



Presentation for Year 2 Parents 3rd February 2025

End of Key Stage 1 expectations and
assessment.

Aims of the meeting:

- Help you to better understand the expected standard for the end of Key Stage 1 in reading, writing and maths so that you can have more informed and productive discussions at the upcoming parent's evening.
- Understand how assessment judgements for your child will be made at the end of Key Stage 1.
- Understand how you can help and support your child at home.

What does the expected standard in Reading look like?

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-appropriate¹ 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 words²
- 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.

Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding. This is the benchmark for fluency in Year 2.

How can I help support my child with reading?

- Daily reading – fluency and stamina are so important. The more they read the more fluent they will become. They will need sufficient reading stamina to sustain reading for 20-30 minutes.
- Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006)
- Research suggests that children who read for 15 minutes a day can accelerate their reading progress.
- Evidence suggests that children who read every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.
- Ask questions about their reading.
- Read to your child and foster that love and enjoyment for reading !

Writing

Writing levels are awarded based on an assessment of a number of pieces of writing that your child has produced in class.

Children need to demonstrate all the points listed in the expected standard to achieve expected.

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.

What does the expected standard look like?

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. ^{It} ~~It~~ was really dark in the attic and there were messy deep holes in the floor. Just then some thing caught his eye. ^{It} ~~It~~ was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. First he opened the silver ^{one} which had wires in it. ^{Soon} ~~Soon~~ he had opened all of them.

Fred put all the parts together. it made a computer. Suddenly he ^{Spotted} ~~noticed~~ a white box ^{with} ~~with~~ 3 pins. ^{It} ~~It~~ was a plug Fred plugged in the plug. The computer said DELL. Whatever does that mean? Thought Fred. He made jumpers, bread and before he had finish writing ^{every thing} ~~down~~ ^{that} the machine went boom. Fred was sad. ^{So} ~~So~~ he went to the garage got some tools and put it back together. From that day on Fred used his machine ^{every day} ~~every day~~ ^{to knit} ~~to knit~~ his school jumper.

How can I help support my child with writing?

- Help them to learn their spellings. Please support your child to read and spell all the Year 1 and 2 common exception words. Take a few spellings each week to work on – remember to revisit these regularly to ensure these spellings are embedded into long term memory.
- Get writing – encourage your child to write at home, lists, diaries, stories, letters, information sheets, fact files etc. Ask them to check for punctuation – have they used full stops and capital letters?
- Have the Common Exception Words available and set the expectation that they will use these to find spellings.
- Work on letter formation (use the support sheets at the back of the reading diary)

What does the expected standard for Maths look like?

Working at the expected standard

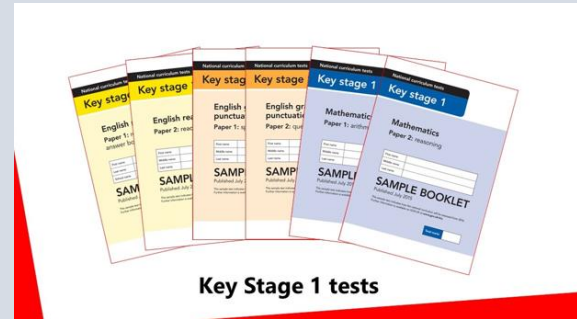
The pupil can:

- 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.

How can I support my child with maths?

- Work on your child's KIRFs with them. Children in Year 2 need to be able to rapidly recall number bonds to and within 10 and 20 to achieve the expected standard at the end of Year 2.
- Learn the 2,5 and 10 multiplication and division facts, and recall them. Children need to be able to do this as part of the expected standard in Year 2.
- Daily fluency questions – these can be quick fire questions e.g. $53+6$
- Oral counting on and back from different numbers in 1s, 2s, 5s and 10s.
- Rehearse number writing – make sure the digits are formed correctly and the right way around ! (use the support sheets at the back of the reading diary)

How will assessment judgements be made?



