# Assessment in Year 2

An Information Session for Parents and Carers

What is assessed

Test
Teacher Assessment

- **English Reading** is assessed using two comprehension tests which have slightly different formats. We also take into account conversations from when we listen to your child read their reading book and during 'Active Reading' group sessions.

- **English Writing** is assessed using a range of children's independent work produced during the Spring and Summer term.

- **Maths** is assessed against the National Curriculum Objectives using examples from Maths tests throughout the year and pupils' work in their maths books.

- **Science** is assessed using conversations and work from Science lessons.

- **Phonics** if your child did not pass this test in December, they will re-take in June (please see slide on phonics screening check below).

Year 2 National Curriculum Tests:
all you need to know
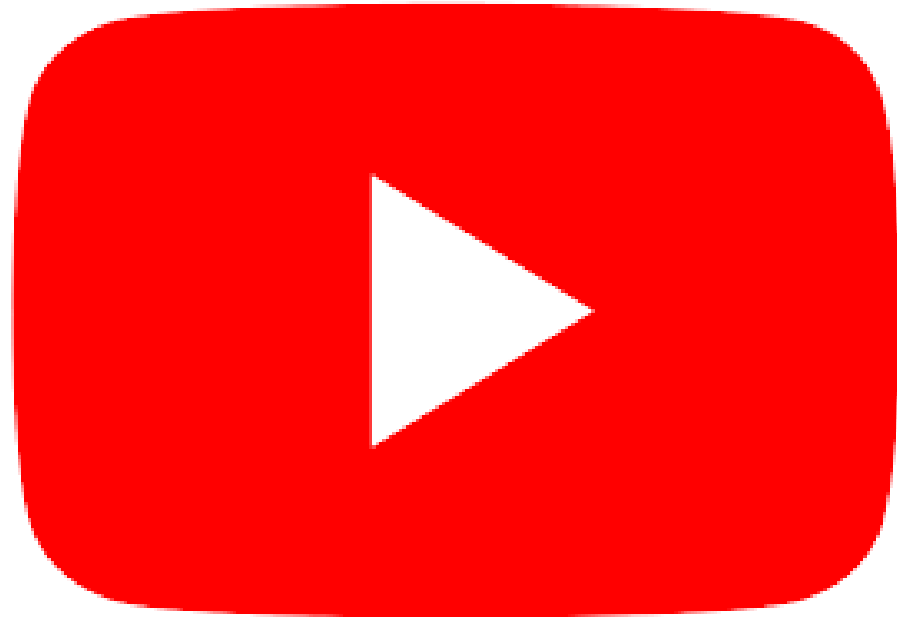
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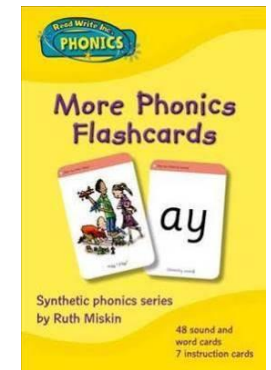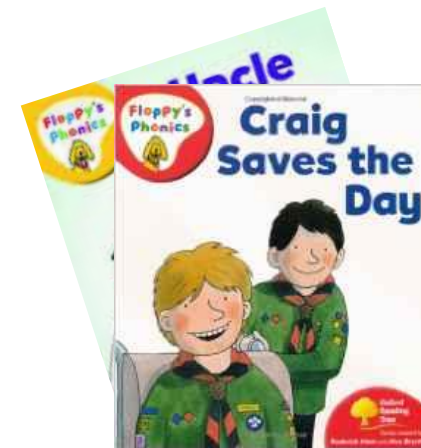## How we administer the National Curriculum Tests

- Will take place during May.
- Conducted in groups in the classrooms.
- Some children will work with adults in a 1:1 environment to help them to achieve their best.
- The children may not know they are doing tests!

The Phonics Screening Check

- Phonics Screening Check in June for all year 1 pupils and any year 2 pupils who did not pass when in year 1.

- Blending and segmenting unknown words

river	braft
diving	thrant
beehive	sprop
midnight	strow

Floppy's Phonics

Craig Saves the Day

More Phonics Flashcards

ay

Synthetic phonics series by Ruth Miskin

48 sound and word cards
7 instruction cards

Progress and Attainment

- **Attainment** is the level or grade your child achieves.

- If your child is working consistently at the Expected Standard for their age, we tend to call this 'Secure'.

- **Progress** is the measure of improvement your child makes throughout the year and between year groups.

- A child can be working below the expected standard, but still be making expected or good progress.

- Both attainment and progress are reported in your child's end of year report.

