

# Year 2 Assessment Meeting

2023

# Teacher assessment judgements

Class teachers are responsible for judging the standards your child is working at in English reading, English writing, mathematics and science, by the end of key stage 1.

Teacher assessment is based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. When making a teacher assessment judgement, teachers will assess your child's written, practical and oral classwork against the Key Stage 1 Teacher Assessment framework. Sources of evidence might include workbooks, projects, quizzes, reading records, notes on practical tasks etc. They also need to consider the results of statutory assessments.

For English reading, English writing and mathematics, each judgement reports if a pupil is:

- ▶ working towards the expected standard
- ▶ working at the expected standard
- ▶ working at greater depth within the expected standard

For science, the judgement will only report if a pupil is working at the expected standard.

Pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study will be assessed using the Pre-Key stage framework.

# Teacher Assessment Framework – Reading & Writing

## 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 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.

# Teacher Assessment Framework – Maths

## 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.

# Teacher Assessment Framework – Science

## Working at the expected standard

### Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions:
  - observing changes over time
  - noticing patterns
  - grouping and classifying things
  - carrying out simple comparative tests
  - finding things out using secondary sources of information
- communicate their ideas, what they do and what they find out in a variety of ways.

## Working at the expected standard

### Science content

The pupil can:

- name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]
- describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]
- identify whether things are alive, dead or have never lived [year 2]
- describe and compare the observable features of animals from a range of groups [year 1]
- group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]
- describe seasonal changes [year 1]
- name different plants and animals and describe how they are suited to different habitats [year 2]
- distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].

# Key Stage 1 SATs

To help inform teacher assessment judgements, pupils sit national curriculum tests in English and mathematics, commonly called SATs. These tests must be administered during the month of May. There is no test for science.

The purpose of the test is to **help** teachers to make a secure judgement at the end of KS1. The tests make up **one** piece of evidence for the overall TA judgement. They are also used identify pupils needs as they move into key stage 2.

## Key Stage 1 SATS Tests to be undertaken throughout May


English Reading Test	Reading Paper 1: combined reading prompt and answer booklet (approximately 30 minutes)
English Reading Test	Reading Paper 2: reading booklet and separate answer booklet (approximately 40 minutes)
Mathematics	Paper 1: arithmetic (approximately 20 minutes)
Mathematics	Paper 2: reasoning. This paper includes a practice question and 5 aural questions (approximately 35 minutes)



# What do the Reading tests look like?

- ▶ The texts in the reading papers cover a range of fiction, non-fiction and poetry, and get progressively more difficult towards the end of the test.
- ▶ There are a variety of question types: Multiple choice, ranking/ordering, matching, labelling, find and copy, short answer and open-ended questions.

**There's an Octopus Under my Bed!**



Molly didn't like tidying up.

On Monday, Molly was playing in her room when her mother said, "Molly, tidy up!"

But she was too busy being a princess. Then Molly went for tea, and she still hadn't tidied up.

**Practice questions**

**a** When did the story start?

Tick **one**.

Monday	<input type="checkbox"/>	Wednesday	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	Thursday	<input type="checkbox"/>

**b** Where was Molly playing?

\_\_\_\_\_

**8** Why did Molly rush to finish her tea?

Tick **one**.

She wanted to carry on playing.	<input type="checkbox"/>
She wanted to tidy her room.	<input type="checkbox"/>
She wanted to see the octopus.	<input type="checkbox"/>
She wanted to carry on dancing.	<input type="checkbox"/>

**9** Draw **three** lines to show where Molly was playing on each day.

Monday	•	garden
Tuesday	•	living room
Wednesday	•	bedroom

**Sea Spray Swimming Pool**

**FREE swimming lessons for YOU**

Are you aged between 5 and 10? Would you like to learn to swim or to improve your swimming skills? Then you may be interested in our fantastic offer during the school summer holidays.

Sea Spray Swimming Pool is running a super ten-day swimming course and we are making you an offer you can't refuse because two of the lessons will be completely free!



The lessons are suitable for complete beginners to advanced swimmers. The instructors are trained to teach swimming, life-saving and all water skills. Are you scared of water? Don't worry! Our trainers are experts in dealing with nervous beginners.

**The lessons will run from 1st – 14th August.**

Questions 1–6 are about  
*Sea Spray Swimming Pool* (pages 4–5)

(page 4)

**1** Who might be interested in reading this poster?

\_\_\_\_\_

(page 4)

**2** When are the swimming lessons?

\_\_\_\_\_

(page 4)

**3** Give **two** things that the instructors at Sea Spray Pool are trained to teach.

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

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

# What do the Mathematics tests look like?

- There are a variety of question types in the reasoning paper e.g. multiple choice, matching, true / false, completing a chart or table, drawing a shape etc.

7

$5 \times 6 = \square$

1 mark

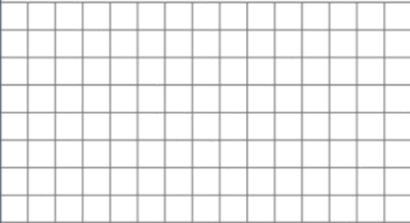
8

$98 + 4 = \square$

1 mark

9

$22 + 22 = \square$



1 mark

10

$\square + 8 = 12$

1 mark

21

Sam has four number cards.

10

20

30

40

Use **three** of his cards to make these correct.

$\square 27 + \square = \square 67$

$\square 54 - \square = \square 34$

$\square + \square 88 = \square 98$

2 marks

25

Write five coins that have a total of 37p.

p

p

p

p


p

1 mark

26

Ajay has **30** pencils.

He shares them equally between **3** pots.



Complete the number sentence to show how Ajay shares the pencils.

$\square \div \square = \square$

1 mark



# Key Stage 1 SATs

- ▶ It is extremely important to emphasise, how this is a very relaxed process and woven into the class daily routine, in order to be as stress free as possible.
- ▶ Pupils may not even know they are taking them as we will incorporate them into everyday classroom activities.
- ▶ Do not worry if your child is not working at the expected standard.
- ▶ It is important to remember that these results will help teachers identify where your child may need extra help. If you have any questions about your child's results and what support they might need, please speak to your child's teacher.

# Phonics Screening Check

- ▶ The phonics screening check is a national assessment that will occur in June 2023.
- ▶ Although most children will have undertaken the phonics screening check in Year 1, some children will need to take the check in Year 2. Children will need to sit the phonics screening check in Year 2 if they did not meet the expected standard in the June 2022 check or did not take the check when they were in Year 1.
- ▶ The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills. The check consists of 20 real words and 20 pseudo-words that pupils read aloud to the check administrator.

# How you can support your child

- ▶ Please continue to read regularly with your child, encouraging them to read longer texts to improve their stamina. Asking questions linked to the text and discussing the vocabulary will really help to build their confidence and understanding.
- ▶ Help your child to practise spelling the Year 1 and Year 2 common exception words. Turn it into a game/quiz or try one of the other suggested activities on the spelling strategies grid.
- ▶ Help your child to practise their 2, 5 and 10 times tables and related division facts by heart.
- ▶ Look for opportunities for everyday maths such as counting out coins or encouraging your child to read the time.
- ▶ Make sure your child is getting a good nights sleep and eats breakfast before coming to school.
- ▶ Keep your routine as normal as possible.
- ▶ Make sure your child has time to relax, get some fresh air and exercise when the school day is over to support wellbeing and mental health.
- ▶ Please don't take your child on holiday during term time. While the SATs are carried out in May, the end of key stage judgements are not made until June.