



Year 2 Workshop – National Curriculum Assessments

**What to expect and how to
help your child.**

Welcome!



We hope to provide you with as much information as we can so you have a good understanding of the assessment process in Year 2.

Aims:

- to inform you of the KS1 assessment process for this academic year
- to show you the end of Year 2 expectations
- to answer any questions, you may have

What do we assess?



- All End of KS1 assessments are made by TA, over the year, based on the children's progress and attainment in class. These TA judgements are supported by the KS1 SATs.
- Reading (TA & test)
- Writing (TA only)
- Grammar, Punctuation & Spelling (TA & test)
- Maths (TA & test – arithmetic and reasoning/problem solving)
- Science (TA only)

How do we assess?



Teacher Assessment Framework

Children will be teacher assessed using this framework in Reading, Writing, Maths and Science. They will be assessed as either:

- working towards the expected standard;
- working at the expected standard;
- working at greater depth within the expected standard (except in Science where assessment will be have/not met the expected standard).

We need to have evidence that a pupil demonstrates attainment of all the statements within that standard and all the statements in the preceding standards. Any test results will contribute as evidence when forming the teacher assessment judgement.

SATs tests

- The KS1 tests are designed to assess the children's knowledge and understanding of the KS1 programmes of study in English and Maths.
- They provide a snapshot of children's attainment.
- Teachers must administer tests to help them arrive at a secure judgement for their final teacher assessment at the end of KS1.
- Test outcomes will be in the form of raw scores & scaled scores. A scaled score of 100 will always represent the 'expected standard'.



Scaled scores

How to convert key stage 1 raw scores to scaled scores

The tables show each of the possible raw scores on the 2017 key stage 1 tests. To convert each pupil's raw score to a scaled score, look up the raw score and read across to the appropriate scaled score. A scaled score of 100 or more shows the pupil has met the expected standard in the test.

Mathematics	
Raw score	Scaled score
0	N
1	N
2	N
3	85
4	85
5	85
6	85
7	85
8	86
9	87
10	88
11	88
12	89
13	90
14	90
15	91
16	91
17	92
18	92
19	93
20	93

Mathematics	
Raw score	Scaled score
21	94
22	94
23	95
24	95
25	95
26	96
27	96
28	97
29	97
30	97
31	98
32	98
33	99
34	99
35	99
36	100
37	100
38	101
39	101
40	102

Mathematics	
Raw score	Scaled score
41	102
42	103
43	103
44	104
45	104
46	105
47	105
48	106
49	106
50	107
51	108
52	109
53	109
54	110
55	111
56	112
57	114
58	115
59	115
60	115

English reading	
Raw score	Scaled score
0	N
1	N
2	N
3	85
4	85
5	85
6	85
7	85
8	87
9	88
10	89
11	89
12	90
13	91
14	92
15	93
16	94
17	94
18	95
19	96
20	96

English reading	
Raw score	Scaled score
21	97
22	98
23	99
24	99
25	100
26	101
27	102
28	102
29	103
30	104
31	105
32	106
33	107
34	108
35	110
36	111
37	113
38	115
39	115
40	115

English grammar, punctuation and spelling	
Raw score	Scaled score
0	N
1	N
2	N
3	85
4	85
5	85
6	85
7	86
8	88
9	89
10	90
11	90
12	91
13	92
14	93
15	94
16	94
17	95
18	96
19	97
20	97

English grammar, punctuation and spelling	
Raw score	Scaled score
21	98
22	99
23	99
24	100
25	101
26	101
27	102
28	103
29	104
30	105
31	106
32	106
33	108
34	109
35	110
36	111
37	113
38	115
39	115
40	115



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The SATs assessments



At the end of Year 2, children will take part in assessments in:

- Reading
- Maths
- Spelling, punctuation and grammar (this is optional but we choose to do this to support teacher assessment)

All assessments are due to take place during the month of May. It is important that your child attends school during this period.

Reading

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.



Reading – skills assessed

The most crucial aspects of reading at the end of Key Stage 1 are:

[KS1 Reading - Working at the Expected Standard - A Squash and a Squeeze - YouTube](#)

- **Accuracy** (decoding familiar and unfamiliar words correctly)
- **Fluency** (speed and confidence)*
- **Comprehension** (drawing meaning from text)

*DfE guidance for fluency is that if a child can read 90 words per minute this gives teachers an indication to support their judgement of what is meant by fluent reading. The inference seems to be that children who can read at such speeds will be able to meet the **'Expected Standard'**.