- You are given information about your child's progress through end of term target reports in December and March, parent / teacher consultations in October and March, One Plan meetings for SEND pupils and a final end of year report in July.

Progress and Attainment

Subject	Current teacher assessed level:	Last year's level:	Progress from last year:
Reading	D	E	exceeding expectations
Reading Age: 72.6		Chronological Age: 9.8	
Writing	S	G	below expectations
G.P.S.	S	S	expected
Maths	D	D	expected

Attainment
G = Greater Depth
S = Secure
D = Developing
E = Emerging

This pupil has gone from Emerging to Developing in Reading – exceeding expectations.
In Writing, they have gone from Greater Depth to Secure, making less than expected progress.
In G.P.S. and Maths, they have made expected progress.

How to help at home with English

- Listen to your child read or give them time to read and then talk to them about their book.

- Ensure your child knows all their phonemes and spelling patterns – practise sounding out unfamiliar words and breaking words into their component sounds when writing

- Play phonics games

- Ask a mixture of questions: retrieval, inference, prediction, vocabulary and sequence (see the last few slides)

- Encourage your children to show you where they have got their answer from.

- Use 'reading vocabulary' – e.g. setting, character, caption, event…

- Ask your children "Who, What Where, Why and How" questions.

How to help at home with Maths

- practise reading and writing numbers in words (spellings) and numerals

- practise counting in 2s, 5s & 10s forwards and backwards from any given number

- name and describe properties of 2D & 3D shapes

- talk about everyday maths such as money, length, capacity, weight and time, using standard measures such as litres, centimetres etc.

- Learn related number facts, e.g. number bonds; multiplication and division facts

- Practise written methods of all 4 operations

Additional information

- Please see following slides for your reference and additional information.
- This presentation can be found on the school website:

http://www.huttonallsaints.co.uk/
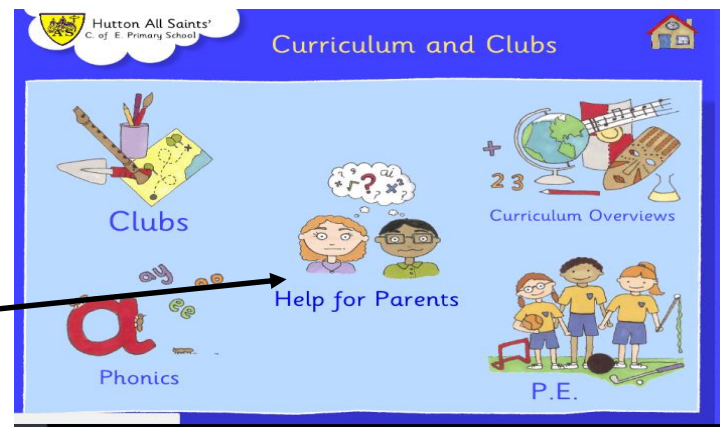
National Curriculum Tests: Reading

- Word Reading & Comprehension
- Paper 1 - includes the texts and questions combined.
- Paper 2- consists of a reading booklet and a separate reading booklet.
- Both of these tests can be stopped if a child is finding it too difficult, children can also be given breaks during the test.
- Used as an example against the National Curriculum

Paper 1

Paper 2

Writing

- Writing paragraphs of text – stories, information texts, instructions
- Using ? ! . ,
- Applying the spelling rules learnt each week to their writing
- Using noun phrases
- Letters which are correctly formed, the right size and which sit on the line

How did the cheetah run fast?
You see there was once a time. When Cheetah was the slowest animal in the whole wide world. All the animals laughed and laughed and laughed but cheetah was upset. Then cheetah said to lion please gather all the animals for an important meeting. So the lion anouced "animals come to me". Then all the animals came and lion said "lets have a training competion and that means Who ever does the most training goes to the final race". Who ever wins will get the biggest midnight feast in their life". So all the animals done training and cheetah and rhino won. So lion said "cheetah vs rhino" and lion again said "on your marks, get set, go. Rhino was in the lead and every was cheering for rhino but cheetah ran past rhino. Cheetah won the race for the midnight feast. So Cheetah was happy and that's how he became the fastest in the world.

