

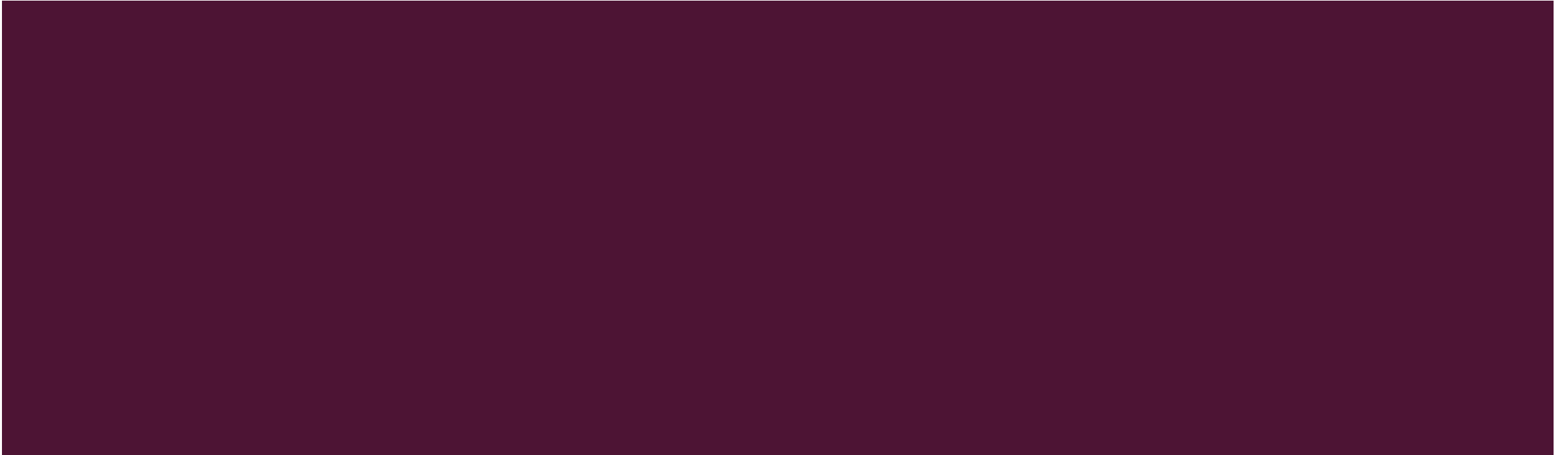


Burford  
Primary School

*'Respect, Aspire, Achieve'*

# BURFORD PRIMARY SCHOOL

YEAR 2 NATIONAL CURRICULUM TESTS



## WHAT ARE THE NATIONAL CURRICULUM TESTS?

At the end of key stage 1 (Year 2) , Ms Gore and I will judge the standard that your child is working at in reading, writing and maths.

To help make these judgements, your child will sit national curriculum tests in maths, reading and grammar.

These tests, along with your child's work throughout the year, help the us to assess your child's performance and, as they move up to key stage 2, identify their needs.

## WHEN WILL THEY TAKE PLACE?

- The tests can be administered anytime in May. Currently we have planned for them to take place the week beginning 22<sup>nd</sup> of May.
- If we are externally moderated this will take place in June.

# WHAT TESTS WILL MY CHILD BE TAKING?

- Reading – 2 papers
- Maths – 2 papers
- Grammar, punctuation and spelling – 2 papers (one of which is a spelling test)

# GRAMMAR, PUNCTUATION AND SPELLING

2 The sentences below have their punctuation marks covered.

Which sentence is a **question**?

Tick **one**.

I have finished my puzzle

Find me a new puzzle

Where is my puzzle

What a tricky puzzle this is

16 Use only the words in the box below to write a **statement**.

flower    the    grow    will

Remember to use correct punctuation.

\_\_\_\_\_

- This involves two tests; one on spelling and the other on grammar, punctuation and vocabulary.
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805060/STA198205e\\_2019\\_ks1\\_English\\_GPS\\_Paper2\\_questions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805060/STA198205e_2019_ks1_English_GPS_Paper2_questions.pdf)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805058/STA198204e\\_2019\\_ks1\\_English\\_GPS\\_Paper1\\_spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805058/STA198204e_2019_ks1_English_GPS_Paper1_spelling.pdf)

# WRITING

- There is no writing test. Ms Gore and I will make a judgement using your children's writing over the course of year 2 **and the results of the English grammar, punctuation and spelling papers.**

# WRITING JUDGEMENTS – WORKING TOWARDS THE EXPECTED STANDARD

## Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

# WRITING JUDGEMENTS – WORKING AT THE EXPECTED STANDARD

## 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.



# WRITING JUDGEMENTS – GREATER DEPTH

## Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)\*
- use the diagonal and horizontal strokes needed to join some letters.

