

*National Expectations for Children working at the expected standard in Reading***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.

*National Expectations for Children working at the expected standard in Writing***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 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.

¹ For example, base 10 apparatus.

² Key number bonds to 10 are: $0+10$, $1+9$, $2+8$, $3+7$, $4+6$, $5+5$.

* The scale can be in the form of a number line or a practical measuring situation.

Useful Websites

<https://www.topmarks.co.uk/>

Free educational games

<https://www.primarytools.co.uk/ks1-year-2-sats-papers/>

Past Year 2 assessment papers

<https://whiterosemaths.com/parent-resources>

Free maths parent resources

<https://www.oxfordowl.co.uk/>

Free E-Book library

<https://www.phonicsplay.co.uk/>

Some free phonics resources

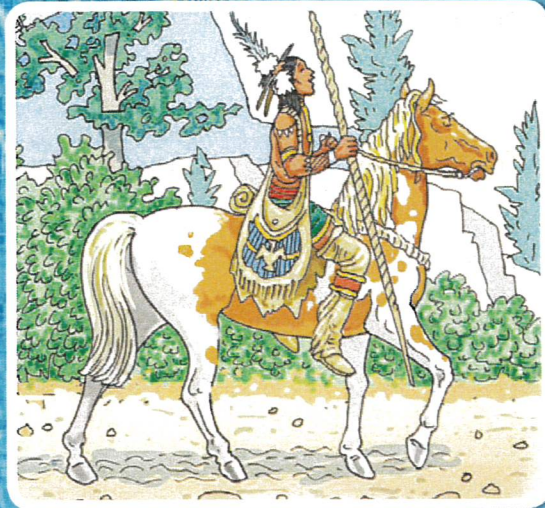
Example Materials

The next pages have some example questions taken from previous End of Year Two Assessment Papers in Reading and Maths – Further examples can be found following the link above

We have also included some writing examples taken from the Government Exemplification Materials for a child assessed to be working at the expected standard at the end of Year Two



**Sea Spray
Swimming Pool**



**The Fox and the
Boastful Brave**

Reading Booklet

2017 key stage 1 English reading booklet

Sea Spray Swimming Pool FREE swimming lessons for YOU

Are you aged between 5 and 10? Would you like to learn to swim or to improve your swimming skills? Then you may be interested in our fantastic offer during the school summer holidays.

Sea Spray Swimming Pool is running a super ten-day swimming course and we are making you an offer you can't refuse because two of the lessons will be completely free!



The lessons are suitable for complete beginners to advanced swimmers. The instructors are trained to teach swimming, life-saving and all water skills. Are you scared of water? Don't worry! Our trainers are experts in dealing with nervous beginners.

The lessons will run from 1st – 14th August.



To join, all you have to do is come to Sea Spray Pool for your first lesson on Monday, 1st August at 10:00am and bring:

- a swimming kit
- a towel
- a packed lunch.

You must bring an adult with you, so speak to your parents or carers about this wonderful offer. Your swimming ability will be checked and you will be put into one of three groups:

- **Tadpole**
- **Goldfish**
- **Dolphin.**



During your lessons, we ask you to keep to these 'golden' rules:

1. Listen to the trainers and follow their instructions at all times.
2. Help to keep changing rooms clean and tidy.
3. Do not shout or dive into the pool.

Sea Spray Pool will provide all of your equipment and the swimming instructors.

At the end of the course, there will be a gala with races and a party.

2017 national curriculum tests

Key stage 1

English reading

Paper 2: reading answer booklet

First name	
Middle name	
Last name	

Total marks	
-------------	--

**Questions 1–6 are about
Sea Spray Swimming Pool (pages 4–5)**

(page 4)

- 1** Who might be interested in reading this poster?



1 mark

(page 4)

- 2** When are the swimming lessons?



1 mark

(page 4)

- 3** Give **two** things that the instructors at Sea Spray Pool are trained to teach.

1. _____

2. _____



1 mark

(page 5)

4 Find and **copy two** things children have to take when they go to the lessons.

1. _____

2. _____



1 mark

(page 5)

5 'golden' rules

This means the rules are...

Tick **one**.

very expensive
to follow.

☐

only for good
swimmers.

☐

very important.

☐

completely useless.

☐

1 mark

(pages 4-5)

6

Put ticks in the table to show which sentences are **true** and which are **false**.

Sentence	True	False
The lessons are only for good swimmers.		
A six-year-old could take part in the lessons.		
Children can sign up on their own.		
There is a party at the end of the course.		