Writing Example
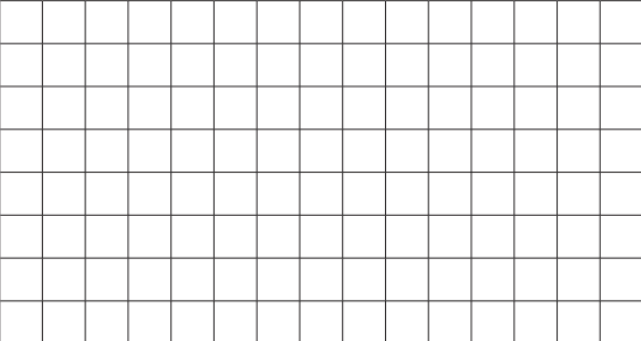
National Curriculum Tests: Maths

Paper 1
- arithmetic assesses pupils' fluency in the fundamentals of mathematics
- place value
- calculations
- Fractions

Paper 2
- solve problems and reason mathematically

19 $55 + 17 =$ [ ]

1 mark

12 Tick the **two** sentences that are correct.

Tick **two**.

A square has sides of equal length. [ ]

A square has curved sides. [ ]
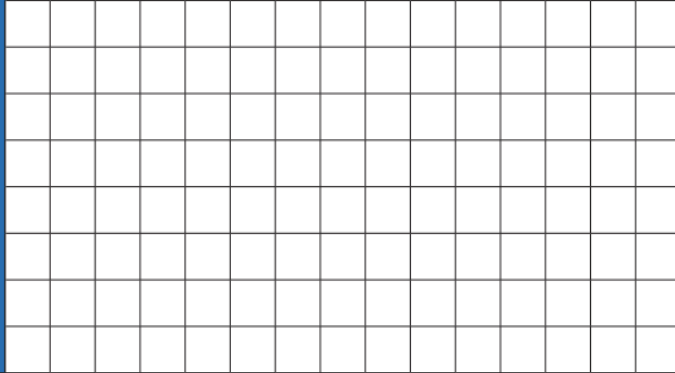
A square has lines of symmetry. [ ]

A square has five sides. [ ]

Paper 1

Paper 2

National Curriculum Tests: Maths Paper 1

23

71 − 14 =

1 mark

17

6 × 3 =

1 mark

25

$\frac{3}{4}$ of 20 =

1 mark

21

55 ÷ 5 =

1 mark

National Curriculum Tests: Maths Paper 2

Sam plays a maths game.

Each 🌰 is equal to **2** points.

🍂 + 🌰 + 🌰 = 10 points

How many points is **one** 🍂 equal to?

| | points |

Some children make a chart of how many books they read in a week.

Key: ☐ stands for **1** book

Ben	☐ ☐ ☐ ☐
Kemi	☐ ☐ ☐ ☐ ☐ ☐
Ajay	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Sita	☐ ☐ ☐

Which children read **fewer than 5** books?

Circle them.

Ben   Kemi

Ajay   Sita

Write five coins that have a total of 37p.

| | p | | p | | p | | p | | p |

Ajay has **30** pencils.

He shares them equally between **3** pots.
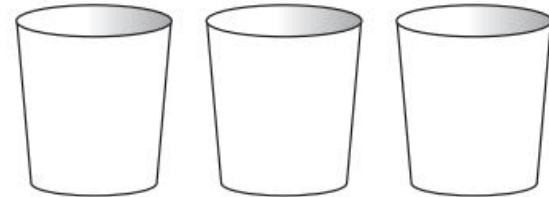
Complete the number sentence to show how Ajay shares the pencils.

☐ ÷ ☐ = ☐

For your perusal at home...

What does Expected Standard look like? Reading

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 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
• 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.

What does Expected Standard look like? Writing

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.

What does Expected Standard look like? Maths

The pupil can:
• 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 ¼,1/3, ½, 2/4, ¾, 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.

What does Expected Standard look like? Maths

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)

Inference Questions

Reading with an adult: the different styles of questions.

Inference Questions

Inference Questions

1d. Make inferences from the text.

Inference questions are designed to test pupils' ability to read into the text and find the deeper meanings behind a character's actions and words. The reader is expected to think carefully about the author's choice of words and to be able to explain why they think these words were chosen. For example, 'How is Sam feeling as he enters the forest? Explain your answer.', 'Why does the giant think he will win the fight?', 'Why do you think Mia 'shivered and shook'?'

Inference questions are very much about asking pupils what they think but they must be able to justify their answer by referring back to the text. To support your child with inference questions, talk about what you have been reading together and ask lots of questions which begin with 'why', 'where', 'who', 'how', 'what', 'do you think…?' Encourage your child to explain why they think this and to go back to the story to find evidence to back up their ideas.

Inference Questions

What do you think ……….. is thinking/feeling at this point? Why?

Why does the author use the word ……….. here?

What effect did the author want to create by ……….. ?

How do you think the author feels about ……….. ? Find words/sentences to back this up.

I wonder why ……….. ?

Can you explain why ……….. ?

Why do you think ……….. ?

How do you think ……….. ?

