

# End of Key Stage 1 Expectations



**Statutory assessment at the end of Key Stage 1 no longer exists.**

However, the National Curriculum has not changed and therefore the expectations remain the same.

Throughout their time in school children are assessed. These assessments enable us to monitor the progress made and put in place interventions for those children who are not making the expected progress.

Our aim is to ensure that all children achieve their potential and that we equip them with the necessary skills and knowledge to move onto the next stage of their learning journey.

**Whilst we teach all of the National Curriculum subjects  
our focus today is on:**

Reading.

Writing, including, grammar, punctuation and spelling.

Maths.

We will continue to assess the children and will be using the new test materials produced by the DfE in the Summer term.

These materials are standardised and relate to the Key Stage 1 National Curriculum.

The tests will inform our assessments. We will also take into account the learning in the classroom to give a full picture of what each child can do.

# **Reading**

By the end of Year 2 children should be able to read with fluency and understand what they have read.

We teach the children to:

- Apply their phonic knowledge when reading.
- Have a sight vocabulary matched to the words in the NC
- Understand what they have read and ask questions to check / further their understanding.
- Consider the vocabulary that has been used and identify alternative word choices.
- Begin to think beyond the words on the page and make inferences and deductions.

For some children, we also teach:

- Making predictions based on what has been read.
- Making links between the text they are reading and other texts
- Making more complex inferences and deductions.



# Reading

When the children complete the reading test they will need to read between 400 to 700 words for the first paper.

They need to be reading 800 to 1100 words for the second paper.

Not only do the children need to read the words on the page they need to understand what they have read.

This is why reading is so important.  
Children in Year 2 are expected to be able to achieve this.

# Sample Questions

## Reading Paper

(page 5)

5 *For years he’s drained me and dirtied me.*

What does the word *drained* mean?

Tick **one**.

filled up with water

☐

stirred up the water

☐

emptied out the water

☐

worn out the water

☐

(page 6)

6 The blackbird said: “*You and I are at war.*”

How do you know that the king was **not** worried by this?

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# Sample Questions

## Reading Paper

(pages 6 – 7)

7

Draw lines to match these characters to the help they gave the blackbird.

fox

frightened the king

ants

scared the chickens

river

terrified the elephants

(page 7)

8

**Find** and **copy two** words that describe how scared the king was.

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

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

# Sample Questions

## Reading Paper

(page 9)

15 Look at the section headed: **Re-use**

**Find** and **copy** the word that means the same as "given away".

\_\_\_\_\_

(page 9)

16 Look at the section headed: **Recycle**

Give **one** thing that can be made from recycled plastics.

\_\_\_\_\_

(page 9)

17 Draw lines to match the words below to their meaning.

**words**

Re-use

Reduce

Recycle

**meanings**

use the same thing  
more than once

turn an object into  
something else

use less of  
something

Writing

By the end of Year 2 children should be able to write a simple coherent narrative.

We teach the children to:

- Demarcate sentences correctly with full stops and capital letters.
- Use past and present tense consistently and correctly.
- Use coordination and subordination to join clauses.
- Spell correctly the Common Exception Words
- Know and apply the Y2 spelling rules.
- Form all letters correctly and of the correct size in relation to each other.

Examples of age related expected writing

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. <sup>It</sup> It was really dark in the attic and there were pretty deep holes in the floor. Just then some thing caught his eye. <sup>It</sup> 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~~ <sup>took</sup> ~~took~~ <sup>took</sup> them all down stairs. First he opened the silver one which had wires in it. ~~Soon~~ <sup>Soon</sup> he had opened all of them.



Fred put all the parts together.

it made a computer. Suddenly he <sup>Spotted</sup> ~~noticed~~ a white box <sup>with</sup> ~~which~~ 3 pins. <sup>It</sup> ~~it~~ was a plug Fred plugged in the plug. The computer said DELL.

Whatever does that mean? I thought

Fred. He made jumpers, bread and butter he had finish writing <sup>every thing</sup> ~~down~~ that the machine went boom. Fred was sad. <sup>So</sup> ~~he~~ he went

to the garage got some tools and

put it back together. From that day on Fred used his machine every day <sup>to knit</sup> ~~to knit~~ his school jumper.