# ENGLISH READING PAPER 1

- This paper consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to the children. The test takes about 30 minutes to complete, but it is not strictly timed.
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1080452/STA228400e\\_2022\\_ks1\\_English\\_reading\\_Paper1\\_reading\\_prompt\\_and\\_answer\\_booklet.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080452/STA228400e_2022_ks1_English_reading_Paper1_reading_prompt_and_answer_booklet.pdf)

## Lucky Duck

When Lenny was a very little boy, his dad bought him a really special toy duck.

Duck was Lenny's best toy and whatever Lenny did, Duck did too.



### Practice questions

**a** Who gave the toy to Lenny?

Tick **one**.

a boy

his dad

his gran

his mum

# ENGLISH READING PAPER 2

(pages 4–5)

- 8 Put ticks in the table to show which statements are **true** and which are **false**.

	True	False
Hogmanay is a Scottish festival.		
In Jersey, people make carpets of flowers in the streets.		
In England, Harvest Festival takes place in April.		
Before the Chinese New Year parade, people celebrate with firecrackers.		

(page 4)

- 1 Look at *What are festivals?* on page 4.

What do people sometimes wear at festivals?

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- This paper consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. The test takes about 40 minutes to complete, but it is not strictly timed.
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1080460/STA228401e\\_2022\\_ks1\\_English\\_reading\\_Paper2\\_reading\\_answer\\_booklet.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080460/STA228401e_2022_ks1_English_reading_Paper2_reading_answer_booklet.pdf)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1080457/STA228402e\\_2022\\_ks1\\_English\\_reading\\_Paper2\\_reading\\_booklet.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080457/STA228402e_2022_ks1_English_reading_Paper2_reading_booklet.pdf)

# READING JUDGEMENTS – WORKING TOWARDS THE EXPECTED STANDARD

## 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 a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

# WORKING AT THE EXPECTED STANDARD

## 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<sup>1</sup> 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 words<sup>2</sup>
- 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.

# GREATER DEPTH

## Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about 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.

# MATHS PAPER I – ARITHMETIC

14  $8 + \square + 4 = 17$

1 mark

11  $31 + 46 = \square$

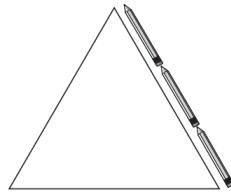
1 mark

- This paper focuses on arithmetic and covers calculation methods for all operations. The test takes about 20 minutes (but it is not strictly timed).
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1080506/STA228407e\\_2022\\_ks1\\_maths\\_PaperI\\_arithmetic.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080506/STA228407e_2022_ks1_maths_PaperI_arithmetic.pdf)

## MATHS PAPER 2 - REASONING

13 This triangle has three sides of **equal length**.

Three pencils fit along one side of the triangle.



How many pencils fit around **all three sides** of the triangle?

7 Put these numbers in order from smallest to largest.

One is done for you.

76    84    27    45    ~~18~~

18				
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smallest

largest

- This paper focuses on reasoning and assesses children's calculation skills through a variety of question types, including multiple choice, matching, true/false, completing a chart/table/drawing of a shape. Some questions will also require children to show or explain their working out. The test takes about 35 minutes.
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1080507/STA228408e\\_2022\\_ks1\\_maths\\_Paper2\\_reasoning.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080507/STA228408e_2022_ks1_maths_Paper2_reasoning.pdf)



# WORKING TOWARDS THE EXPECTED STANDARD

## 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 resources<sup>1</sup> 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 six<sup>2</sup> 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

## 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.

# GREATER DEPTH

## Working at greater depth

The pupil can:

- read scales\* 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).

## HOW WILL THEY BE ADMINISTERED?

- The children will work on the assessments in their own classroom.
- The assessments will be timetabled across the weeks to prevent the children feeling overwhelmed.
- We hope, to them, it will be like a usual English or maths lesson.

# RAW SCORES

## Calculating raw scores

The KS1 tests are marked locally in schools to calculate the total number of marks a pupil receives. Each of the KS1 tests has 2 papers. You add the scores from both papers to calculate the raw score for the test in each subject.