2 marks

2017 national curriculum tests

Key stage 1

English reading

Paper 1: reading prompt
and answer booklet

First name	
Middle name	
Last name	

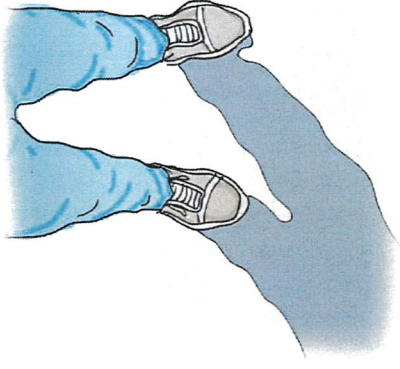
Total marks	
-------------	--

I'm Riding on a Giant



I'm riding on a giant.
 I'm way up in the sky.
 Looking down on everyone
 From higher up than high.

I'm holding on to giant's ears
 As we stride along the street
 Shouting down at people,
 "Hey! Mind my giant's feet!"
 We're ducking down through doorways.
 We're walking over walls.
 I'm safe as houses way up here.
 My giant never falls.



Practice questions

c What does the child say they are riding on?

Tick **one**.

- | | | | |
|---------|--------------------------|---------|--------------------------|
| a cloud | <input type="checkbox"/> | a giant | <input type="checkbox"/> |
| a horse | <input type="checkbox"/> | a train | <input type="checkbox"/> |

d Who is the child looking down on?

10 What is the child holding on to?

☐ 1 mark

11 As we stride along the street

Which word means the same as stride?

Tick **one**.

- | | | | |
|-------|--------------------------|-------|--------------------------|
| crawl | <input type="checkbox"/> | march | <input type="checkbox"/> |
| dance | <input type="checkbox"/> | climb | <input type="checkbox"/> |

☐ 1 mark

People down below us

Simply stop and stare.

Then when they see our shadow,

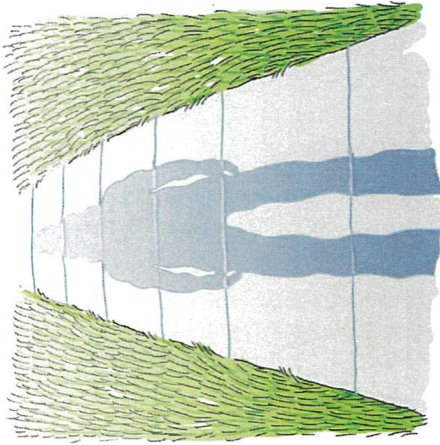
Oh wow! They get a scare.

I'm taller than the tree-tops.

I'm high enough to fly.

Another centimetre and I'd

Bump into the sky.



12

What happens when people see the shadow?

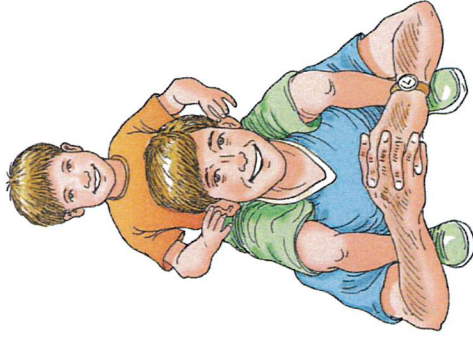
1 mark

I've been riding on my giant.

Oh! What a day I've had.

I'm not afraid of giants,

'Cause this one is my dad.



13

Why did the child describe their father as a giant?

1 mark

14

Which of these do you think the child is likely to say at the end of the outing?

Tick **one**.

☐

That was fun, Mum. Can you do it all over again?

☐

That was so scary. I never want to do it again!

☐

That was really boring, Dad.

☐

That was great, Dad. Let's do it again!

1 mark

2017 national curriculum tests

Key stage 1

Mathematics

Paper 1: arithmetic

First name	
Middle name	
Last name	

Total marks	
-------------	--

3

$7 + 8 =$



1 mark

4

$22 + 7 =$



1 mark

5

$\square = 15 - 2$



1 mark

6

$20 + 30 + 50 =$



1 mark

9

$43 - 5 =$

☐ 1 mark

17

$3 +$ $+ 6 = 16$

☐ 1 mark

10

$84 + 12 =$

☐ 1 mark

18

$5 \times 12 =$

☐ 1 mark

2017 national curriculum tests

Key stage 1

Mathematics

Paper 2: reasoning

First name	
Middle name	
Last name	

Total marks	
-------------	--

6 Write these numbers in order, starting with the smallest.

73 37 76 36 63

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------

smallest **largest**

☐ 1 mark

7 Circle the **shortest** time.

70 minutes 10 minutes 45 minutes 1 hour

☐ 1 mark

13 Look at these numbers.

0	14	50	61
---	----	----	----

Write each number **once** to make these correct.

