

# **Key Stage 1 National Curriculum Assessments**

## **A School Presentation to Parents**

Information and Guidance on the Expectations for 2017/18

# KS1 Assessment

At the end of Year Two schools have a statutory duty to form a judgement on a child's abilities in reading, writing, maths and science and report this to parents.

This judgement is formed through a triangulation of:

- Observations throughout the year
- Evidence of work in books
- Statutory assessments (SATs)

Statutory assessment in KS1 is:

- Y2 KS1 national curriculum tests with outcomes in the form of scaled scores
- Y2 teacher assessment at KS1 using the teacher assessment frameworks
- Y1 phonics screening check (retaken in Y2 if needed)

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# The SAT Assessments

At the end of Year 2, children will take assessments in:

- Reading
- Maths
- The optional English: Grammar, Punctuation and Spelling SAT assessment in order to inform teacher-assessed level in Writing.

All assessment are due to take place in May this year.

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# Scaled Scores

What is meant by 'scaled scores'?

- It is planned that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

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# Scaled Score Examples

On publication of the test results in July:

- A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test.
- A child awarded a scaled score of more than 100 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age.
- Marking guidance for KS1 tests will include conversion tables. Teachers will use these to translate pupil's raw scores into scaled scores to see whether each pupil has met the national standard. Teachers will use the scaled scores to inform their teacher assessment judgements.

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# Teacher Assessment Frameworks

To assist teacher assessment the DfE produces Teacher Assessment Frameworks every year.

They set out the standards a pupil will be assessed against in reading, writing, maths and science.

The frameworks are used as a guide for assessment and do not include the full coverage of the content of the National Curriculum.

All of the criteria must be met for a child to attain the 'Expected Standard' unless there is a 'particular weakness'.

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# Making and reporting judgements

Once the SATs have been completed the teacher will then look at a range of evidence from books, observations and the test paper to form their final judgement.

During June, a lot of schools will be moderated by external moderators from the county who have been specifically trained to ensure a valid judgement.

Once the final judgements are agreed then the results will be published with the annual school report using the terminology below.

For English and Maths the judgement will be either:

- **Pre-key stage** foundations for the expected standard
- **Working Towards** the national expected standard for Year Two
- **Working At** the nationally expected standards for Year Two
- **Working At Greater Depth** within the nationally expected standards for Year Two

For Science the judgement will be either:

- **Working At** the expected standard for Year Two
- **Has Not Met** the expected standard for Year Two

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# Reading

The Reading Test consists of two separate papers:

- **Paper 1** – 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 pupils. The test takes approximately 30 minutes to complete, but is not strictly timed.
- **Paper 2** – consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete, but is not strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.

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# Reading: Sample Questions

Questions are designed to assess the comprehension and understanding of a child's reading.

There are a variety of question types:

## Multiple Choice

**1** When Bella was learning to fly, she...

Tick **one**.

was lazy.

☐

did not try hard.

☐

did not give up.

☐

found it easy.

☐

1 mark

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# Reading: Sample Questions

## Ranking/Ordering

7

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



1 mark

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# Reading: Sample Questions

## Matching/Labelling

Here is some more information about Africa.

Match each sentence to the correct heading in the booklet.

The first one has been done for you.

Creation stories describe how and why the world was made.

**Introduction**

Africa has deserts, forests and mountain areas.

**Clothes**

Traditional African clothes are made from local materials.

**Music and Dance**

Some African people play 'talking drums'.

**Story Time**

## Short-Answer Questions

4

What job did Tony Ross want to do before he became a writer and illustrator?

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1 mark

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# Reading: Sample Questions

## Find and Copy Questions

- 16** Look at the paragraph beginning *The greedy man began to climb the vine...*

**Find** and **copy one** word that means the same as *sparkle*.

---



1 mark

## Open-Ended Questions

- 6** At the end of the story, Bella was happy. Why?

---

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1 mark

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# Reading

## 2017-2018 English Reading Framework Checklist For Pupils

### End of Key Stage 1 English Reading Framework – Working towards the expected standard

I 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	read aloud many words quickly and accurately without overt sounding and blending  sound out many unfamiliar words accurately
• In discussion with the teacher, answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them	

### End of Key Stage 1 English Reading Framework – Working at the expected standard

I 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	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	check it makes sense to them  answer questions and make some inferences on the basis of what is being said and done

### End of Key Stage 1 English Reading Framework – Working at great depth within the expected standard

I can:	
• In a book they are reading independently	make inferences on the basis of what is said and done  predict 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



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# Spelling, Punctuation and Grammar

The Spelling, Punctuation and Grammar test is optional for all Year 2 classes. We will still administer the assessment in order to inform our teacher-assessed writing judgements.

