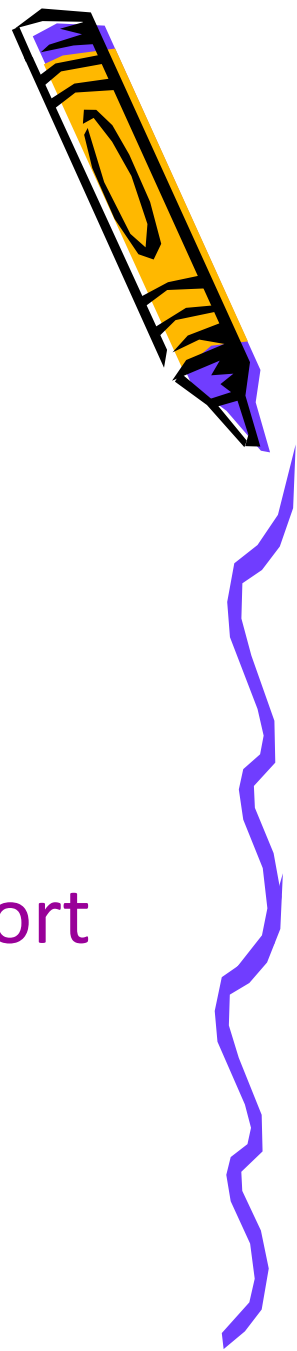




End of Key Stage  
Assessments for Year 2  
children

# Aims...

- To explain the assessment model for children as they complete Year 2
- Provide examples and exemplification materials
- To outline importance of parental support
- To explain transition arrangements



# How do we assess end of Key Stage 1 attainment?

- Ongoing assessments and observations throughout the year.
- Evidence of achievement against national 'End of Key Stage' criteria.
- Children's scores in the tests



# Statutory Assessments



Reading - Two papers

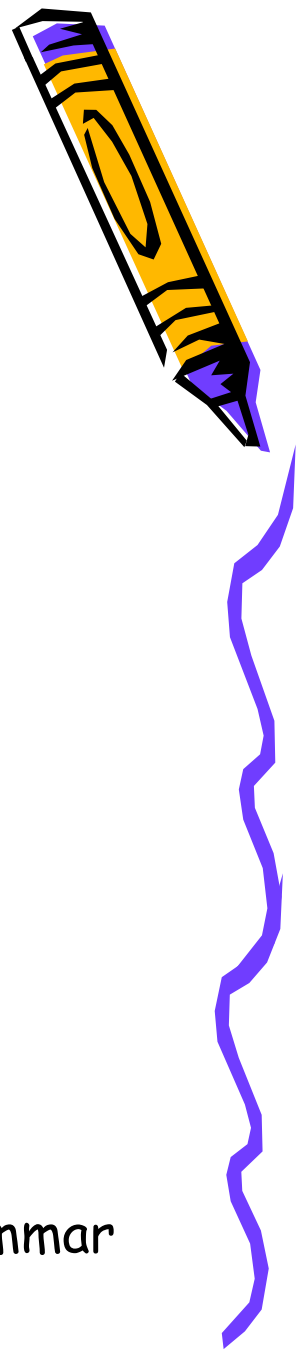


Maths - Paper 1 Arithmetic  
Paper 2 Reasoning

Optional paper which we choose to administer



Paper 1 Spelling  
Paper 2 Punctuation and Grammar  
(multiple choice)



# Which subjects are formally assessed?

Maths, Reading, Writing (including spelling) & Science

## What are the possible outcomes?

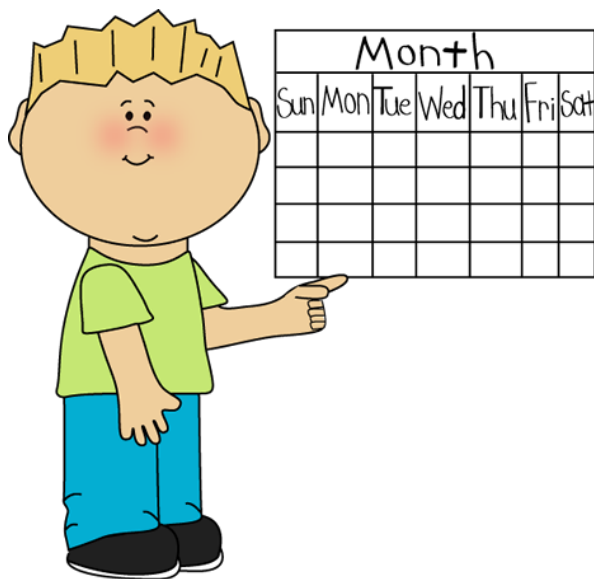
Pre-Key Stage working below the Year 1 curriculum (PKS 1-4)

Working towards the expected age related expectation (WT)

Working at the age related expectation (ARE)

Working above the age related expectation (GD) - *Not for Science*





Children will take the  
'quizzes' in May between  
15<sup>th</sup> and 26<sup>th</sup> May.

