

Curriculum assessment at the end of KS1



Assessment at the end of KS1

At the end of Year 2, children will sit tests in:

- Reading
- Maths
- Spelling, Punctuation and Grammar (Optional)

These will be set externally and marked by your child's teacher to help inform teacher assessment.

There is no test for Writing. This will be judged using teacher assessment only.

The tests will take place during **May 2017**.

How will I know how my child has performed in the tests?

Each child registered for the end of KS1 tests will receive information about their child's attainment.

Children will be assessed as:

Working towards the national standard

Working at the national standard

Working at greater depth within the national standard.

How do we know children are reaching the age related expectations?

- All lessons are taught with the National Curriculum targets in mind.
- Teachers use formative assessment tools such as Target Tracker and Tracking sheets to monitor progress.
- Teachers use summative assessment tools such as Rising Stars grammar and spelling tests to assess children against NC targets.

Teacher assessment frameworks

- Following the removal of teacher assessment levels, interim frameworks were introduced to support teachers in making robust and accurate judgements for pupils at the end of Key Stage 1 in 2016. The current interim teacher assessment frameworks are for 2016 to 2017 only. The Department for Education is evaluating options for future years.
- The interim frameworks set out the standard(s) a child will be assessed against at the end of the key stage for reading, writing, mathematics and science.
- To show that pupils have met the standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of **all** the statements within the standard.

End of KS1 tests – Reading

Table 1: Format of the test

Component	Description	Number of papers	Number of marks	Approximate timing of paper
Paper 1: English reading test	reading booklet with reading questions and answer space combined (a selection of texts, 400–700 words)	1	20	30 minutes
Paper 2: English reading test	reading booklet and separate answer booklet (a selection of texts, 800–1100 words)	1	20	40 minutes
	Total	2	40	Recommended 70 minutes

What are the new age related expectations for 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-appropriate books, the pupil can:

- 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, the pupil can:

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

What are the new age related expectations for Reading?

Working at greater depth within the expected standard

The pupil 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.

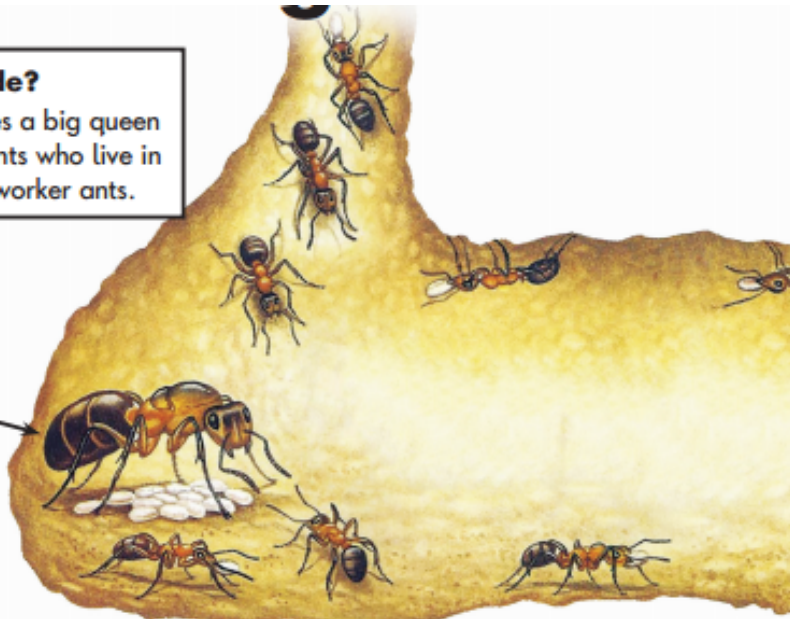
Guidance taken from the interim teacher assessment framework for the end of KS1.

Who lives inside?

Inside the nest lives a big queen ant. Most of the ants who live in the nest are busy worker ants.

Queen ant

The queen ant spends all her time laying eggs.



1 Which word in the text describes what worker ants are like?

Tick **one**.

sleepy

noisy

busy

fast

2 What does the queen ant do?

Tick **one**.

keeps the nest clean

lays eggs

moves eggs

finds food

Paper 1

Text is on the same page as the questions.

Paper 2

There is a reading booklet and a separate answer booklet with questions.

The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and hung her over the king's bed. But she was so sad that she wouldn't sing at all.