- This year Key Stage 1 Standard Assessment Tests (SATs) for Year 2 children are optional.
- The Circle Trust have taken the decision to administer these tests in their schools. We will be using these test materials to support our measurement of pupil achievement and to help identify where pupils need additional support as they transition into key stage 2 (KS2). The tests will also be used to inform teacher assessment judgements
- The children will do these assessments in **June 2024**. They will be administered in class by staff known to the children and/or in small groups and will be incorporated into our daily timetable of lessons. At the end of the year parents will be informed via the end of year report if their child has met the expected standard or not for the end of Key Stage 1. There will be no separate grading or test results.
- Judgements made at the end of the year will be based on teacher assessments which draw together everything we know about your child altogether - including class work, SATs test scores, and work from across the curriculum. The test scores are part of a bank of evidence we use to inform our judgements.

What does the reading test look like?

- The reading test for Year 2 pupils is made up of two separate papers:
- Paper 1 consists of a selection of texts totaling 400 to 700 words, with questions interspersed.
- Paper 2 comprises a reading booklet of a selection of passages totaling 800 to 1100 words. Children will write their answers in a separate booklet
- Each paper is worth 50 per cent of the marks. **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.

What questions does the paper ask?

- There are a variety of question types:
- Multiple choice
- Vocabulary – what word in the text means ‘crying’
- Ranking / ordering, e.g. ‘Number the events below to show in which order they happened in the story’
- Matching, e.g. ‘Match the character to the job that they do in the story’
- Labelling, e.g. ‘Label the text to show the title’
- Find and copy, e.g. ‘Find and copy one word that shows what the weather was like in the story’
- Short answer, e.g. ‘What does the bear eat?’
- Open-ended answer, e.g. ‘Why did Lucy write the letter to her grandmother? Give two reasons’



Anna walked out into her new garden. It was a pretty, little garden with thick, green grass. Anna saw empty flowerbeds where she thought she'd like to plant some seeds. She looked at the end of the garden and wondered if there might be room for a pond.

In the middle of the garden, Anna noticed a tree and thought Fluffy would love it. He'd clamber to the top and sleep in the leafy branches.

15 What was in the garden?

Write **two** things.

1. _____

2. _____



1 mark

16 Why might Anna's cat like the garden?

Write **one** reason.

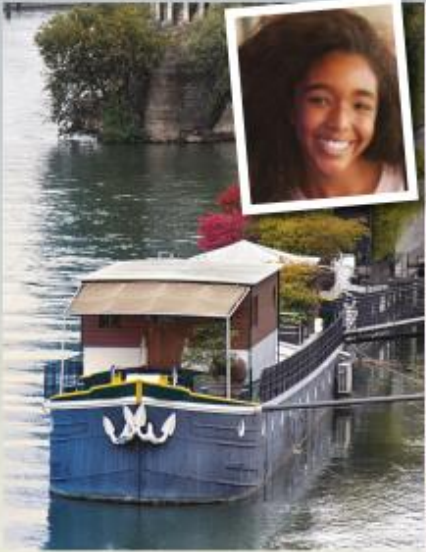


1 mark

Reading Test Paper 1 – Fiction and Non-Fiction

Houses Around the World

All over the world, people live in different kinds of houses. Houses can be made from lots of materials and be found in all sorts of unexpected places!



My name is Sara and I live on a houseboat in a country called France. Living on a boat means that my house can move and my family can travel to lots of interesting places.

My boat has everything you need, just like a house on land! We even have a special machine that gives us electricity but it can sometimes run out. I have to be careful about how much time I spend having a shower or watching television because they both use electricity.