We will share their end of  
Key Stage Assessments  
with you on 14<sup>th</sup> July with  
your child's Report.

*The framework statements are shared with you on the  
parents' evening forms and your child's end of year Annual  
Report. They are also available on our website under the  
Curriculum tab - Yr2 - National Expectations at the End of Yr2.*



- We keep the process “low-key” - we do not want children to feel anxious.
- The quizzes (SATs) are designed to assist with our decision making alongside the teacher judgements which have been gathered using the Teacher Assessment Framework.
- The evidence is based on children’s work across the year, not just in the assessment weeks.



**What do SATs questions look like...?**



## New Year festivals

New Year festivals celebrate the end of one year and the beginning of the new one.

### Hogmanay

In Scotland, people call the New Year festival Hogmanay and they celebrate it on the last day of the year. At Hogmanay, there are dazzling firework displays and lots of singing and dancing.

### Chinese New Year

The Chinese New Year festival is celebrated on the first day of the new year in the traditional Chinese calendar. This day changes every year but it is always in January or February.

At Chinese New Year, people celebrate with music and dancing. They often have wonderful parades. In the parades, huge puppets move through the streets and people wave colourful flags. The most impressive puppet is the dragon. In Chinese legends, dragons are friendly and bring good luck. In the parades, the dragon puppet always comes last.

After the parades, people let off firecrackers (noisy fireworks). Everyone has fun!



a Chinese dragon puppet

## Flower festivals

Flower festivals are held all over the world in spring and summer. They usually celebrate the arrival of spring and the new flowers that grow.

In a country called the Netherlands, people decorate boats and lorries (called floats) with tulips and other flowers. The Netherlands is famous for its tulips.

In a country called Italy, people make huge carpets of flowers in the streets. The flowers stay in place for days or even weeks. At the end of the festival, children are allowed to play in the flowers.



a street covered in flowers

On an island called Jersey, people make giant models of animals, boats and cars out of flowers and take these models on a parade through the island's towns. There is music and dancing. At night, the models are covered in lights and they make the streets sparkle. At the end of the parade, there is a huge firework display.

(page 5)

- 4 What **two** things can you see at **both** the Chinese New Year and Hogmanay festivals?

1. fireworks
2. dancing

2 marks

(pages 4–5)

- 8 Put ticks in the table to show which statements are **true** and which are **false**.

	True	False
Hogmanay is a Scottish festival.	x	
In Jersey, people make carpets of flowers in the streets.		x
In England, Harvest Festival takes place in April.		
Before the Chinese New Year parade, people celebrate with firecrackers.	x	

2 marks



(page 7)

- 12 Circle **one** word that shows William felt sorry for the tree.

*William just stood and looked at the poor old tree.*



1 mark

(page 9)

- 16 The story finishes with the words ...*someone who loved trees.*

Who does this describe?

\_\_\_\_\_



1 mark

(pages 6–9)

- 17 Put ticks in the table to show what happened **before the storm** and **after the storm**.

	before the storm	after the storm
William reached the higher branches of the tree.		
William looked at the moon through the tree.		
William felt safe in the leaves of the tree.		
William painted a picture of the tree.		



2 marks

# Mathematics

## Paper 1: arithmetic

22

$60 \div 5 =$



1 mark

12

$\frac{1}{2} \text{ of } 80 =$



1 mark

24

$- 50 = 50$

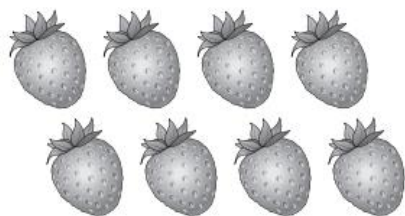


1 mark

# Mathematics

## Paper 2: reasoning

29



Sita has **8** strawberries.

She eats  $\frac{3}{4}$  of them.

How many does she eat?

strawberries

17

Look at these numbers.

36

42

6

Use these numbers to complete the number sentences below.

Use all three numbers each time.

$$\square + \square = \square$$

$$\square - \square = \square$$

1 mark

1 mark

## Spelling

P. We always \_\_\_\_\_ the rabbits before school.

1. The display is on the wall.

2. Amar gave his teddy a hug.

3. Matt ate a slice of bread.

4. Amy moved the boxes.

☐☐☐☐

10

Circle the **two** adjectives in the sentence below.

The new supermarket is the biggest in town.

