

CHEAMPARKFARM
PRIMARYACADEMY



Celebrating Achievement

Year 2 assessment meeting 2019

What were your experiences at school?



What do you want to know?



**KEEP
CALM**

AND

**REMEMBER
TEACHER
ASSESSMENT**

Standards

- Working at greater depth within the expected standard
- Working at expected standard
- Working towards the expected standard
- Pre Key stage standards 1 - 4
- P levels 1 - 4

Writing

- No test
- Samples of work collected from February 2019 onwards
- Words in bold are for greater depth standard
- Coherence is a new term introduced
- Year 1 and Year 2 spellings need to be mostly correct in most of the pieces
- Children need to correct their work independently or using a dictionary or asking a friend

My Writing Checklist

Write about real and fictional events

CL FS ? ! ,

Spaces between words

Use present and past tense mostly correctly

Joining words using or, and, but, when, if, that, because

Write statements, commands, questions, **exclamations**

Expanded noun phrases

Adverbs of time e.g. first, next

Adverbs e.g. slowly, quickly

Apostrophes used for missing letters (e.g. can't)

Correct spellings including **suffixes -ment, -ness, -ful, -less, -ly**

Editing and proofreading

Joined handwriting

An example of EXS writing- narrative (from STA exemplification documents)

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 pretty 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~~ 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.

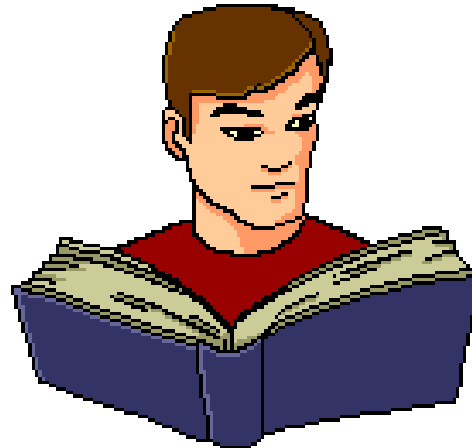
Grammar, Punctuation and Spelling

- English grammar, punctuation and spelling Paper 1: spelling
- English grammar, punctuation and spelling Paper 2: questions



Reading

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



Reading framework 2018-2019

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.

Fluency



Valentine's day! I need a rest!
Your overworked friend, Red Crayon.

Mathematics

- Mathematics Paper 1: Arithmetic
- mathematics Paper 2: Reasoning



Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the expected standard

The pupil can:

- read scales³ 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 $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, 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.

Working at greater depth

The pupil can:

- read scales³ where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)
- solve unfamiliar 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?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Science

- Teacher assessment only.