My dragon is a fire dragon. his  
breath can make cars sise like dinamite.  
Ifx you make him angry, he will  
breath <sup>W</sup> rings of fire at you.  
~~When~~ ~~when~~ ~~x~~ he flys; he <sup>H</sup> lights up  
the sky It like the sun. He ~~x~~ lives  
in the center of the sun. <sup>W</sup> when, he  
~~goss~~ goes to sleep the fire un<sup>the</sup> ~~the~~  
sun goes out. He can turn things to  
stone, make people catch fire and make things  
explode. He can also turn any ting into  
food. When he gets angry he will throw you  
in the sun!

Examples of writing at greater depth.

Once upon a time there was a badger who <sup>was</sup> always hungry, because he worked day and night picking up rubbish in the active, adventurous park.

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm," he thought, "this is what I call an outstanding sandwich." A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~some~~ dark, red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit!! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.

Just then a squirrel ~~at~~ grabbed the sandwich covered with golden sand. She took it because she didn't mind the sand. The ginger squirrel brang it up to her tall, dark, tree to share with her pesky children. Off, NO!!! The children couldn't share properly, ~~so~~ the sandwich fell in the pond covered with, slimy, green seaweed. "We can't eat it now," muttered the mother, ginger squirrel, "It's disgusting."

Suddenly a frog saw the sandwich and Badger leaped into the sparkling, dead pond. The slimy, dark, green frog fished out

the sandwich. He didn't mind the <sup>golden</sup> sand or the slimy, green seaweed. The bouncy frog was about to take a big, <sup>humungous</sup> bite when a scoter rushed and just wanted to get past, so there were black, squish marks on the sandwich.  
"Oh, ~~we~~ can't eat it now," muttered the frog, "It's too disgusting!!!!"

Suddenly a crow saw the sandwich and peeled it off the light green, delicate grass to give it to her wealthy, beautiful mum. When the crow was flying back to the sticky nest he dropped it into an ants' nest, because an electric aeroplane scared the daughter's crow.  
"Oh, we can't eat it now," the crow mum muttered, "It's disgusting!"

~~tuckity~~ Anyway there was a fox who grabbed the sandwich. He didn't mind the golden sand or the slimy, green seaweed or the black squish, marks or the hundreds of ants. He got the sandwich so with the lady fox he liked. The fox was going to tell him how much he liked her and cared for her, when he dropped it into a pile of tickly feathers that somehow got there.  
"Oh, we can't eat it now," muttered the lady fox, "It's disgusting!" So the lady fox kicked the sandwich into a flowerbed. Then she worked through some <sup>smelly</sup> bins.

Badger ran to the flowerbed. This time there were some slugs covering the sandwich with slime and oozy, grey, bubbles. Badger looked at the sandwich covered in golden sand, slimy, green seaweed, black squish marks, hundreds of ants, tickly feathers and slugs with slime and oozy, grey bubbles. Then Badger ate up all the gross slugs.

Dear Ellie's family,

I am writing to you because I want to apologise to you for what I have done to poor, old Thumper. I am going to change my fierce behaviour to a normal pet<sup>cat</sup> behaviour.

First of all I <sup>am</sup> ~~am~~ <sup>so</sup> sorry bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ~~will~~ <sup>will</sup> be very dissapointed and upset because of it.

Second of all from this day forward I will be a good citizen, and be treated much better, because I am more respectful. I <sup>will</sup> also try not to ~~scrath~~ scratch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any reason. Please forgive me!!

Love from Tuffy

# Spelling, Punctuation and Grammar

We teach the children rules for punctuation and grammar.

They need to:

- Know and apply the Y2 spelling rules.
- Know and use a range of coordinating and subordinating conjunctions.
- Identify different word and sentence types.
- Know how to use capital letters, full stops, question marks and exclamation marks.
- Use commas to separate items in a list.
- Use apostrophes to show singular possession and in contractions.
- Use the simple past and present tense.

# Sample Questions

## GPS Paper

### Year 2 English Grammar and Punctuation Test 1

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4. **Tick the correct word** to complete the sentence below.

I really don't like washing my face \_\_\_\_\_ I have to do it.

Tick **one**.

or

☐

and

☐

but

☐

2

1 mark



# Sample Questions

## GPS Paper

**a**

Tick the word that completes the sentence.

