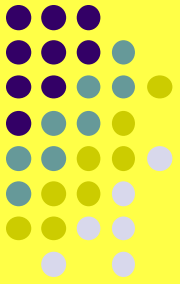
19 Amy buys an ice-cream for 90p.



(a) Tick (✓) **three** coins to show how Amy can make **90p**.



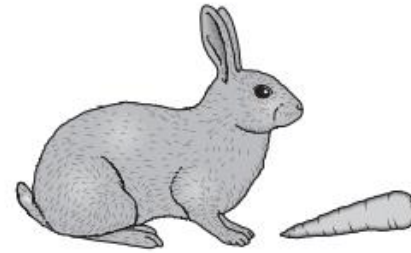
# Maths



**22** Amy plants **4** rows of carrots.

There are **3** carrots in each row.

A rabbit eats **2** of the carrots.

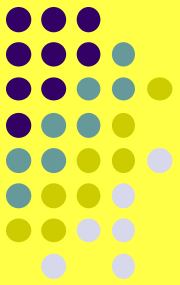


How many carrots are left?

Show  
your  
working

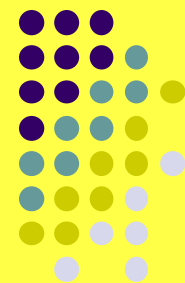
carrots

# Maths



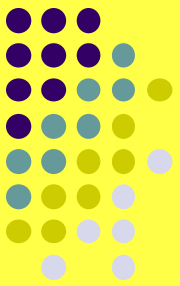
- How many coins make **20p** ?





# Maths Calculation Policy

- Please look at the Maths Calculation Policy on the school website to know the different methods that are being taught in school.  
There is also a Maths Information Leaflet for Parents explaining some strategies too.



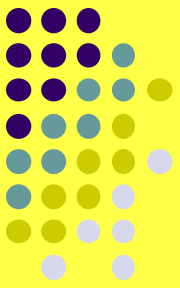
# Past Practise Papers

Google

- Reading test KS1 2016
- Reading test KS1 2017
- Reading test KS1 2018
- Maths test KS1 2016
- Maths test KS1 2017
- Maths test KS1 2018
- Maths test KS1 2019

You can buy the packs with similar tests at the end of the session, if you wish.

# Predicted End of Year 2 Targets



Targets have been sent home and discussed at the open evenings.

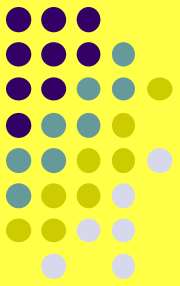
- Predicted targets for your child in Reading, Writing, Maths and Science by the end of the year.
- Children might not achieve or might exceed their targets.
- Statements explaining what children need to know to get that level.

# How you can help at home

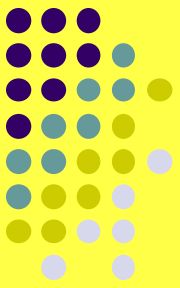


- Hear your child read at home and ask literal and inferential questions.
- Complete weekly homework.
- Encourage them to write for purpose and audience.
- Emphasise correct letter formation.
- Practise questions from the packs.

# How you can help at home



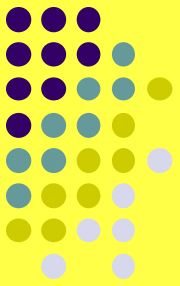
- Use the reading book to provide opportunities for reading and comprehension.
- Ask questions about the setting, characters and different events in the story.
- Children can retell the story and compare it with other stories that they have read.
- Remember to ask ‘how do you know?’ and ‘why do you think?’ questions.



# How you can help at home

Use reading books or library books to provide opportunities for writing.

- Retell the story.
- Write character description.
- Book review.
- Describe the setting.
- Predict the story ending.
- Write story by changing characters or setting.



**The End**