

# Key Stage 1 National Curriculum Assessments



Information and Guidance for 22/23

# Assessment and Reporting



- Year 2 assessed in reading, writing, grammar, spelling, maths and science.
- Assessed in two ways – tests and teacher assessment.
- The tests are to inform teacher assessment as in previous years.
- Teacher assessment is reported to the Local Authority at the end of June.
- Moderation may occur to ensure consistency of data.

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# The Tests



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

- Reading;
- English grammar, punctuation and spelling (optional);
- Maths.

The tests are due to take place in May.

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# Scaled Scores



Test scores will be reported as 'scaled scores'.

What is meant by 'scaled scores'?

- It is planned that 100 will always represent the 'national standard'.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

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# Writing and Science



- There are no tests for writing and science although the Grammar Punctuation and Spelling test will be used to inform the writing teacher assessment
- Writing assessment will be based on the independent writing that the children complete over the year – a range of genres – fiction and non-fiction
- Science assessment will be based on all the science learning that the children have done throughout Key Stage 1 (years 1 & 2)

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## 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.

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# Writing

## 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.

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## 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.



# Spelling, Punctuation and Grammar



The test consists of two separate papers:

- Paper 1: spelling (20 marks).
- Paper 2: questions (20 marks).

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# Sample Questions

## Grammar, Punctuation and Spelling Paper

Year 2 English Grammar and Punctuation Test 1

4. Tick the correct word to complete the sentence below.

I really don't like washing my face \_\_\_\_\_ I have to do it.

Tick **one**.

or

☐

and

☐

but

☐

2

1 mark

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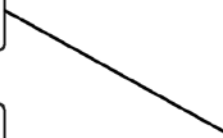
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# Sample Questions

## Grammar, Punctuation and Spelling Paper

9. **Draw lines** to match the groups of words that have the same meaning.  
One has been done for you

I will	it's
you have	I'll
it is	didn't
did not	you've



1 mark

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# How to help your child with writing



- Make sure that children are practising their weekly spellings on Spelling Shed (all the children will have their own login details) and practising the **common exception words**
- Encourage children to write for a purpose at home eg:
  - making lists
  - keeping a diary
  - writing thank you letters
  - Writing greetings cards

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## 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.

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## 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].

# Reading and Maths



- Children will complete reading and maths tests
- The outcomes from the tests will inform teacher assessment

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## 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.



# 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<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.

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# Reading



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.
- Each paper is worth 50% of the marks and should take approximately 30 minutes to complete, although the children are not being assessed at working at speed so will not be 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.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

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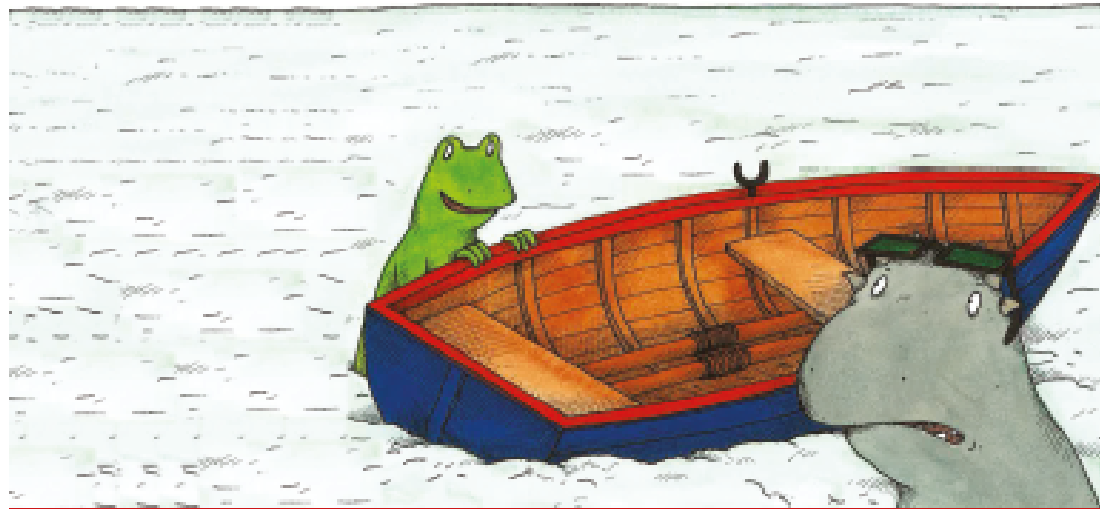
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So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



**6** Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster  
liked boats. ☐

A boat drifted  
towards them. ☐

They were  
by the sea. ☐

It was a  
sunny day. ☐



**7** Why was Monster worried?

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Plastics can be useful for people but bad for the planet. Here are some of the reasons.

