

A spiral-bound notebook with a light-colored, textured cover. The spiral binding is on the left side. The text "Year 2" is written in large, bold, red letters with a black outline. Below it, the word "ASSESSMENT" is written in smaller, bold, blue letters with a black outline.

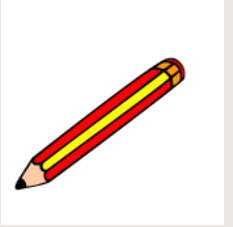
**Year 2**

**ASSESSMENT**



# Year 2

## END OF YEAR ASSESSMENT



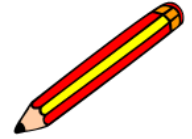
At the end of the year your child will be assessed in:

- reading
- writing
- maths
- science



## Year 2

# END OF YEAR ASSESSMENT



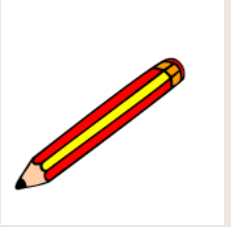
For each of these four subjects your child will be given an attainment standard:

- At the expected standard for Year 2
- Working towards the expected standard
- Working at greater depth within the expected standard



# Year 2

## END OF YEAR ASSESSMENT



- Attainment standards in reading, writing and maths are set by the government which has published a set of end of key stage performance descriptors. Expectations are **higher** than in previous years.
- The evidence must show that the pupil demonstrates attainment of **all the 'pupil can' statements** within the standard they have been awarded.
- In Science, attainment levels are set by teachers based on the National Curriculum objectives.



# Year 2

## END OF YEAR ASSESSMENT



### Interim teacher assessment framework at the end of key stage 1 - reading

#### 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 discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

#### 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.

#### Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict 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.

### Interim teacher assessment framework at the end of key stage 1 - writing

#### Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words\*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

#### 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.

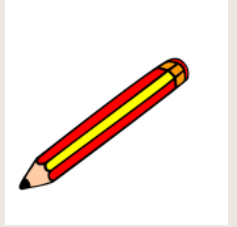
#### Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words\*
- spelling most words with contracted forms\*
- adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly\*
- using the diagonal and horizontal strokes needed to join letters in most of their writing.



# Year 2 READING



Reading will be assessed by the teacher based on:

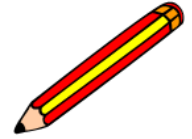
- Teacher assessments during guided and individual reading sessions
- Marks achieved during termly reading tests
- Marks achieved in the statutory end of year tests





## Year 2

# STATUTORY READING TESTS



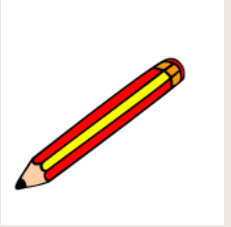
The SAT consists of two papers:

- Paper 1: reading prompt and answer booklet combined. Shorter paper with a less dense text, more simple retrieval questions
- Paper 2: reading booklet with a separate answer booklet. Longer text with more inference questions
- The marks from these papers are used to inform teacher assessments.
- Sample tests will be put on the website.



## Year 2

# STATUTORY READING TESTS



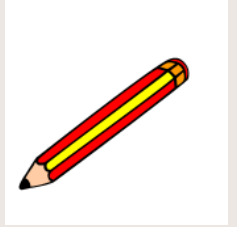
## Marking:

- Papers are marked internally
- Marks are converted to standardised score set by the government
- 100 = At the expected standard
- Children who do not score 100 can still be given AT if there is enough evidence from teacher assessments
- Test results are not reported to the government only Teacher Assessments





# Year 2 WRITING



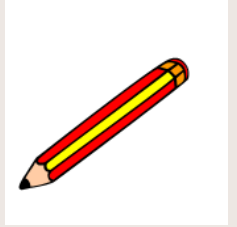
Writing will be assessed by the teacher based on:

- Evidence from marking work in books
- Assessments of timed writing activities
- Marks achieved in the statutory end of year Spelling and Punctuation and Grammar tests



# Year 2

## STATUTORY SPAG TESTS

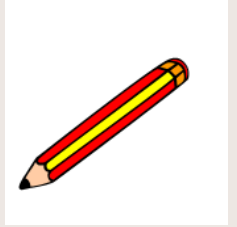


- Paper 1: spelling (20 marks)  
20 words from the spelling patterns and common exception words taught in KS1
- Paper 2: punctuation and grammar (20 marks)  
Questions based on the grammar and punctuation taught in KS1
- These are set out in the National Curriculum Appendices.
- Sample tests will be put on the website.



