

Key Stage 2 Reading Test

Pupils working at the expected standard are able to:

- show an understanding of the meaning of vocabulary in context
- retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information
- provide developed explanations for key information and events and for characters' actions and motivations
- accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts
- make developed inferences drawing on evidence from the text
- explain and justify inferences, providing evidence from the text to support reasoning
- make developed predictions that are securely rooted in the text
- identify / explain how information in non-fiction is related and contributes to meaning as a whole
- identify / explain how the sequence of events in narrative fiction contributes to meaning as a whole
- identify / explain how the choice of language enhances the meaning of texts
- make accurate and appropriate comparisons within texts

Key Stage 2 Grammar, Punctuation and Spelling Test

Grammar

Pupils working at the expected standard are able to:

- demonstrate familiarity with a range of word classes, their terminology and their use: nouns, verbs, adjectives, conjunctions, pronouns, adverbs, prepositions and determiners
- recognise and write different types of sentences: statements, questions, commands and exclamations
- demonstrate familiarity with terms relating to a sentence, including subject and object
- distinguish between co-ordinating and subordinating conjunctions and use them to link clauses appropriately
- identify and use main clauses and subordinate clauses (including relative clauses) in a sentence
- identify and use expanded noun phrases for description and concision
- identify and use fronted adverbial phrases to denote time and place (e.g. Later that day, I met Tina.)
- select pronouns appropriately for clarity and cohesion (e.g. The pupils will be visiting the activity centre. They will try all the activities it has to offer.)
- distinguish between formal and informal language and structures and standard and non-standard forms of English
- use Standard English when appropriate
- select and use regular and irregular verb forms that express present and past time, including the progressive and perfect forms (e.g. We are hoping to win. I had swum across the lake.)
- choose tenses accurately and mostly consistently
- ensure correct subject–verb agreement
- identify and use the active and passive verb forms
- identify modal verbs to express future time and degrees of possibility (e.g. I might go to the park. They should be home soon.)

- identify, form and expand contractions accurately
- select appropriate synonyms and antonyms for a wide range of words
- use prefixes and suffixes to change the meaning of words, for example, to change words into different word classes
- recognise and use words from the same word families

Punctuation

Pupils working at the expected standard are able to:

- demarcate sentences accurately, using capital letters and full stops, question marks or exclamation marks as appropriate
- use commas to mark clauses or phrases, including fronted adverbials (e.g. The cottage, which had a blue door, looked warm and cosy. Despite these facts, people choose to eat unhealthy food.), usually consistently
- use inverted commas to denote speech and place these correctly in relation to internal punctuation
- use apostrophes correctly for omission and singular possession, and mostly accurately for plural possession
- identify and use punctuation to indicate parenthesis
- identify and use, with some consistency, colons, semi-colons, single dashes and hyphens

Spelling

Pupils working at the expected standard are able to spell both monosyllabic and polysyllabic words accurately, including common exception words, common homophones and near-homophones.

Key Stage 2 Mathematics Test

Number, ratio and algebra

Pupils working at the expected standard are able to:

- use place value in whole numbers up to 1000000 to compare and order numbers and are beginning to become confident with numbers up to 10000000
- round any whole number to the nearest power of ten
- use negative numbers in practical contexts such as temperature and calculate intervals across zero
- count forwards or backwards in steps of any whole number with one significant figure, e.g. 9, 20, 3000, to generate, describe and complete linear number sequences
- recognise and use multiples, factors, prime numbers less than 20 and square numbers up to 144
- add and subtract whole numbers with up to two significant figures (e.g. $95 + 36$, $5700 - 2900$)
- add and subtract whole numbers with more than four digits, using formal written methods where appropriate
- use their understanding of place value to multiply and divide whole numbers and decimals with up to two decimal places by 10 or 100 (e.g. $1532 \div 100 = 15.32$, $15.32 \times 100 = 1532$)
- multiply and divide whole numbers mentally drawing upon multiplication facts up to 12×12 and place value (e.g. 60×70) and begin to use these facts to work with larger numbers
- multiply numbers with up to two digits by a two digit number using the formal long multiplication method and becoming more confident with multiplication with larger numbers; multiply and divide numbers with up to four digits by a single digit number using the formal short division method and become more confident with division using larger numbers including the long division method.
- recognise and use equivalent fractions (e.g. $\frac{300}{900} = \frac{1}{3}$; $\frac{4}{5} = \frac{8}{10} = \frac{80}{100}$)
- recognise and use the equivalences between simple fractions, decimals and percentages (e.g. $0.3 = \frac{3}{10} = 30\%$) and becoming more confident with calculating other decimal fraction equivalents
- find simple fractions and percentages of whole numbers and quantities (e.g. $\frac{2}{3}$ of 90; $20 \times \frac{1}{5}$; 30% of £60)
- add and subtract fractions with the same denominator, using mixed numbers where appropriate for the context (e.g. $1\frac{1}{5} - 2\frac{2}{5} = 6\frac{1}{5} - 2\frac{2}{5} = 4\frac{1}{5}$)
- add and subtract fractions with the same denominator and denominators that are multiples of the same number (e.g. $1\frac{1}{4} + 5\frac{3}{8} = 7\frac{5}{8}$) and becoming more confident with more complex fraction calculations
- add and subtract decimal numbers that have the same number of decimal places (e.g. $157.31 - 29.16$)