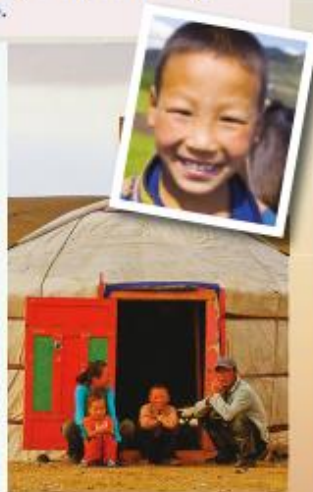
My favourite part of living on a houseboat is that I am able to see lots of different wildlife. Watching a family of otters while eating breakfast is not something everyone is lucky enough to do.

My name is Bora and I live in a country called Mongolia in a house called a ger.

A ger is a round tent that can be moved from place to place. We keep animals that need to move to different places to eat. Because we have to go with the animals, our house has to be able to move too. Our ger is made of wooden poles in a special pattern called a lattice.

Gers have one room and a hole in the middle of the roof. This lets in fresh air and sunlight. Gers are covered with special fabric to help keep out the wind and rain.

Some gers, like mine, have solar panels, which turn sunlight into electricity. This means we can charge our phones wherever we go!



1

Sara must be careful about how long she spends in the shower.

This is because...

Tick **one**.

all the water could run out.

there might not be enough electricity.

other people might want to use the shower.

she might not have enough time for a shower.

(page 4)

2

Gers are covered with special fabric...

This fabric is most helpful on...

Tick **one**.

hot days.

cloudy days.

sunny days.

stormy days.

Reading Paper 2 Fiction and Non-fiction

What does the maths test look like?

- The Key Stage 1 Maths test is made up of two papers:
- Paper 1: arithmetic, worth 25 marks and taking around 15 minutes.
- Paper 2: mathematical fluency, problem-solving and reasoning, worth 35 marks. There are a variety of question types: multiple choice, matching, true / false, constrained (e.g. completing a chart or table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).
- Children are not allowed to use any tools such as counters or number lines.

Paper 1 - Arithmetic

$83 - 6 =$

$10 \times 9 =$

$25 \div 5 =$

$\frac{1}{4} \text{ of } 32 =$

$29 + 64 =$

$66 - 43 =$

$+ 7 = 15$

$38 +$

$= 46$

$30 + 5 + 5 =$

Paper 2 – reasoning

19. A packet of chocolate biscuits contains 5 biscuits. Nita buys 6 packets of biscuits. How many biscuits does Nita buy?



25. Joe has 50p. He buys a small drink for 24p. His mother then gives him 45p. How much does he have now?



26. Use the digit cards 2, 5 and 8 to complete this addition calculation.

2	5	8
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<input type="text"/>	<input type="text"/>	+	<input type="text"/>	=	60
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15. Joe and Nita jump from a standing position in a PE lesson. They measure their longest jump. Joe jumps 76cm and Nita jumps 67cm. Using one of these symbols, < or >, compare the measurements.

Joe jumps 76cm

Nita jumps 67cm

Joe		Nita
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Here are some everyday 3D objects. Sort the shapes into the two groups. Draw an arrow from each object to the correct group.



Has at least one curved face

Has all flat faces

Draw hands on this clock to show the time half past two.



How we are supporting children to meet the end of Key Stage 1 expectations?

- Intervention and support groups for children who aren't working at EXP
- Children supported in classes
- Taught reading sessions focusing on comprehension skills
- Practice papers to identify implications for teaching and to give children experience

Preparing for the end of KS1 – how can I support my child?

- Attend parents evening. Teachers will help you to understand if your child is on track to achieve the expected standard at the end of Year 1 by sharing current **assessment data** with you.
- Use this meeting to discuss your child's next steps and how you can help at home so you can target what you do.
- Support your child to make the best progress they can.
- Use the support materials detailed on the upcoming slides to support your child's next steps. **These will be available on the website.**
- Whilst we do want children to achieve the expected standard, we also want to celebrate the progress they make. Attainment and progress are two different things.