☐

1 mark

14

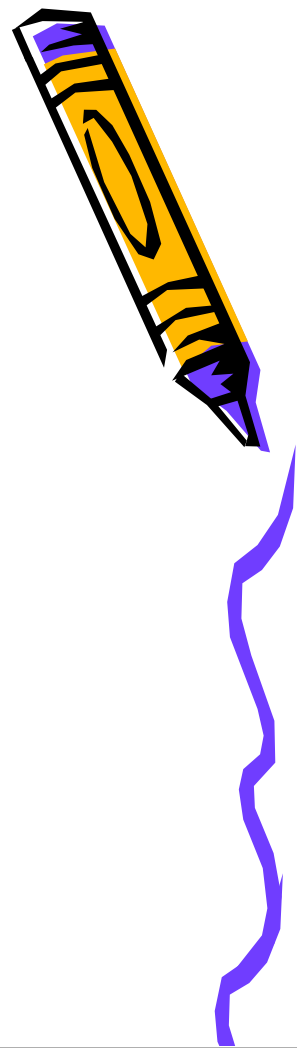
Add one **question mark** and one **full stop** in the correct places below.

Can you swim yet Tom can swim without a float

☐

1 mark

# Writing criteria



## 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.

## 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.



Writing:

Working towards  
the expected  
standard (WT)

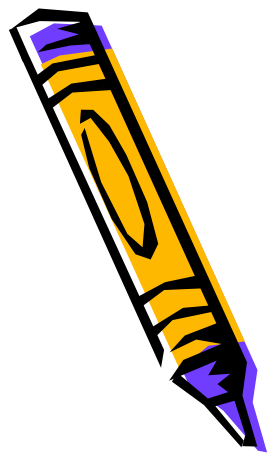
Sequenced  
Vocabulary

Spelling  
First/third  
person (I then  
him)



Standing on the tall cliff nether  
the sea and there was a Seemaster.  
I called the boys over and told  
them my friendly, clever plan.

First I will need seven bothboms.  
To make a sevenbothbom  
you need sevens from a  
part. I slid and then I saw  
the seedrigo and then the boys  
said drop the bothboms.  
His tongue felt tingly and ticky.  
He had swum away and we  
said our plan was.



Writing:

Working at the  
expected  
standard (ARE)

Sentence  
construction/  
starters.  
CL and FS  
Vocabulary  
Spelling

Letter size  
Spelling



Meet Fred. Fred loves to find things. One day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. <sup>It</sup> was really dark in the attic and there were pretty deep holes in the floor. Just then some thing caught his eye. <sup>It</sup> was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred <sup>took took took</sup> took them all down stairs. & First he opened the silver one which had wires in it. <sup>Soon</sup> ~~Soon~~ he had opened all of them.





Writing:

Working above  
the age  
related  
expectations  
(GD)

Range of  
punctuation

Paragraphs

Effective &  
deliberate  
vocab choices

## Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a tricky, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in return<sup>st</sup> some money?"

"Sure," replied Poppy and set off in the dusty allaway.

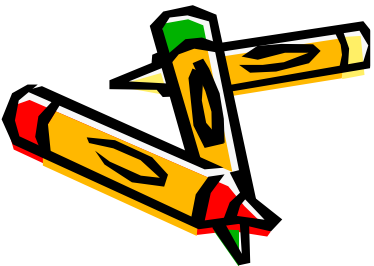
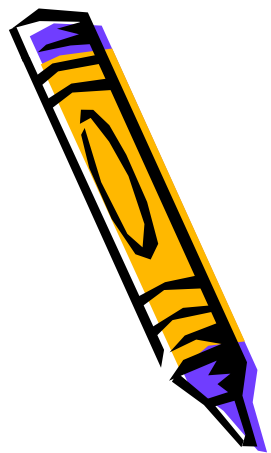
On the dusty allaway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