The test consists of two separate papers:

- **Paper 1: Spelling** – pupils to spell 20 missing words within a test booklet. The test is expected to take approximately 15 minutes to complete, but is not strictly timed.
- **Paper 2: Grammar, Punctuation and Vocabulary** – a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper, but it is not strictly timed.

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# Grammar, Punctuation & Spelling: Sample Questions

## Grammar, Punctuation and Vocabulary Paper

**7** Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.

---

---



1 mark

**8** Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.



1 mark

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# Grammar, Punctuation & Spelling: Sample Questions

## Grammar, Punctuation and Vocabulary Paper

- 19** Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		



1 mark

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# Grammar, Punctuation & Spelling: Sample Questions

## Spelling Paper

1. I need to \_\_\_\_\_ my holiday suitcase.

2. The \_\_\_\_\_ is dark at night.

3. The snail hid inside its \_\_\_\_\_.

4. My friend has a new \_\_\_\_\_ sister.



Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences. In this example, the missing spelling words are: **pack**, **sky**, **shell** and **baby**.

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# Writing

## 2017-2018 English Writing Framework Checklist For Pupils

### End of Key Stage 1 English Writing Framework – Working towards the expected standard

After discussion with the teacher, the pupil can:	
• 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	

### End of Key Stage 1 English Writing Framework – Working at the expected standard

After discussion with the teacher, the pupil can:	
• 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	

### End of Key Stage 1 English Writing Framework – Working at greater depth

After discussion with the teacher, the pupil can:	
• 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 <sup>^</sup>	
• 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	

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# Mathematics

Children will sit two tests: **Paper 1 and Paper 2:**

- **Paper 1: Arithmetic** – lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.
- **Paper 2: Reasoning** – lasts for approximately 35 minutes, which includes time for five aural questions. 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.

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# Mathe: Sample Questions

## Maths Paper 1: Arithmetic

15	$3 \times 3 =$ <input type="text"/>	<input type="radio"/>
16	$12 \div 2 =$ <input type="text"/>	<input type="radio"/>

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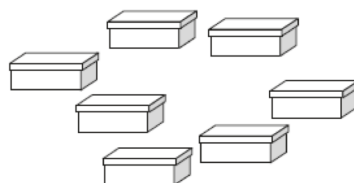
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# Maths: Sample Questions

## Maths Paper 2: Reasoning

7



Sita puts 2 shoes in each of these boxes.

How many shoes are there altogether?

  
shoes

8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

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# Maths: Sample Questions

## Maths Paper 2: Reasoning

27

Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show  
your  
working

raisins



2 marks

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# Mathematics

## 2017-2018 Maths Framework Checklist For Pupils

End of Key Stage 1 Maths Framework – Working towards the expected standard	
I can:	
<ul style="list-style-type: none"> <li>demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as <math>35 &lt; 53</math> and <math>42 &gt; 36</math>)</li> </ul>	
<ul style="list-style-type: none"> <li>count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives)</li> </ul>	
<ul style="list-style-type: none"> <li>read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly)</li> </ul>	
<ul style="list-style-type: none"> <li>use number bonds and related subtraction facts within 20 (e.g. <math>18 = 9 + ?</math>; <math>15 = 6 + ?</math>)</li> </ul>	
<ul style="list-style-type: none"> <li>add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. <math>23 + 5</math>; <math>46 + 20</math>), they can demonstrate their method using concrete apparatus or pictorial representations</li> </ul>	
<ul style="list-style-type: none"> <li>recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9)</li> </ul>	
<ul style="list-style-type: none"> <li>recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes</li> </ul>	