<b>Test</b>	<b>Number of marks available in the paper</b>	<b>Total number of marks available for the test – highest raw score</b>
English reading: Paper 1	20 marks	40 marks
English reading: Paper 2	20 marks	
Mathematics: Paper 1	25 marks	60 marks
Mathematics: Paper 2	35 marks	
English grammar, punctuation and spelling: Paper 1 (optional)	20 marks	40 marks
English grammar, punctuation and spelling: Paper 2 (optional)	20 marks	

## SCALED SCORE – WHAT IS IT?

- Tests are developed to the same specification each year, however, because the questions must be different, the difficulty of tests may vary slightly each year. This means we need to convert the total number of marks a pupil gets in a test (their 'raw' score) into a scaled score to ensure we can make accurate comparisons of pupil performance over time.
- Pupils scoring at least 100 will always have met the expected standard on the test. However, given that the difficulty of the tests may vary each year, the number of raw score marks needed to achieve a scaled score of 100 may also change. For example, if the overall difficulty of a test decreases compared with previous years, the raw score required to meet the expected standard will increase. Similarly, if the test is more difficult, the raw score required to meet the expected standard will decrease.
- The highest scaled score is 115.

### Mathematics

Raw score	Scaled score
0	No scaled score
1	No scaled score
2	No scaled score
3	85
4	85
5	85
6	85
7	86
8	86
9	87
10	88
11	89
12	89
13	90
14	90
15	91
16	91
17	92
18	92
19	93
20	93
21	94
22	94
23	95
24	95
25	96
26	96
27	96
28	97
29	97
30	98

Raw score	Scaled score
31	98
32	99
33	99
34	99
35	100
36	100
37	101
38	101
39	102
40	102
41	103
42	103
43	103
44	104
45	104
46	105
47	106
48	106
49	107
50	107
51	108
52	109
53	110
54	110
55	111
56	112
57	114
58	115
59	115
60	115

### English grammar, punctuation and spelling

Raw score	Scaled score
0	No scaled score
1	No scaled score
2	No scaled score
3	85
4	85
5	85
6	86
7	87
8	88
9	89
10	90
11	91
12	92
13	92
14	93
15	94
16	95
17	95
18	96
19	97
20	97

Raw score	Scaled score
21	98
22	99
23	99
24	100
25	101
26	102
27	103
28	103
29	104
30	105
31	106
32	107
33	108
34	109
35	111
36	112
37	114
38	115
39	115
40	115

### English reading

Raw score	Scaled score
0	No scaled score
1	No scaled score
2	No scaled score
3	85
4	85
5	85
6	86
7	87
8	88
9	88
10	89
11	90
12	91
13	91
14	92
15	93
16	93
17	94
18	95
19	95
20	96

Raw score	Scaled score
21	97
22	97
23	98
24	99
25	99
26	100
27	101
28	101
29	102
30	103
31	104
32	105
33	106
34	107
35	108
36	109
37	111
38	112
39	114
40	115

# LAST YEAR'S SCALED SCORES

## WHAT HAPPENS WITH THE RESULTS?

- Test results are not routinely shared with parents or published; they inform overall teacher assessments.
- Unlike year 6 test results, year 2 results are not a definitive judgement. Teacher assessment can include all the work a child has done in key stage one and the test result merely supports this judgement.
- The school will report all the teacher assessments to the local authority by the end of June 2022; we do not need to report individual test scores. However, we will be happy to share your child's scores with you.
- Teacher assessments of pupil attainment will be shared with parents **in the end of year reports.**



## HOW CAN I HELP MY CHILD AT HOME?

- Make sure they go to bed at a reasonable time, have a good breakfast and arrive at school on time during the assessment week.
- Listen to your child read daily. Ask questions and talk about what they have read. Make sure they understand what they are reading. (Ms Brown's reading PowerPoint has a selection of questions you could ask your child.)
- Support your child to complete the home learning sent out each Thursday.
- Use online activities like Hit the Button, topmarks, to practise skills at home.
- All previous test can be accessed here: All previous assessments can be accessed here:
- [National curriculum assessments: practice materials - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

## HOW CAN I HELP MY CHILD AT HOME?

- Ask them to read the time at different points during the day.
- Baking/ cooking – using manual scales – this is a good way to practise reading scales
- Going shopping with notes and coins. How much do your items cost? How much change will they get back? Can they recognise the coins and their value?
- Asking them to help you cut food into equal portions.

## REMEMBER

- It is important - for both you and your child - not to worry about the year 2 NCTs. They are simply a way for your child's teacher to see how they are doing and what can be done to support their learning as they move into year 3 and beyond.



ANY QUESTIONS?