When do you think ……….. ?

Where do you think ……….. ?

Reading with an adult: the different styles of questions.

Prediction Questions

Prediction Questions

1e. Predict what might happen on the basis of what has been read so far.

As the name suggests, prediction questions ask pupils to say what they think will happen next, based on what they have read so far. For example, 'What do you think will happen to Sam when he goes into the forest?', 'How do you think the story will end?' or 'What features would you expect to see in this type of text?' As with inference questions, they do need to use their understanding of the text to justify their answer.

To help your child with these types of questions, stop regularly when reading together to ask, 'What do you think will happen next?' Discuss your child's ideas and share your ideas too, modelling how you are thinking about what you already know about the story and the characters to help you to make predictions. Alternatively, ask your child to draw a picture to sum up the end of the story, the next page or the fate of the main character, the baddie or another character in the story.

Prediction Questions

What do you think will happen next?

Where do you think .... will go next?

What do you think .... will say/do next?

How do you think this story will end?

What sort of features do you expect to find in this type of story/non-fiction text?

Can you think of any other stories that start like this? How do they end? Do you think this one will end the same way?

Write 3 questions you would like to find the answer to in this text.

Reading with an adult: the different styles of questions.

Retrieval Questions

Retrieval Questions

1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Retrieval questions simply ask pupils to find information within the text. They test pupils' basic understanding of what they have read and may ask about characters, the setting of the story, key events and in non-fiction texts, facts. For example, 'Who is telling this story?', 'Where is the story set?', 'Write down one fact you have learnt about spiders.' When answering questions like this, it is important that pupils are able to pick out the key bits of information rather than copying out chunks of text in the hope that the answer is in there somewhere.

The best way to support your child with retrieval is to talk about books you have shared together and ask questions about them. Encourage your child to focus on what the question is asking. For example, if you ask, 'Who is the main character in this story?', they shouldn't just name all the characters but should think about who takes a main part in the story and could, therefore, be called the main character.

What is the problem that has to be solved in this story?

How are the problems solved?

Which is your favourite part of the story? Why?

What did you find out from reading this (non-fiction) text?

Can you explain... (non-fiction subject matter) in your own words?

Who is telling this story?

Why does this story have that title?

Could you think of a different title for the story?

Can you think of another story that is similar to this one?

Retrieval Questions

Where/when is this story set?

Who is/are the main character(s)?

Who is the goodie/baddie? How can you tell?

How does the story end?

Reading with an adult: the different styles of questions.

Vocabulary Questions

Vocabulary Questions

1a: Draw on knowledge of vocabulary to understand texts.

Vocabulary is defined as the knowledge of words and word meanings. Pupils will be expected to be able to explain why an author has chosen a specific word, to discuss how the use of a certain word can create an effect and to read around an unfamiliar word to try and work out its meaning. For example, 'Why did the author use the word 'magnificent' to describe the banquet?' or 'Find a word in the text that tells us the king is greedy.'

The best way to support the development of your child's vocabulary is through lots of talk and lots of reading. Don't be afraid to use more advanced vocabulary and to explain its meaning to your child. When reading to your child or hearing them read to you, discuss the meanings of words they come across and talk about how we could use those words in different situations.

Vocabulary Questions

Why did the author use the word .... to describe .... ?

How does this word/description make you feel about .... ?

Which words has the author used which make you feel .... ?

Can you use that word in a different sentence?

Can you find a word in the text that means the same as .... ?

Reading with an adult: the different styles of questions.

Sequence Questions

Sequence Questions

1c. Identify and explain the sequence of events in texts.

Sequence questions test children's understanding of the events that happen in a text. Typically in a SATs test, pupils will be asked to order four sentences which briefly outline the plot.

For example, 'Number these sentences 1 to 4 in the order that they happen in the story:

The bears found Goldilocks.

The bears went for a walk in the woods.

Goldilocks broke Baby Bear's chair.

Goldilocks went into the bears' house.

Pupils may also be asked to pick out specific events within a story, for example, 'Who is the first character we meet in the story?' or 'Whose house does the witch visit first?'

To support your child's sequencing skills, ask them to sum up the plot of a story you have just read together, thinking about what happens at the beginning, the middle and at the end. Alternatively, it can be fun to draw the story as a cartoon strip or story map, showing the order in which things happen.

Sequence Questions

How/where does the story start?

Who do we meet first?

What happens in the middle/at the end of the story?

What information did you find out first?

What is the first/second/last step in these instructions?

Make a story map to show the order things happen in this story.

Write four sentences to sum up what happens in this story.

Questions?

Thank you for coming & for all of your support at home!