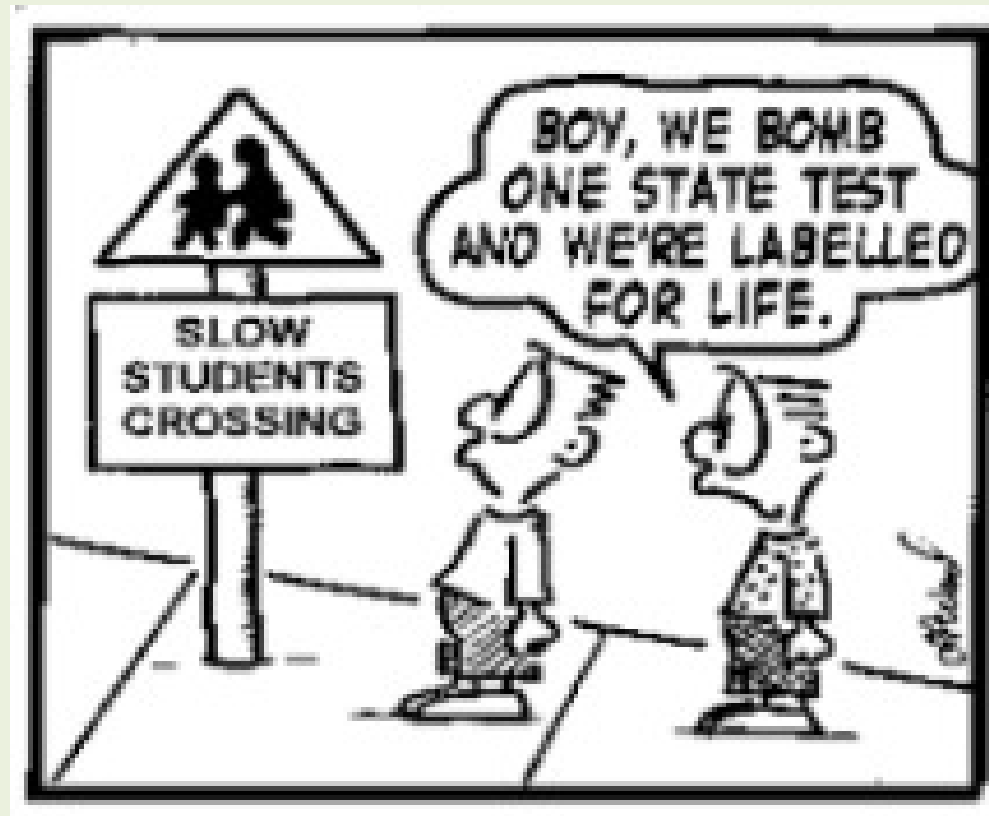


# Y2 2017 Tests and Expectations



# Welcome

- What tests the children will take
- How standards are expressed
- Some information about what the tests and expectations look like

# Tests that the children will take:

The KS1 tests are designed to test pupils' knowledge and understanding of the KS1 programmes of study. Teachers must administer the English reading and mathematics tests to help make a secure judgement for their final TA at the end of KS1. The tests make up one piece of evidence for overall TA.

The KS1 tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning

From ARA 2017

# Writing

- There is no 'test' for writing. Evidence is collected over time from a range of longer pieces of writing.
- There is a SPAGs test also. This is optional this year, although we are likely to do it.
- Tests take place in May. We have a large degree of flexibility in how to organise them.

# Standards

- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard
- It is important to note that joined handwriting is an expectation at greater depth in writing

Children are expected to meet all elements of a band to be awarded that standard

## 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.

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

### Working towards the expected standard

- The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them  
(e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as  $35 < 53$  and  $42 > 36$ ).
- The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems  
(e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).
- The pupil can read and write numbers correctly in numerals up to 100  
(e.g. can write the numbers 14 and 41 correctly).
- The pupil can use number bonds and related subtraction facts within 20  
(e.g.  $18 = 9 + ?$ ;  $15 = 6 + ?$ ).
- The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g.  $23 + 5$ ;  $46 + 20$ ), they can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can recall doubles and halves to 20  
(e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).
- The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.

### Working at the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus  
(e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g.  $48 + 35$ ) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that  $48 + 35$  will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g.  $74 - 33$ ).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g.  $\Delta - 14 = 28$ ).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary  
(e.g. knowing they can make 7 groups of 5 from 35 blocks and writing  $35 \div 5 = 7$ ;  
sharing 40 cherries between 10 people and writing  $40 \div 10 = 4$ ;  
stating the total value of six 5p coins).
- The pupil can identify  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$  and knows that all parts must be equal parts of the whole.