*We were \_\_\_\_\_ on our projects.*

Tick **one**.

worked

☐

works

☐

working

☐

work

☐

# Sample Questions

## GPS Paper

3

Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

*Aisha found some red blue and purple beads in the box.*

↑  
☐

↑  
☐

↑  
☐

↑  
☐

# Sample Questions

## GPS Paper

4

Draw lines to match the groups of words that have the same meaning.

One has been done for you.

I will

it's

you have

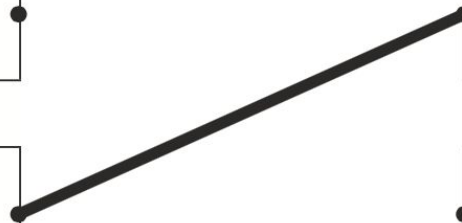
I'll

it is

didn't

did not

you've



# Sample Questions

## GPS Paper

7

What type of word is brave in the sentence below?

*The brave mouse marched up to the lion.*

Tick **one**.

an adverb

☐

an adjective

☐

a verb

☐

a noun

☐

# Mathematics

# By the end of Year 2

We teach the children to:

- Understand the value of each digit in 2 and 3 digit numbers.
- Add and subtract 2 two-digit numbers.
- Multiply by 2, 5 and 10 and count in steps of 3.
- Divide by 2, 5 and 10.
- Find fractions of shapes and amount ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ) and know that  $\frac{1}{2} = \frac{2}{4}$ .
- Read time on an analogue clock to 5 minutes.
- Recognise the value of English coins and apply this knowledge to problems.
- Name and discuss the properties of a range of 2D and 3D shapes.
- Identify lines of symmetry.
- Read scales when not all divisions are given.
- Measure mass, capacity and length using standard units.
- Solve problems involving more than 1 step.

# Maths

Children will sit two maths tests.

The first paper is an arithmetic paper and focuses on calculation skills and fractions.

In the second paper, the questions are more problem focused and the children need to apply their reasoning skills.

Pupils will still require calculation skills and questions will be varied including 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.

# Sample Questions

## Maths Paper 1: Arithmetic

1

$$5 + 7 = \boxed{\phantom{000}}$$



2

$$19 - 9 = \boxed{\phantom{000}}$$



# Sample Questions

## Maths Paper 1: Arithmetic

15

$$3 \times 3 = \boxed{\phantom{00}}$$



16

$$12 \div 2 = \boxed{\phantom{00}}$$



# Sample Questions

## Maths Paper 1: Arithmetic

17

$$35 \div 5 = \boxed{\phantom{000}}$$

18

$$\frac{1}{4} \text{ of } 20 = \boxed{\phantom{000}}$$

# Sample Questions

## Maths Paper 1: Arithmetic

23

$$65 + \boxed{\phantom{000}} = 93$$



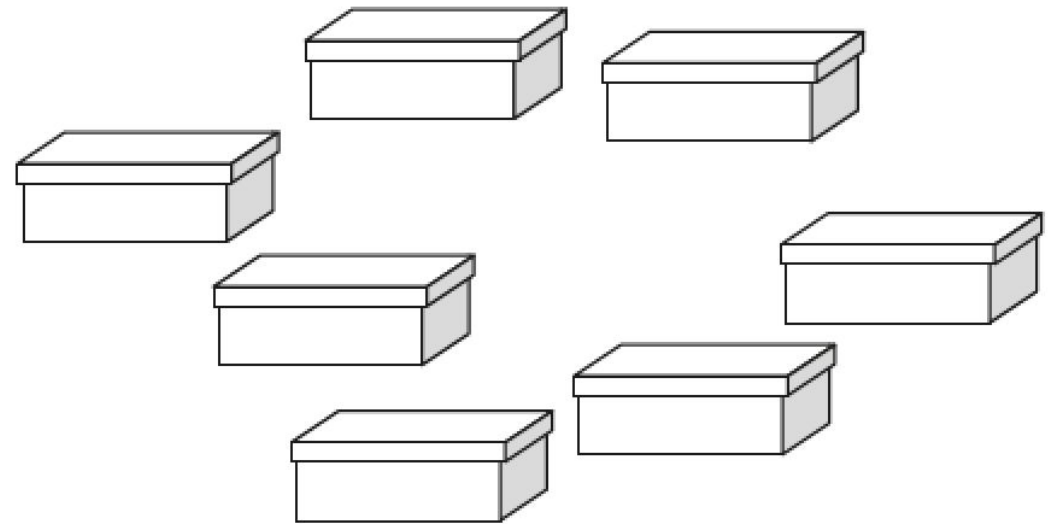

24

$$\frac{1}{3} \text{ of } 21 = \boxed{\phantom{000}}$$

# Sample Questions

## Maths Paper 2: Reasoning

7



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

How many shoes are there altogether?

shoes

# Sample Questions

## Maths Paper 2: Reasoning

3



2 cm

2 kg

2 °C

2 l

# Sample Questions

## Maths Paper 2: Reasoning

8

Complete the table.

