



Year 2 Assessment Meeting

05.04.17

*Information and Guidance
on expectations for 2016/17*



The Agenda:

1. The Tests
2. What does this mean for your child?
3. How can you help your child?
4. Reporting the results
5. Interim Assessment framework
6. Questions

The Tests:



At the end of Year 2, the children will take assessments (booklets) in:

- Reading;
- English grammar, punctuation and spelling;
- Maths.

The tests will take place throughout the month of:

May.

Please make sure that your child attends school during this time. If you are planning any holiday then please let us know.

The Tests:



The Reading Test consists of two separate papers:

Paper 1 - Contains a selection of texts totalling between 400 and 700 words with questions about the text.

Paper 2 - Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet.

The papers are not strictly timed so the children can work at their own pace.

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.

Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Reading paper 1:



In the afternoon the sky grew dark and a wild wind began to blow. It was too rough for fishing and then the engine broke down. The little boat was blown onto some rocks with a great crunch. "We're shipwrecked," said William. "Somebody will come." But nobody came. Nobody knew they were there.



3 Why did the boat hit the rocks?



1 mark

4 The boat hit the rocks with a great crunch.

This means that it made...

Tick **one**.

a huge squeak.

a big splash.

a long creak.

a loud crash.



1 mark

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

Reading paper 2:



Before long, the seed had grown into a strong vine. Every day, it grew higher and higher. It seemed to the greedy man that the vine was reaching up to the moon itself! But why were there no pumpkins on the vine?

“Maybe my reward is going to be greater than the farmer’s. Perhaps I am meant to go up to the moon itself and collect my riches,” he said to himself, clapping his hands in delight.

The greedy man began to climb the vine, which did indeed lead to the moon. He immediately began searching for the glint of gold or silver, but found nothing. He felt sure that the bird had cheated him. “Wait till I get my hands on that bird!” he cried.

(page 10)

- 15 Why did the greedy man start *clapping his hands in delight*?

(page 10)

- 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*.

- 17 The greedy man’s first surprise was that there was no gold or silver on the moon.

On page 11, what was the **second** big surprise for the greedy man?

The Tests:



Maths:

Children will complete two booklets: Paper 1 and Paper 2:

- Paper 1 is for arithmetic, it covers calculation methods for all operations. (40%)
- Paper 2 covers problem solving, reasoning and mathematical fluency. (60%)
- 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.
- The children are not allowed to use any support materials except a ruler.

Paper 1:



18

$$\frac{1}{2} \text{ of } 16 = \boxed{}$$



1 mark

15

$$28 + \boxed{} = 35$$

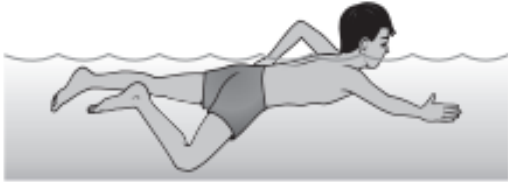


1 mark

Paper 2:



26



One length of a swimming pool is **10** metres.

Abdul swims the length of the pool **4** times.

Abdul works out how many metres he swims altogether.

Circle the **two** calculations that Abdul can use.

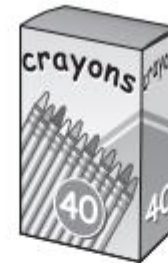
$$10 + 4$$

$$4 \times 10$$

$$10 + 10 + 10 + 10$$

$$4 + 4 + 4 + 4$$

28



There are **40** crayons in a box.

Sam takes **17** crayons.

Kemi takes **10** crayons.

How many crayons are left?

Show
your
working



2 marks

What does this mean for your child?



- First and foremost, please reassure your child that they have nothing to worry about. They just need to try their best.
- Practise papers within classes ensure that the children are familiar with the layout of the paper and the type of questions asked.
- The tests are referred to as 'Booklets' and the children rarely even notice they are doing them! They will take place in the classrooms or small rooms as needed.
- Otherwise there should be no impact on the children!

How can you help your child?



- Ensuring that your child has the best possible attendance at school.
- Supporting your child to enjoy learning; discussing what they have learnt at school.
- Read with your child at home; focusing on enjoying books together.
- 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.
- Help your child to learn their spellings and times tables.
- Play mental maths games, tell the time, recognise 2D and 3D shapes.
- Identify measures; lengths, weights and volumes within the home.
- Develop quick number recall.
- Sample papers will be available to practise at home with your child!

Reporting the results:



- SATS papers are used to inform teacher assessment and will be considered alongside the work that the children have done in class.
- Children will be assessed as being in one of these groups at the end of the year:

Working towards the expected level

Working at the expected level

Working in greater depth at the expected level

- This will be reported to you within the children's school report at the end of Term 6.

Interim Assessment framework



- Year 2 teachers make their assessment decisions using the interim assessment framework.
- This is not a best fit model, the children need to meet each objective.
- The SATS papers will form part of this judgement.

Interim Assessment framework

Reading



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.

Interim Assessment framework

Maths



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.

Interim Assessment framework

Maths



- 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).

Interim Assessment framework



Some
Many
Most

Writing

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.

*Most important
message to take
from today...*



Don't panic!!!



Any
Questions?