Shinfield Infant and Nursery School

Assessment judgements

F1	EM			EXP		
F2	EM			EXP		
Year 1	B2	B1	E2	E1	A2	A1
Year 2	B2	B1	E2	E1	A2	A1
End of Year 2	PKS	EM		EXP		GD

EM- Working below the expected standard for that year group

EXP- Working at the expected standard for that year group

B2- Requires specialist support

B1- Requires targeted support in order to reach the expected standard

E2- Working at the expected standard but requires some additional support

E1- Working at the expected standard

A2- Working above the expected standard

A1- Working at greater depth

PKS- Working at 'pre- key stage', for pupils who are working below the overall standard of national curriculum assessments

Study

Clear and accessible explanations with quick tests to check that children can recall the key facts.

Quick Test

1. Where are rhyming words usually found in a poem?
2. What is a riddle?
3. Which of these words rhyme with 'sea'?
me top tree car saw key

Practice Questions

End-of-topic practice questions to test and reinforce understanding. The questions are split into three levels of increasing difficulty – Challenge 1, Challenge 2 and Challenge 3 – to aid progress.

Review Questions

These topic-based questions appear later in the book, allowing children to revisit the topic and test how well they have remembered the information.

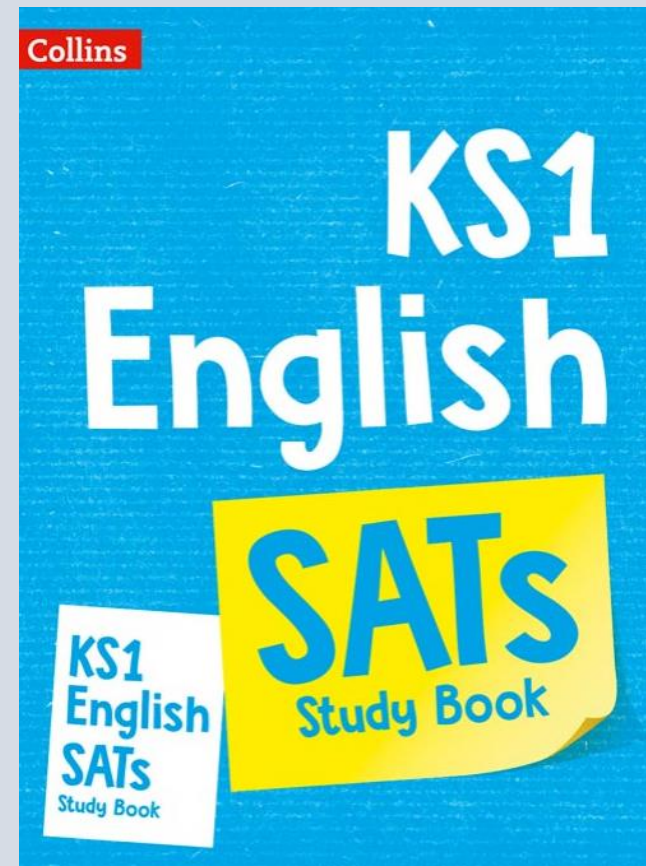
Mixed Questions

These pages feature questions for all the different topics to make sure that children can tackle questions without being told which topic they relate to.

Test on the Go

Visit our website collins.co.uk/collinsKS1practice and print off a set of free flashcards. These pocket-sized cards feature questions and answers to test children on the key facts anytime and anywhere!

- Reading - Word Reading
- Reading – Comprehension
- Writing - Transcription and Spelling
- Writing - Vocabulary, Grammar and Punctuation