Good points	Bad points
<p>Plastics can be shaped into almost anything.</p> <p>Plastics are light and cheap to make.</p> <p>Plastics can be produced in different colours.</p> <p>Plastics do not rot.</p>	<p>Plastics can be difficult to recycle.</p> <p>Plastics can give off poisonous fumes when they melt.</p> <p>Plastics are made from oil, which is running out.</p> <p>Plastics do not rot.</p>

### The problem with plastics

Some plastics can last for a long time without wearing out, but this means that it is very difficult to get rid of them when they are not needed. They may remain in rubbish dumps for hundreds of years. These dumps, called landfill sites, can be smelly, ugly and harmful to our planet.



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**11** Why can plastics be dangerous when they melt?

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(page 8)

**12** Give **two** problems with landfill sites.

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

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

# How to help your child with Reading



- Children should be bringing home 3 books a week, 2 reading books and one library book. The books for reading practice will be matched to their stage of learning in school.
- Please read with your children for at least 10 minutes every day, if possible. If it takes them time to work out the words in a sentence, encourage them to re-read the sentence with fluency and for meaning.
- Ask them questions about their reading eg Who? Where? When? Why? What is your favourite part?
- Ask them to tell you what has happened in the story so far and predict what might happen next

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## 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).

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## 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).

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

- Paper 1 is for arithmetic, lasting approximately 25 minutes and worth 25 marks. It covers calculation methods for all operations.
- Paper 2 covers problem solving, reasoning and mathematical fluency, lasts for approximately 35 minutes and is worth 35 marks. This paper includes some (5) mental maths questions.
- Main difference from previous tests is that they won't be able to use resources.

# Sample Questions

## Maths Paper 1: Arithmetic

15

$3 \times 3 = \boxed{\phantom{00}}$



16

$12 \div 2 = \boxed{\phantom{00}}$



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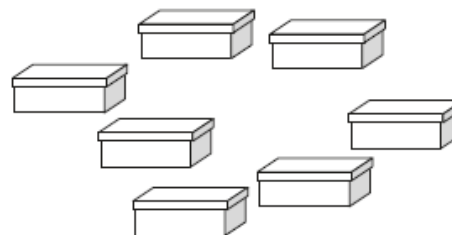
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# Sample Questions

## Maths Paper 2: Reasoning

7



Sita puts **2** shoes in each of these boxes.

How many shoes are there altogether?

  
shoes

8

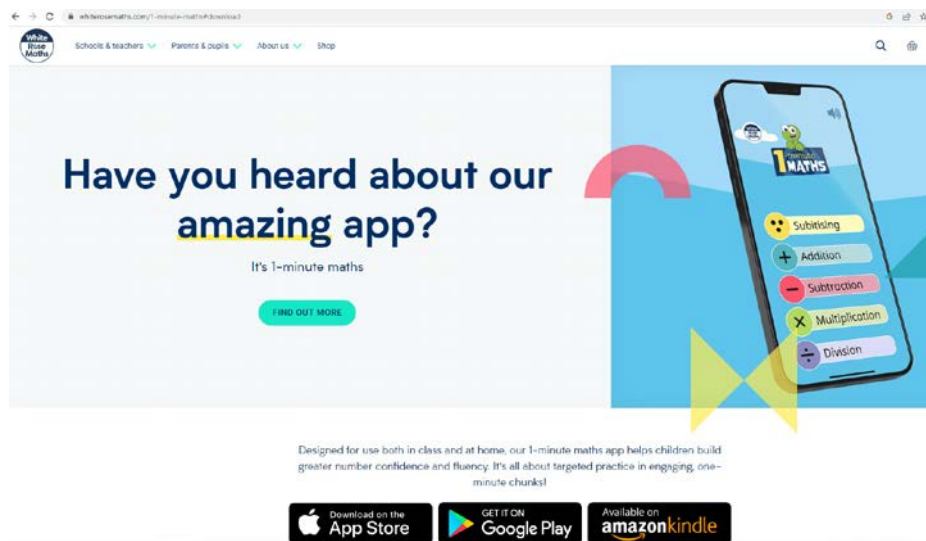
Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

# How to help your child with maths



## whiterosemaths.com



Number facts  
and calculation

Videos to support  
parents



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# How to Help Your Child



- Praise and encourage !
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks/ knowledge organisers.
- Make sure your child has a good sleep and healthy breakfast every morning!

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