# Year 2

## STATUTORY SPAG TESTS



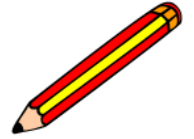
### Marking:

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# Year 2

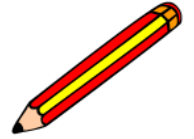
## WRITING EXEMPLIFICATIONS



- To help teachers in making their judgements, the government has published some exemplifications of writing at the different standards.
- These show children writing at a very sophisticated level for Year 2
- These will be put up on the website.



# Year 2: AT



Wednesday 4<sup>th</sup> February

Dear Miss C

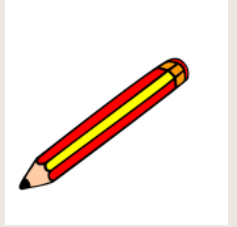
This term ~~we have~~ <sup>we've</sup> been learning all about endangered animals and it was awesome. But we need to act <sup>really</sup> fast! I really want to save cheetahs because there are only 7,500 left. Did you know that cheetahs are cute and they have yellowish fur with black spots? How funny they look! They are so fast, they are really faster than a racing car!!!

They live in the grasslands of the burning Africa! Also they are the second biggest cat. They are endangered because poachers are killing them and their habitat is becoming destroyed!

Please save cheetahs!!! ~~These~~ <sup>From</sup> beautiful animals and ~~from~~ <sup>from</sup> helpful animals are becoming extinct. If you ~~we~~ want to save a cheetah it costs £3 per month!!  
From S



# Year 2 MATHS



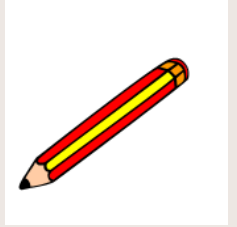
Maths will be assessed by the teacher based on:

- Evidence from marking books
- Marks achieved during termly maths tests
- Marks achieved in the statutory end of year tests



# Year 2

## STATUTORY MATHS TESTS



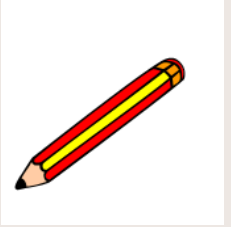
- **Paper 1: arithmetic**  
This paper test children's mental maths skills
- **Paper 2: reasoning**  
This paper tests children's ability to apply their learning
- **Sample tests will be put on the website.**





# Year 2

## STATUTORY MATHS TESTS



### Marking:

- Papers are marked internally
- Marks are converted to standardised score set by the government
- 100 = At the expected level
- Children who do not score 100 can still be given AT if there is enough evidence in their books
- Test results are not reported to the government only Teacher Assessments

# Year 2

## How can you help?

- Read daily with your child for at least ten minutes.
- Practise spellings regularly.
- Complete homework linked to spellings.
- Learn key maths facts such as bonds to ten and times tables (2, 5 and 10) by heart. YouTube is a great source of songs and rhymes.

# Year 2

## Intervention Groups

- Writing is a whole school priority this year.
- Intervention groups will be linked to writing.
- Children who are borderline AT and children who are WTS will be given extra support.
- 1:1 spellings and phonics
- Writing booster group



**Year 2**  
**Parent Consultation Day**

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**Tuesday 18<sup>th</sup> October**  
**13:15 - 19:00**

# Thank you for coming!

## Questions and Queries

Please do not hesitate to come and see us about any issues concerning your child.

[rsewell@stalbans.cambs.sch.uk](mailto:rsewell@stalbans.cambs.sch.uk)  
[noverend@stalbans.cambs.sch.uk](mailto:noverend@stalbans.cambs.sch.uk)