Continued on the next page



- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

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

- The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).
- The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that  $18 \times 5$  cannot be 92 as it is not a multiple of 5).
- The pupil can work out mental calculations where regrouping is required (e.g.  $52 - 27$ ;  $91 - 73$ ).
- The pupil can solve more complex missing number problems (e.g.  $14 + \square - 3 = 17$ ;  $14 + \Delta = 15 + 27$ ).
- The pupil can determine remainders given known facts (e.g. given  $15 \div 5 = 3$  and has a remainder of 0, pupil recognises that  $16 \div 5$  will have a remainder of 1; knowing that  $2 \times 7 = 14$  and  $2 \times 8 = 16$ , pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).
- The pupil can solve 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?).
- The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g.  $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$ ).
- The pupil can find and compare fractions of amounts (e.g.  $\frac{1}{4}$  of £20 = £5 and  $\frac{1}{2}$  of £8 = £4 so  $\frac{1}{4}$  of £20 is greater than  $\frac{1}{2}$  of £8).
- The pupil can read the time on the clock to the nearest 5 minutes.
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).



23

Amy writes an answer to the calculation below.

$$57 - 31 = \boxed{26}$$

Now write an addition **to check Amy's answer**.

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

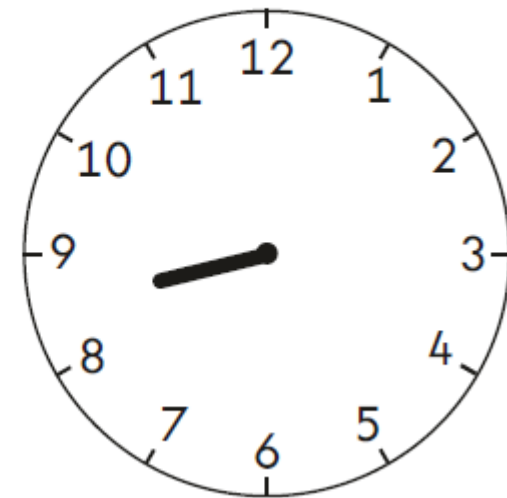
Look at these fractions.

$$\frac{1}{2} \quad \frac{1}{3} \quad \frac{2}{4} \quad \frac{3}{4}$$

Circle the **two** fractions that are **equal**.

Paper 2:  
The reasoning paper  
also includes aural  
questions.

Draw the minute hand on the clock to show  
**twenty-five past eight**.



# Reading comprehension: Paper 1

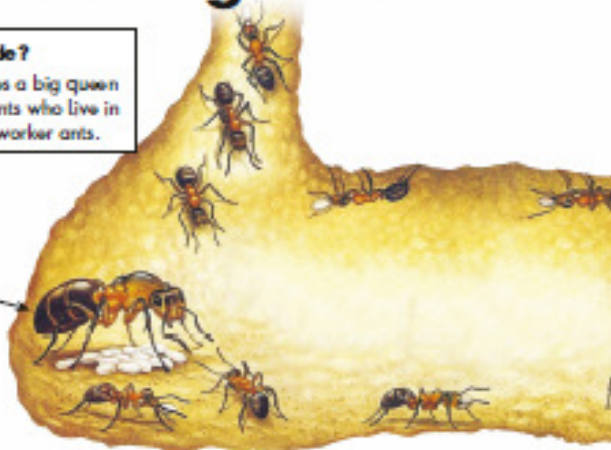
## Ants underground

### Who lives inside?

Inside the nest lives a big queen ant. Most of the ants who live in the nest are busy worker ants.

### Queen ant

The queen ant spends all her time laying eggs.



1 Which word in the text describes what worker ants are like?

Tick one.

- |        |                          |       |                          |
|--------|--------------------------|-------|--------------------------|
| sleepy | <input type="checkbox"/> | noisy | <input type="checkbox"/> |
| busy   | <input type="checkbox"/> | fast  | <input type="checkbox"/> |

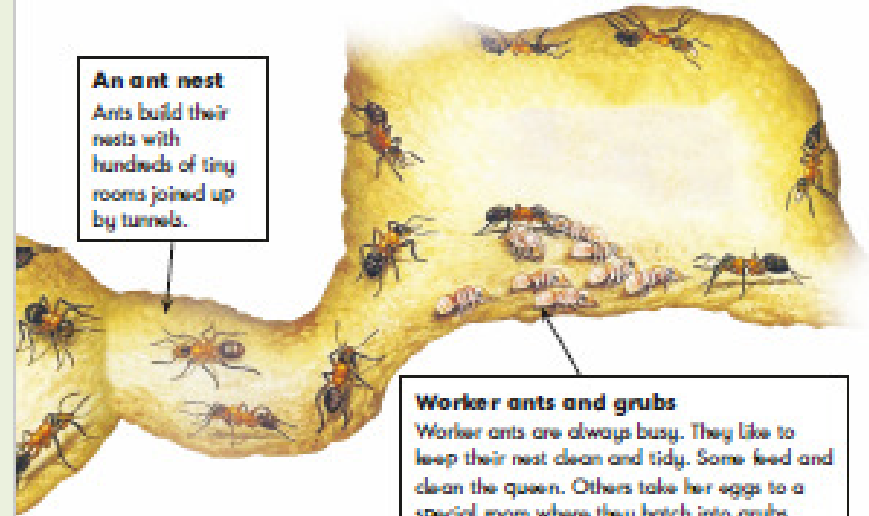
2 What does the queen ant do?

Tick one.