<input type="text"/>	>	<input type="text"/>
<input type="text"/>	>	<input type="text"/>

☐ 1 mark

16 Look at these coins:



What is the largest amount you can make using **three** of these coins?

p

1 mark

17 Ben ate half a pizza.



Which fraction shows the amount he ate?

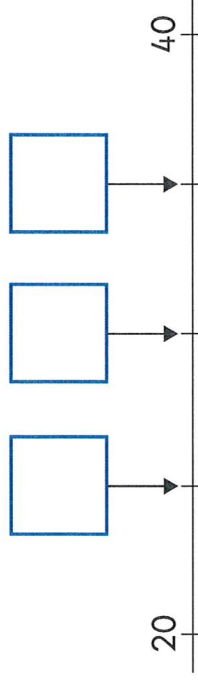
Circle it.

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

1 mark

20 The numbers on this number line go up by the **same amount** each time.

Write the missing numbers in the boxes.



1 mark

21 Ajay, Sam and Kemi have 4 conkers each.



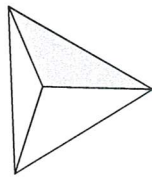
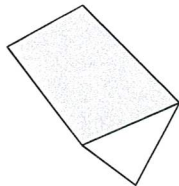
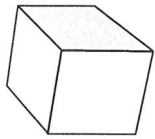
How many conkers do they have **altogether**?

conkers

1 mark

29 Two shapes have **more than 8** edges.

Tick them.



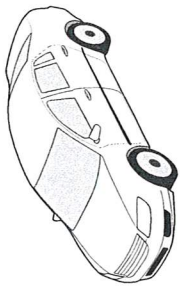
☐ 1 mark

30 There are **76** cars in the car park.

18 more cars go into the car park.

Then **35** cars go out.

How many cars are in the car park **now**?



cars

Show your working

☐ 2 marks

2018 national curriculum assessment

Key stage 1

Teacher assessment exemplification: end of key stage 1

English writing

Working at
the expected standard: Kim



Standards
& Testing
Agency

Kim: pupil scripts

Piece A: Explanation

A Molkey task machine

You plug in the machine. Then ~~you~~^{you} switch it on. The ~~to~~ Molkey task computer will go bleep, buzz, bleep and then you press a ~~bot~~ button on the key board. The Machine will do ~~the thing~~^{anything} ~~any~~ you want. Before you do anything make sure you have plugged everything in properly. Then Switch on the TV box so you can watch every thing that is hapening inside the machine!

Piece B: Description (setting)

There were lots of spiders in the
attic. Some thing was clapping its
wings behind a * enormous box. I
wonder what is in that box thought
Eloise. He crept closer to open
the ^{box} but suddenly a ^{pigeon} ~~pigeon~~ came out
from behind the box. Go away! said
Eloise quietly. The ^{pigeon} ~~pigeon~~ went out
the window. ^{W F} ~~W F~~ ^{at} ~~at~~ said Eloise that was
close.

Piece C: Narrative

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 ~~one~~ 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.

Fred put all the parts together.

it made a computer. Suddenly he
^{Spotted}
~~noticed~~ a white box ^{with} 3 pins. It
was a plug Fred plugged in the
plug. The computer said DELL.

Whatever does that mean? Thought

Fred. He made jumpers, bread and butter
he had finish writing ^{every thing} down that
the machine went
boom. Fred was sad. ^{So} he went

to the garage got some tools and

put it back together. From that day on

Fred used his machine every day ^{to knit}
~~knitting~~

his school jumper.

Piece D: Letter and instructions

Dear Elliott We know what your machine is it's
a typewriter

How to use it:

1. First put the paper in the typewriter.
 2. Turn the dial to feed the paper into the typewriter
 3. Next push the keys down ^{to print a letter} firmly
 4. Now push the silver lever down on the side of the typewriter
 5. If you hear a ding that means ^{you are} ~~you are~~ at the ~~end of~~ end of the line ding! ding!
 6. You can't take any thing ^{away} ~~or~~ If you make a mistake! ~~backspace~~
- I hope you learn how to use your typewriter
love from XXXXXXXXXX xxx Now you can typ letters
to me.

