

Assessment in Year 2

Parent Information Briefing



How we assess children

- We assess children all the time!
- Range of different activities – questions and answers, looking at books, observing in class, specific tasks, quizzes, checks and tests
- We assess in all subjects



How we assess children

- At the end of Year 2, children are specifically assessed in:
 - Reading
 - Maths
 - Writing
- The children will be assessed by their teacher based on all the work they undertake in class but are supported by some tests and tasks
- Test and Task Assessments inform teacher assessment



Test Based Assessments

- At the end of Year 2, children will undertake tests in:
 - Reading
 - Maths
 - Grammar, punctuation and spelling
- Assessment at the end of Year 2 are statutory (all Year 2 children in England will undertake a similar process)
- There are two reading papers and two maths papers



Test Assessments – Not exams!

- The 'tests' are designed to help the teachers with their assessment
- The process is designed to help the children
- We can:
 - Complete the tests at any time
 - Make it part of the children's everyday learning pattern
 - Be in small groups
 - Use any room, including the normal classroom
 - Give as much time as needed
 - Support the children (without giving the answers!)



Assessment and Reporting

- Teachers assess if children are ‘working towards’, ‘working at’ or ‘working at greater depth’ according to the Year 2 expectations of the curriculum.
- The curriculum is very rigorous and sets high expectations.



Reading

- Paper 1
 - combined reading prompt and answer booklet
 - practice questions
 - approximately 30 mins (not strictly timed)
- Paper 2
 - answer booklet and a separate reading booklet
 - approximately 40 mins (not strictly timed, teacher discretion)
- The texts will cover a range of poetry, fiction and non-fiction.



Reading: Sample Questions

Questions are designed to assess the comprehension and understanding of a child's reading.

Multiple Choice:

1 When Bella was learning to fly, she...

Tick **one**.

was lazy.

☐

did not try hard.

☐

did not give up.

☐

found it easy.

☐

1 mark



Reading: Sample Questions

Ranking/Ordering:

- 7** Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



Reading: Sample Questions

Matching/Labelling:

Here is some more information about Africa.
Match each sentence to the correct heading in the booklet.
The first one has been done for you.

Creation stories describe how and why the world was made.

Introduction

Africa has deserts, forests and mountain areas.

Clothes

Traditional African clothes are made from local materials.

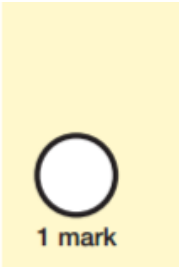
Music and Dance

Some African people play 'talking drums'.

Story Time

Short-Answer Questions:

4 What job did Tony Ross want to do before he became a writer and illustrator?





Reading: Sample Questions

Find and Copy Questions:

- 16** Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and **copy one** word that means the same as *sparkle*.



1 mark

Open-Ended Questions:

- 6** At the end of the story, Bella was happy. Why?



1 mark



Spelling, Punctuation and Grammar

- Helps inform their teacher-assessed writing judgements
- Spelling: Approx. 15 mins (not strictly timed)
- Grammar, Punctuation and Vocabulary: Approx 20 minutes (not strictly timed)



GPS: Sample Questions

- 7 Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.



1 mark

- 8 Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.



1 mark



GPS: Sample Questions

19 Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		


1 mark



GPS: Sample Questions

1. I need to _____ my holiday suitcase.

2. The _____ is dark at night.

3. The snail hid inside its _____.

4. My friend has a new _____ sister.



Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences. In this example, the missing spelling words are: **pack, sky, shell and baby.**



Mathematics

- Paper 1: Arithmetic
 - approx 20 mins (but this is not strictly timed)
 - It covers calculation methods for all operations
- Paper 2: Reasoning
 - approximately 35 minutes
 - 5 aural questions
 - varied questions: multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.



Maths: Sample Questions - Arithmetic

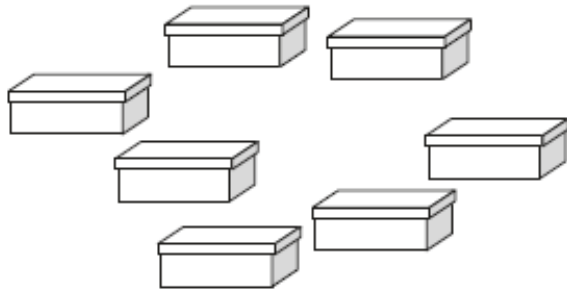
15	$3 \times 3 =$ <input type="text"/>	<input type="radio"/>
16	$12 \div 2 =$ <input type="text"/>	<input type="radio"/>

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Maths: Sample Questions - Reasoning

7



Sita puts **2** shoes in each of these boxes.

How many shoes are there altogether?

shoes

8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

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Maths: Sample Questions - Reasoning

27 Sita has **50** raisins.

She gives **23** to Ben.


She gives **15** to Amy.

How many raisins does Sita have left?

Show your working

raisins

2 marks



How to Help Your Child

- Praise and encourage! First and foremost, support and reassure your child that they should always just try their best.
- Don't talk about tests! Talk about learning, reading, mathematics, writing...
- Ensure your child has the best possible attendance at school.
- Support your child with any home learning tasks including reading, spelling and arithmetic (e.g. times tables)
- Talk to your child about what they have learnt at school and what book(s) they are reading.
- Make sure your child has a good sleep and healthy breakfast every morning!



How to Help Your Child with Reading

- First and foremost, focus on developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - it's free!



How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!



How to Help Your Child with Maths

- Play times tables games – Numbots and TT Rockstars!
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, draughts or chess.



Any Questions