- |                      |                          |            |                          |
|----------------------|--------------------------|------------|--------------------------|
| keeps the nest clean | <input type="checkbox"/> | lays eggs  | <input type="checkbox"/> |
| moves eggs           | <input type="checkbox"/> | finds food | <input type="checkbox"/> |

### An ant nest

Ants build their nests with hundreds of tiny rooms joined up by tunnels.



### Worker ants and grubs

Worker ants are always busy. They like to keep their nest clean and tidy. Some feed and clean the queen. Others take her eggs to a special room where they hatch into grubs.

3 What joins the rooms in an ant nest together?

\_\_\_\_\_

4 Give two jobs that the worker ants do.

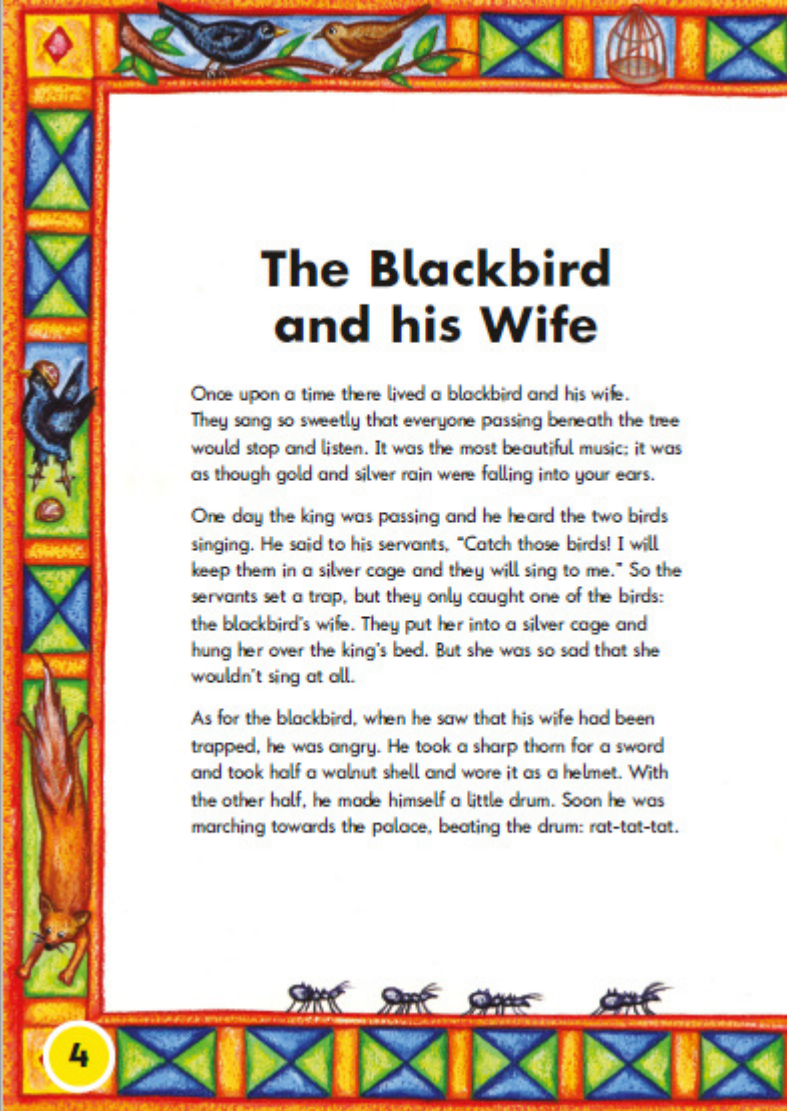
1. \_\_\_\_\_

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

5 What happens to the eggs in the special room?

\_\_\_\_\_

# Reading comprehension: Paper 2



## The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and hung her over the king's bed. But she was so sad that she wouldn't sing at all.

As for the blackbird, when he saw that his wife had been trapped, he was angry. He took a sharp thorn for a sword and took half a walnut shell and wore it as a helmet. With the other half, he made himself a little drum. Soon he was marching towards the palace, beating the drum: rat-tat-tat.

4

Questions 1 – 8 are about  
*The Blackbird and his Wife* (pages 4 – 7)

- 1 Why did the king want to have the blackbirds? (page 4)
- \_\_\_\_\_
- 2 Why was the blackbird's wife sad? (page 4)
- \_\_\_\_\_
- 3 What instrument did the blackbird play on the way to the palace? (page 4)
- \_\_\_\_\_
- 4 The king treated the animals badly. (page 5)
- a) What had the king done to the fox?
- \_\_\_\_\_
- b) What had the king done to the ants?
- \_\_\_\_\_

# Reading comprehension: Paper 2

## Plastics and the Environment

### What is a plastic?

Plastic is a material we all use every day. The first plastics were made more than 100 years ago from parts of plants.



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

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

### 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.

Questions 9 – 18 are about  
*Plastics and the Environment* (pages 8 – 9)

(page 8)

9 When were plastics first made?

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(page 8)

10 Tick **two** good points about plastics.

Plastics can be...

Tick **two**.

nice to smell.

any shape.

grown.

eaten.

many colours.

# Example of the expected standard

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 ~~really~~ <sup>fast</sup>! 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 beautiful ~~from~~ <sup>from</sup> 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

Any questions?