Piece E: Description

My dragon is a fire dragon. his
breath can make cars sise like dinamite.
Ifx you make him angry, he will
breath ^W rings of fire at you.
~~then~~ ~~when~~ ~~he~~ flys; he lights up
the sky ^H it like the sun. He ~~lives~~
in the center of the sun. ^W when he
~~goes~~ goes to sleep the fire ^{the} un~~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!

Missing one dragon

Last seen flying out of forest school on Monday night. He has a silver tummy, black body and black feet. It will breath fire at you and eat you up! If seen then please report on 069 30661300999013. If seen and not reported you will be locked in jail for three years! You will be rewarded £900 or 309306 bucks if you report. Whatever you do do not shoot it! Its claws are silver so it is easy to be seen. [REDACTED] class 3 year 2.

Piece G: Recount

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ^{snack} ~~snack~~. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a sicky porridge party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time. The trip was great! my favourite part of the day was identifying the trees.

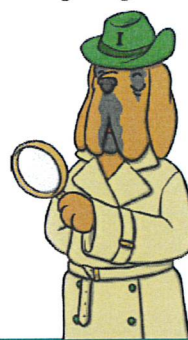
Vocabulary Questions with Victor

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...



Inference Questions with Iggy

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think....?
- When do you think....?
- Where do you think...?
- How has the author made us think that...?



Retrieval Questions with Rex

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me three facts you have learned from the text.
- Find the part where...



Prediction Questions with Pip

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?



Sequencing Questions with Suki

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or less?



If They Are Not Sure, Say:

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

If They Can't Read a Word, Say:

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
- Have a good guess.

Remember:

- Enjoy this moment.
- Share your thoughts and opinions about it too.
- Model good reading.
- Just five minutes every day makes a huge difference.

Year One and Two Words

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Aa

a
after
again
all
any
are
ask
asked

Bb

bath
be
beautiful
because
behind
both
break
busy
by

Cc

called
child
children
Christmas
class
climb
clothes
cold
come
could

Dd

do
door

Ee

even
every
everybody
eye

Ff

fast
father
find
floor
friend
full

Gg

go
gold
grass
great

Hh

half
has
have
he
her
here
his
hold
hour
house

Ii

I
improve
into
is

Kk

kind

Ll

last
like
little
looked
love

Mm

many
me
mind
money
most
move
Mr
Mrs
my

Nn

no

Oo

of
oh
old
once
one
only
our
out

Pp

parents
pass
past
path
people
plant
poor
pretty
prove
pull
push
put

Ss

said
says
school
she
should
so
some
steak
sugar
sure

Tt

the
their
there
they
to
today
told

Ww

was
water
we
were
what
when
where
who
whole
wild
would

Yy

you
your

Addition Facts to learn and recall to support children in becoming more efficient when calculating

Adding 1 and 2

Bonds to 10

Adding 10

Bridging/compensating

Doubles

Adding 0

Near doubles

+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

The next page has an example of the free parent resources available at

<https://whiterosemaths.com/parent-resources>

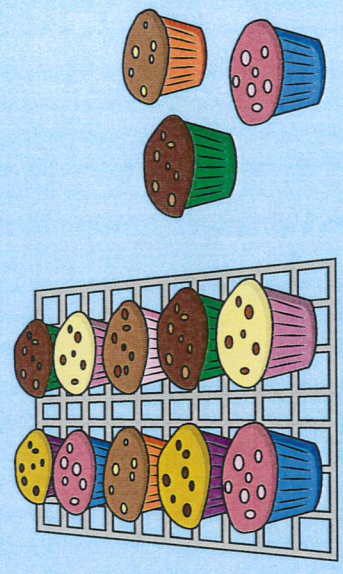
2

PLACE VALUE

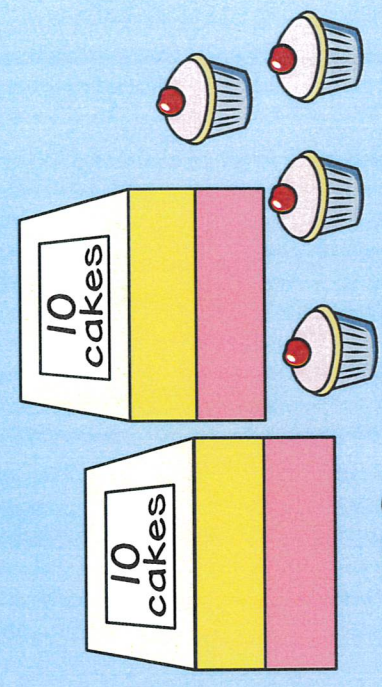


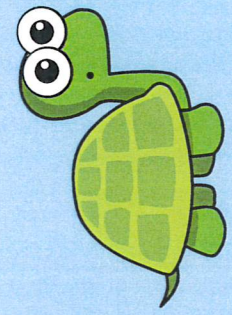
From White Rose Maths schemes for Year 2 Autumn Term
BLOCK 1 - PLACE VALUE

1 How many muffins are there?



How many cakes are there altogether?