End of Key Stage 1 Maths Framework – Working at the expected standard	
I can:	
<ul style="list-style-type: none"> <li>partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones)</li> </ul>	
<ul style="list-style-type: none"> <li>add 2 two-digit numbers within 100 (e.g. <math>48 + 35</math>) and can demonstrate their method using concrete apparatus or pictorial representations</li> </ul>	
<ul style="list-style-type: none"> <li>use estimation to check that their answers to a calculation are reasonable (e.g. knowing that <math>48 + 35</math> will be less than 100)</li> </ul>	
<ul style="list-style-type: none"> <li>subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. <math>74 - 33</math>)</li> </ul>	
<ul style="list-style-type: none"> <li>recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. <math>\Delta - 14 = 28</math>)</li> </ul>	
<ul style="list-style-type: none"> <li>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing <math>35 \div 5 = 7</math>; sharing 40 cherries between 10 people and writing <math>40 \div 10 = 4</math>; stating the total value of six 5p coins)</li> </ul>	
<ul style="list-style-type: none"> <li>identify <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> and knows that all parts must be equal parts of the whole</li> </ul>	
<ul style="list-style-type: none"> <li>use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)</li> </ul>	
<ul style="list-style-type: none"> <li>read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug)</li> </ul>	
<ul style="list-style-type: none"> <li>read the time on the clock to the nearest 15 minutes</li> </ul>	
<ul style="list-style-type: none"> <li>describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square)</li> </ul>	

End of Key Stage 1 Maths Framework – Working at greater depth	
I can:	
<ul style="list-style-type: none"> <li>reason about addition (e.g. that the sum of 3 odd numbers will always be odd)</li> </ul>	
<ul style="list-style-type: none"> <li>use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that <math>18 \times 5</math> cannot be 92, as it is not a multiple of 5)</li> </ul>	
<ul style="list-style-type: none"> <li>work out mental calculations where regrouping is required (e.g. <math>52 - 27</math>; <math>91 - 73</math>)</li> </ul>	
<ul style="list-style-type: none"> <li>solve more complex missing number problems (e.g. <math>14 + \Delta = 17</math>; <math>14 + \Delta = 15 + 27</math>)</li> </ul>	
<ul style="list-style-type: none"> <li>determine remainders given known facts (e.g. given <math>15 \div 5 = 3</math> and has a remainder of 0, pupil recognises that <math>16 \div 5</math> will have a remainder of 1; knowing that <math>2 \times 7 = 14</math> and <math>2 \times 8 = 16</math>, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left)</li> </ul>	
<ul style="list-style-type: none"> <li>solve 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?")</li> </ul>	
<ul style="list-style-type: none"> <li>recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. <math>10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10</math>)</li> </ul>	
<ul style="list-style-type: none"> <li>find and compare fractions of amounts (e.g. <math>\frac{1}{4}</math> of £20 = £5 and <math>\frac{1}{2}</math> of £8 = £4, so <math>\frac{1}{4}</math> of £20 is greater than <math>\frac{1}{2}</math> of £8)</li> </ul>	
<ul style="list-style-type: none"> <li>read the time on the clock to the nearest 5 minutes</li> </ul>	
<ul style="list-style-type: none"> <li>read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given</li> </ul>	
<ul style="list-style-type: none"> <li>describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them)</li> </ul>	



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# How We Can All Help Your Child

- First and foremost, support and reassure that there is nothing to worry about and that they should always just 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 always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!
- We try to make it as simple and easy to access as possible – the children are only 6 or 7 years old
- The children may come home saying they have completed some 'activity booklets'
- The SATs can take place anytime during the month of May

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# How to Help Your Child with Reading

Listening to your child read can take many forms:

- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library – it's free!

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# How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

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# How to Help Your Child with Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, draughts or chess.

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# Useful websites

## Maths

<https://www.activelearnprimary.co.uk/login?c=0>

<https://ttrockstars.com/login>

[http://www.bbc.co.uk/schools/digger/5\\_7entry/5\\_7.shtml](http://www.bbc.co.uk/schools/digger/5_7entry/5_7.shtml)

<http://www.bbc.co.uk/bitesize/ks1/maths/>

<http://www.ictgames.com/resources.html>

## English

<http://www.crickweb.co.uk/ks1literacy.html>

<http://www.bbc.co.uk/bitesize/ks1/literacy/>

## Further SATs information

<https://www.gov.uk/government/publications/key-stage-1-and-2-national-curriculum-tests-information-for-parents>

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

While we have made every effort to ensure that these websites are relevant and appropriate. We would strongly advise that children are supervised at all times when accessing the Internet.

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