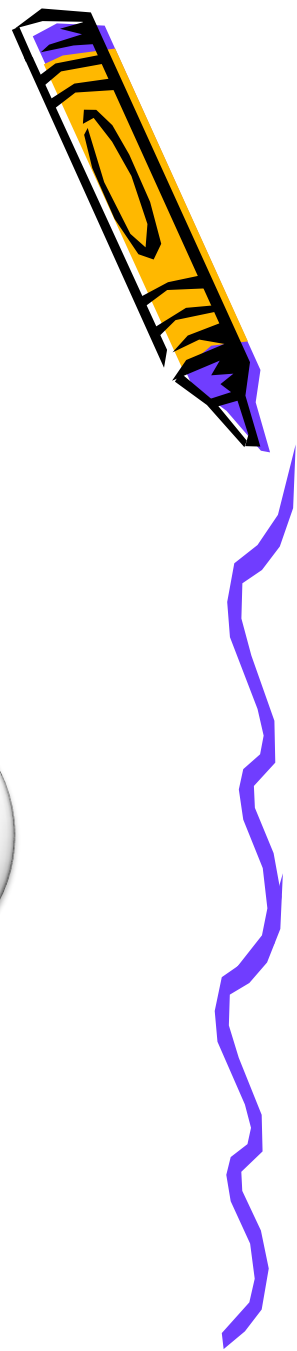
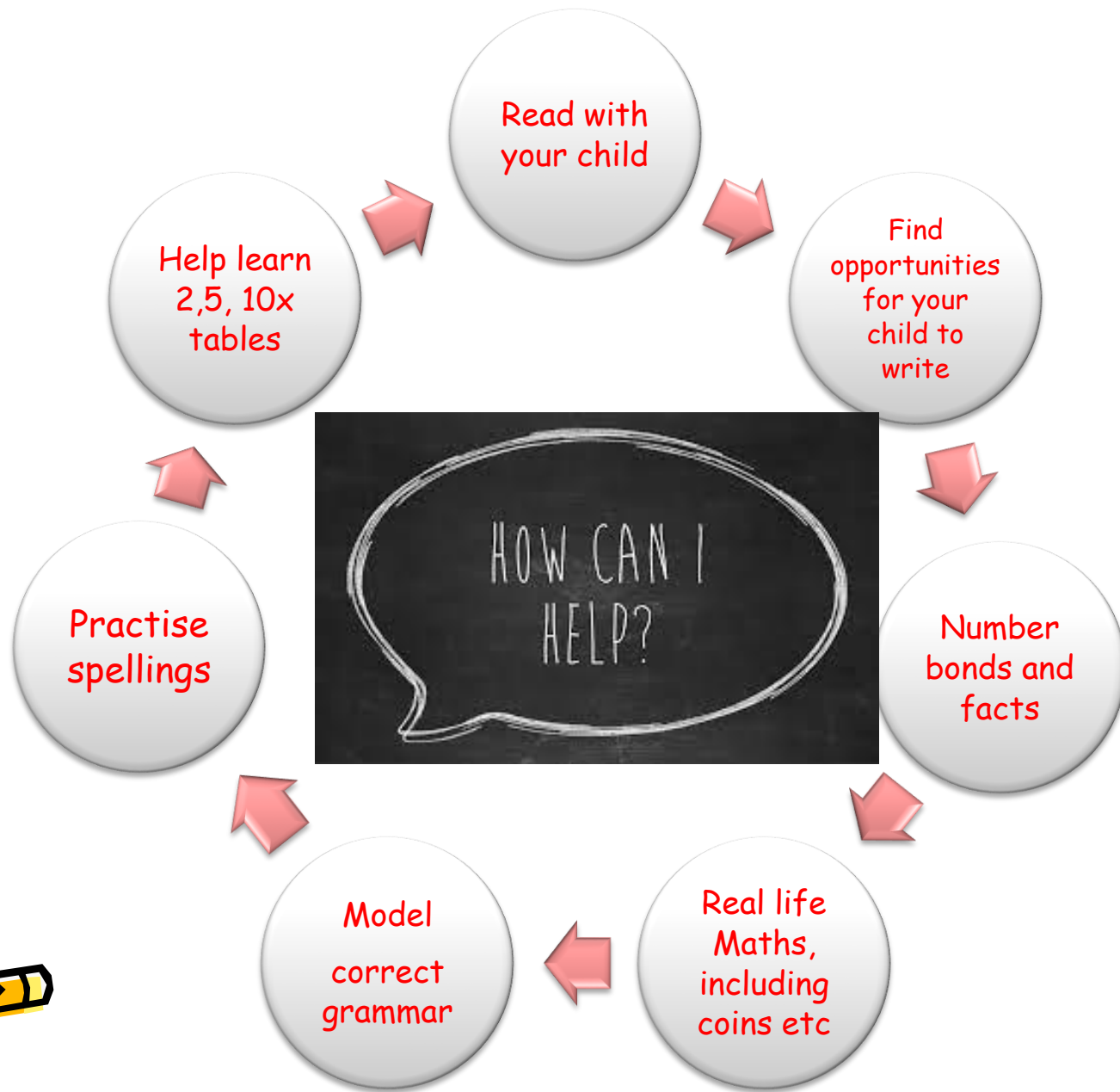
"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the allyway and finally arrived home. When she arrived, her mum was furious and she was so skubbant with Poppy. She threw the beans out of the glass delicate window as fast as a cheetah.







- EOKSA results and each child's latest report are passed on.
- Detailed discussions are held between your child's new Yr3 teacher and their existing Yr2 teacher to explain how your child learns, works & socialises. Information regarding SEND /gaps in learning are also discussed.
- Play time visits, meet the teacher and other transition sessions are also organised.