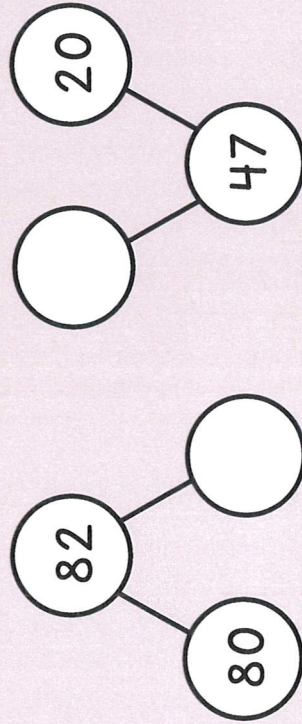


- 2 Match the numerals to the words.

15
50
55

fifty
fifteen
fifty-five

- 3 Complete the part-whole models.



- 4 Circle the greatest number.

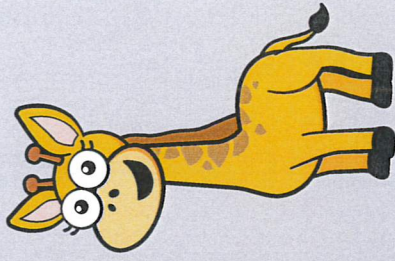
14 29 31 17 27



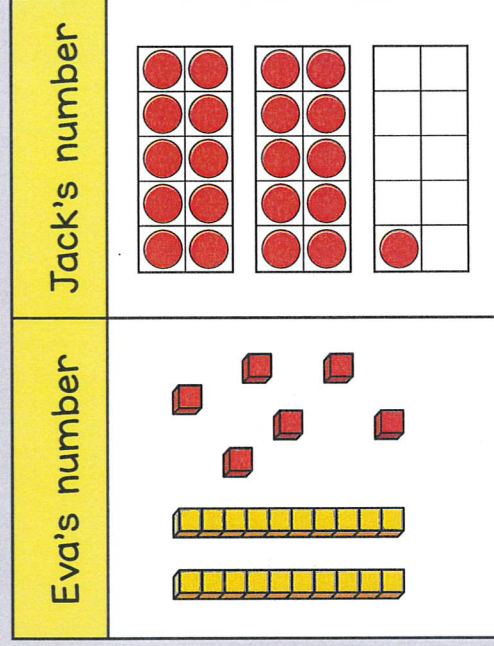
- 5 Complete the sentences.

1 more than 48 is

10 less than is 83



- 6 Draw more counters on the ten frame to make Jack's number equal to Eva's.



- 7 Draw an arrow to show 25 on the number line.



- 8 Choose a word to complete the sentence.

more

less

4 tens is _____ than 3 tens and 15 ones.

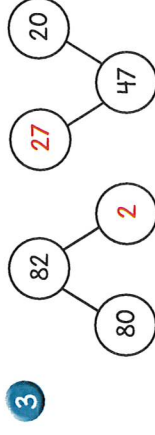
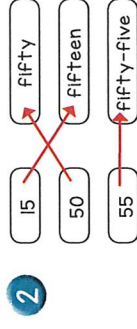
Complete the number sentence.

$$55 < \square < 60$$



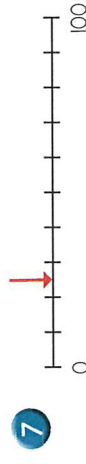
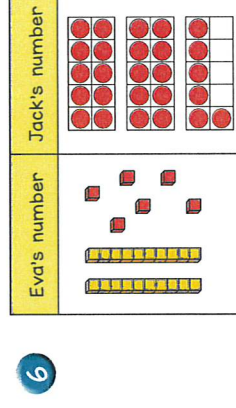
Answers

- 1 13 muffins
24 cakes



- 4 14 29 31 17 27

- 5 1 more than 48 is 49
10 less than 93 is 83



- 8 4 tens is less than 3 tens and 15 ones
 $55 < 56 < 60$ $55 < 57 < 60$
 $55 < 58 < 60$ $55 < 59 < 60$