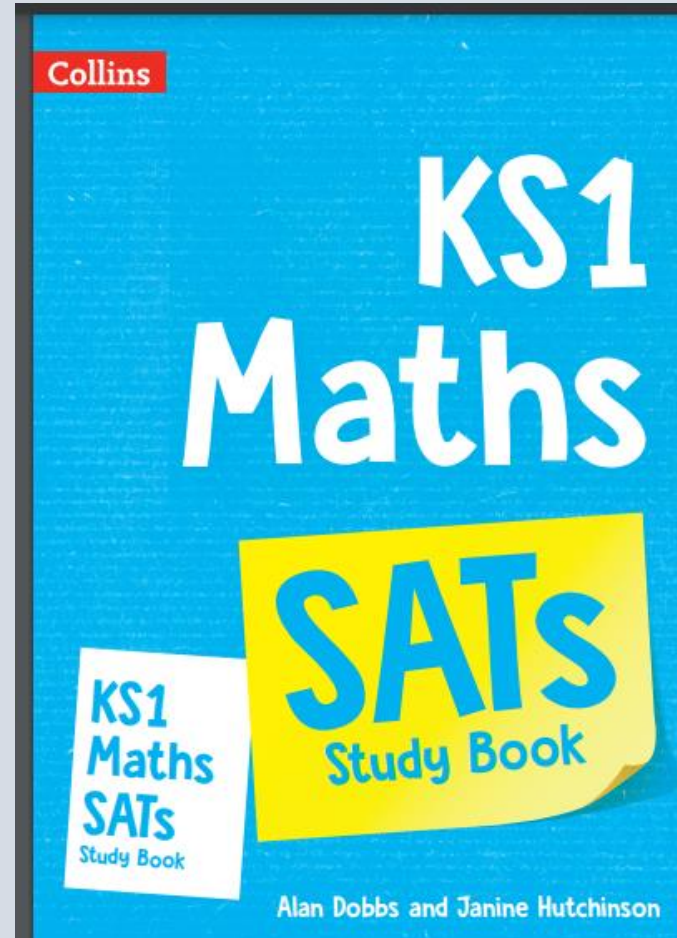
SATs Year 2 Parents'

Reading

Practice and Revision

Activity Booklet

- Number - Number and Place Value
- Number - Addition and Subtraction
- Number - Multiplication and Division
- Number – Fractions
- Measurement
- Geometry - Properties of Shapes
- Geometry - Position and Direction
- Statistics



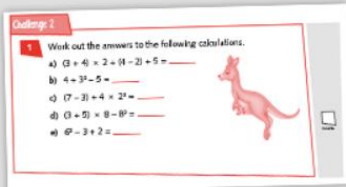
Other publications can be useful !

- Publications to support your child:
Collins Year 2 English, Maths and Reading Comprehension
CPG publications

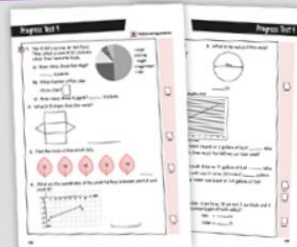
- Lots of repeated practice for all topics in the curriculum
- Build confidence for the SATs with realistic test-style questions
- Review learning throughout to measure confidence and understanding



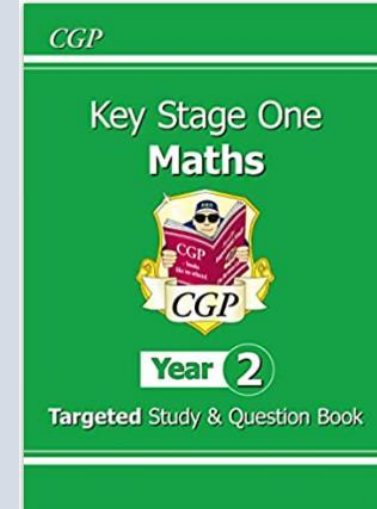
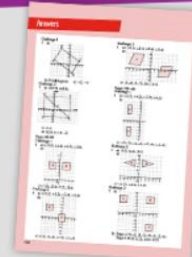
Questions organised into three levels of difficulty



Progress tests throughout to check understanding



Handy pull-out answer section included



What if they don't achieve the 'Expected' standard at the end of the year?

- Continue to support the children, remember these results will help pinpoint what extra help of support your child will need when they transfer into Year 3.
- Transition to the Junior school.
- Celebrate the progress they have made.