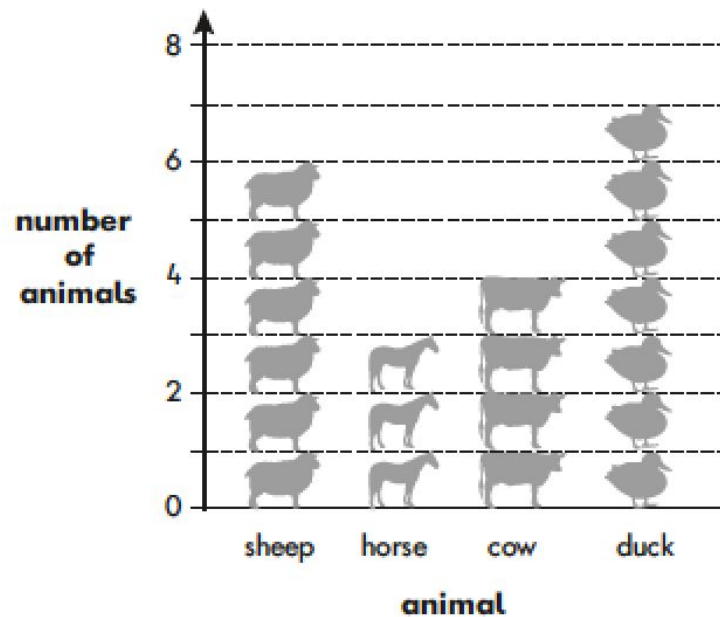
words	digits
thirty-eight	38
	40
ninety-four	

# Sample Questions

## Maths Paper 2: Reasoning

18

This diagram shows the number of animals at a farm.



(a) How many sheep and cows are there altogether?

(animals)

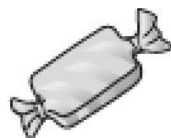
(b) There are more ducks than horses. How many more?

# Sample Questions

## Maths Paper 2: Reasoning

15

A shop sells these sweets.



2p



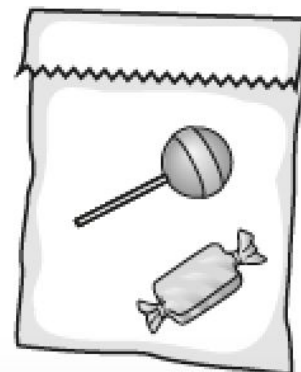
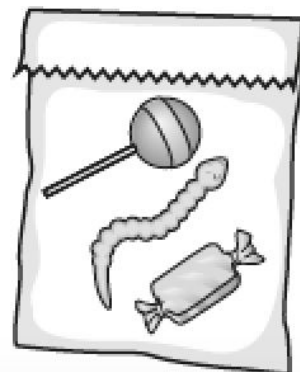
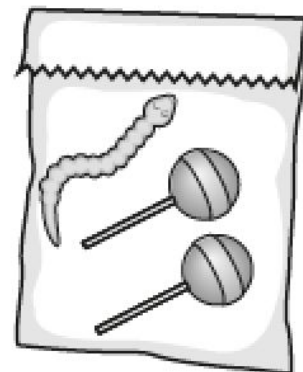
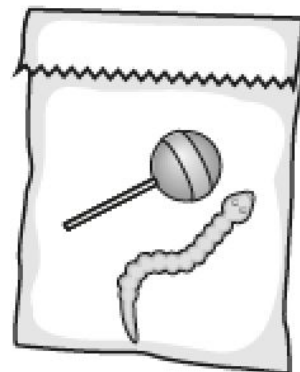
5p



10p

Abdul spends exactly **20p** on sweets.

Tick (✓) the bag of sweets he buys.





# How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and that they should always try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are essential to practise and Total Recall Badges are vital.

Any questions?