- multiply a one digit decimal number by a single digit number (e.g. 0.6×8)
- use simple ratio to compare quantities (e.g. Every pupil is given 3 pencils and a pen. 36 pencils were given out. How many pens were needed?) and estimate the distance from a map using a simple scale (e.g. where 1 cm represents 100 m)
- use simple formulae expressed in words (e.g. time needed to cook a chicken: allow 20 minutes plus 40 minutes per kilogram)
- find possible values in missing number problems involving one or two unknowns (algebra) (e.g. Ben thinks of two numbers: the sum of the two numbers is 10: multiplied together they make 24: what are Ben's numbers? $\rightarrow (a + b=10, ab=24)$)

Measurement

Pupils working at the expected standard are able to:

- read, write and convert time between analogue (including clock faces using Roman numerals) and digital 12 and 24– hour clocks, using a.m. and p.m. where necessary
- calculate the duration of an event using appropriate units of time (e.g. A film starts at 6:45p.m. and finishes at 8:05p.m. How long did it last?)
- convert between 'adjacent' metric units of measure for length, capacity and mass (e.g. $1.2 \text{ kg} = 1200 \text{ g}$; how many 200 ml cups can be filled from a 2 litre bottle?; write 605 cm in metres)
- find the perimeter of compound shapes when all side lengths are known or can be easily determined (e.g. a simple shape made from two identical rectangles joined together to make an L-shape with given dimensions of the rectangle)
- calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes by counting squares

Geometry

Pupils working at the expected standard are able to:

- compare and classify 3–D and 2–D shapes based on their properties (e.g. for 2–D shapes: parallel sides, length of sides, type and size of angles, reflective symmetry, regular / irregular polygons; for 3–D shapes: faces, vertices and edges)
- recognise and describe simple 3–D shapes, including using nets and other 2–D representations
- complete simple shapes using given lengths, such as 7.5cm, (accurate to $\pm 2 \text{ mm}$) and acute angles that are multiples of 5° (accurate to $\pm 2^\circ$)
- know and use the facts that angles at a point sum to 360° , angles at a point on a straight line sum to 180° and angles in a triangle sum to 180° (e.g. calculate the base angles of an isosceles triangle where the other angle is 110°) and identify other multiples of 90°

- identify, describe; and represent the position of a shape following a reflection or translation
- describe positions on a 2–D co-ordinate grid using axes with equal scales in the first quadrant (in the context of number or geometry) and use co-ordinates to complete a given rectangle; become more confident in plotting points in all four quadrants

Statistics

Pupils working at the expected standard are able to:

- complete, read and interpret information presented in tables and bar charts (e.g. find the difference between two bars showing temperatures, where one is 20°C and the other is 13°C, on a scale labelled in multiples of 5)
- interpret line graphs (e.g. begin to find the difference between two temperatures on a line graph, where one is 20°C and the other is 13°C, on a scale labelled in multiples of 5) and simple pie charts (e.g. a pie chart cut into eight pieces for favourite fruit using whole numbers for each section)
- calculate the mean as an average for simple sets of discrete data (e.g. find the mean mass of three parcels weighing 5kg, 3kg and 10kg)

Solving problems and reason mathematically

Pupils working at the expected standard are able to:

- solve mathematical problems by applying their mathematics to a variety of routine and non-routine problems, in a range of contexts (including money and measures, geometry and statistics) using the content described above
- begin to reason mathematically making simple generalisations, using mathematical language
- use and interpret mathematical symbols and diagrams, and present information and results in a clear and organised way; for example:
 1. solve mathematical problems with two or three computational steps using addition, subtraction, multiplication and division and a combination of these (e.g. extract and add prices from a table and calculate change, or solve problems such as ‘Jason bought some bags of green apples (6 for 75p) and some bags of red apples (10 for 90p). He spent £4.20. How many bags of each type of apple did he buy?’)
 2. solve mathematical problems involving numbers with up to two decimal places (e.g. find the two numbers which sum to 10 from this list: 0.01, 0.11, 1.01, 9.09, 9.9, 9.99)
 3. make simple connections between mathematical ideas
 4. solve mathematical problems involving data