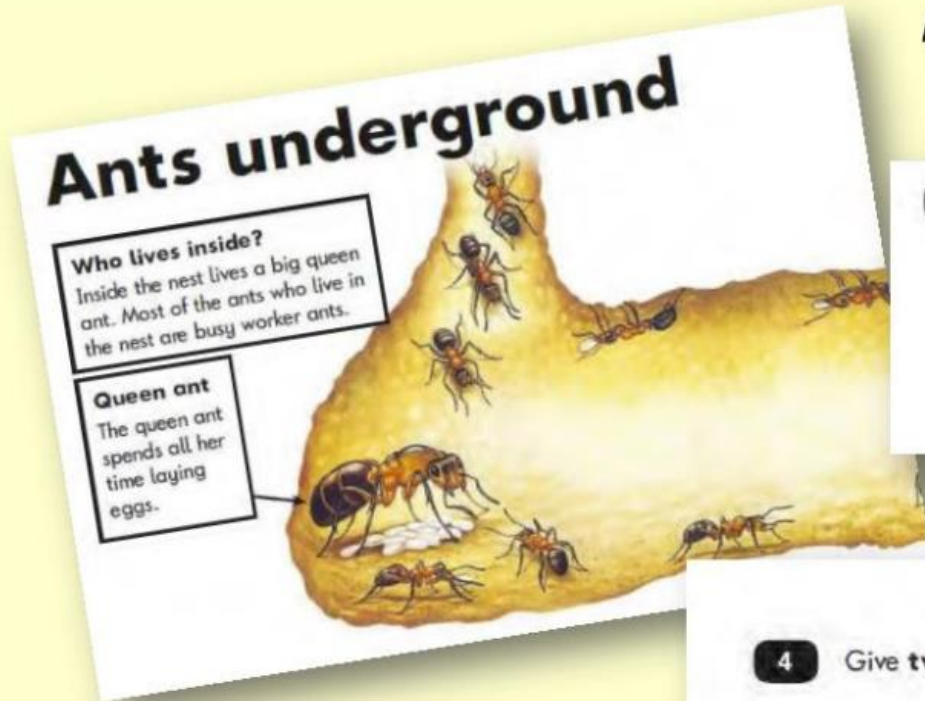


Reading test sample questions:



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Reading Test 1 has combined text, questions and answers.



2 What does the queen ant do?

Tick **one**.

keeps the nest clean

lays eggs

moves eggs

finds food

4 Give **two** jobs that the worker ants do.

1. _____

2. _____

5 What happens to the eggs in the special room?

Children will be asked to tick correct answers, they will be expected to find and retrieve facts and sometimes explain their answers.

Reading test sample questions:

Reading Test 2 will have a more challenging separate reading booklet and reading answer booklet.



The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and

Questions 1 – 3 are about
The Blackbird and his Wife (pages 4 – 7)

1 Why did the king want to have the blackbirds? (page 4)

2 Why was the blackbird's wife sad? (page 4)

3 What instrument did the blackbird play on the way to the palace? (page 4)

Reading test sample questions:

Ranking/Ordering

- 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



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Reading test sample questions:



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Find and Copy Questions

- 16** Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and **copy one** word that means the same as *sparkle*.



1 mark

Open-Ended Questions

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



1 mark

Spelling, punctuation and grammar



The test consists of two separate papers:

- **Paper 1: Spelling** - pupils to spell 20 missing words within a test booklet. The test is expected to take approximately 15 minutes to complete, but is not strictly timed.
- **Paper 2: Grammar, Punctuation and Vocabulary** - a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper, but it is not strictly timed.

Spelling, punctuation and grammar test sample questions:



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Grammar, Punctuation and Vocabulary Paper

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

Spelling, punctuation and grammar test sample questions:



Grammar, Punctuation and Vocabulary Paper

- 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

Spelling Paper

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.



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**.

Mathematics

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

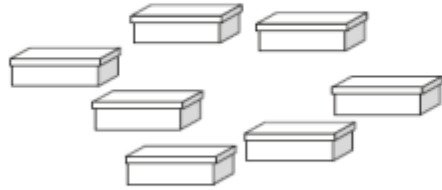
- **Paper 1: Arithmetic** - lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.
- **Paper 2: Reasoning** - lasts for approximately 35 minutes, which includes time for five aural questions. Pupils will still require calculation skills and 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.



Mathematics

Maths Paper 2: Reasoning

7



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	

27

Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show
your
working

 raisins

2 marks



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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.
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks – vital to consolidate the week's learning.
- Reading, spelling and arithmetic (e.g. times tables) are always essential 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).
- Make sure your child has a good sleep and healthy breakfast every morning!
- **Praise and encouragement!!**



How to help your child with reading

Listening to your child read can take many forms:

- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories 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 rarely but 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. **Ask questions to support comprehension and inferencing skills.**
- Visit the local library – it's free!



How to help your child with writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!



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How to help your child with mathematics

- Consolidate the week's learning by completing the weekly homework – practise with a variation of numbers as well.
- Play times tables 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.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.



Important to remember:

Don't worry if your child has a bad day on the test and does not perform as well as s/he has done over the school year.

- Your child's teacher assessment can override the test result
- These tests are only to support our teacher assessment

If at any point you have any questions or queries please see a member of Year 2 staff or phase leader.