As for the blackbird, when he saw that his wife had been trapped, he was angry. He took a sharp thorn for a sword and took half a walnut shell and wore it as a helmet. With the other half, he made himself a little drum. Soon he was marching towards the palace, beating the drum: rat-tat-tat.

Example of a fiction text from Paper 2.

Questions 1 – 8 are about
The Blackbird and his Wife (pages 4 – 7)

(page 4)

1 Why did the king want to have the blackbirds?

(page 4)

2 Why was the blackbird's wife sad?

(page 4)

3 What instrument did the blackbird play on the way to the palace?

Plastics and the Environment

What is a plastic?

Plastic is a material we all use every day. The first plastics were made more than 100 years ago from parts of plants.



Plastics can be useful for people but bad for the planet. Here are some of the reasons.

Good points	Bad points
Plastics can be shaped into almost anything.	Plastics can be difficult to recycle.
Plastics are light and cheap to make.	Plastics can give off poisonous fumes when they melt.
Plastics can be produced in different colours.	Plastics are made from oil, which is running out.
Plastics do not rot.	Plastics do not rot.

The problem with plastics

Some plastics can last for a long time without wearing out, but this means that it is very difficult to get rid of them when they are not needed. They may remain in rubbish dumps for hundreds of years. These dumps, called landfill sites, can be smelly, ugly and harmful to our planet.

Example of a non-fiction text from Paper 2.

Questions 9 – 18 are about
Plastics and the Environment (pages 8 – 9)

(page 8)

9 When were plastics first made?

(page 8)

10 Tick **two** good points about plastics.

Plastics can be...

Tick **two**.

nice to smell.

any shape.

grown.

eaten.

many colours.

Different types of questions

(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

8

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

1. _____

2. _____

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

Sample materials can be found at

<https://www.gov.uk/government/publications/2016-key-stage-2-english-reading-sample-test-materials-mark-scheme-and-test-administration-instructions>

End of KS1 tests – Spelling, Punctuation and Grammar

Table 1: Format of the test

Component	Description	Number of papers	Number of marks	Approximate timing of paper
Paper 1: spelling	spelling (20 words)	1	20	15 minutes
Paper 2: questions	grammar, punctuation and vocabulary	1	20	20 minutes
	Total	2	40	Recommended 35 minutes

Different types of questions

b

Write one word on the line below to complete the sentence in the **past tense**.

I _____ to Scotland during the school holidays.

1

Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune



Different types of questions

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.

↑

↑

↑

↑

10

Write **s** or **es** to make each word a plural.

fox_____

card_____

match_____



4

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

One has been done for you.

I will

you have

it is

did not

it's

I'll

didn't

you've



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

8

Read the sentences below.

Growing Beans

Place some damp cotton wool in a jar.

Push a bean seed down against the side of the jar.

Wait for the bean seed to sprout.

Tick the word that best describes these sentences.

Tick **one**.

statements

questions

commands

exclamations



Strategies we use to support your child.

- Underline key words in the question.
- Look for those words in the text and underline them.
- Discuss what sort of answer the question words demand e.g. Where? = a place. Why? = an explanation.
- Locate the answer within the text.
- Write the sentence and check it answers the question.
- Look for clues in the text - inference.
- Develop vocabulary and talk about the author's choice of words.

What are the new age related expectations for Writing?

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly



What are the new age related expectations for Writing?



- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing
e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

What are the new age related expectations for Writing?

Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words*
- spelling most words with contracted forms*
- adding suffixes to spell most words correctly in their writing, e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

Main difference between expected standard and working above is the use of the word MOST. These aspects need to be seen consistently in their writing.

Maths



What are the new age related expectations for Mathematics?

Working at the expected standard

- The pupil can 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).
- The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).
- The pupil can 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 $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).
- The pupil can identify $\frac{1}{3}, \frac{1}{4}, \frac{1}{2}, \frac{2}{4}, \frac{3}{4}$ and knows that all parts must be equal parts of the whole.

What are the new age related expectations for Mathematics?

- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can 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).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can 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).

Working at greater depth within the expected standard


- The pupil can reason about addition
(e.g. pupil can reason that the sum of 3 odd numbers will always be odd).
- The pupil can 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 18×5 cannot be 92 as it is not a multiple of 5).
- The pupil can work out mental calculations where regrouping is required
(e.g. $52 - 27$; $91 - 73$).
- The pupil can solve more complex missing number problems
(e.g. $14 + \square - 3 = 17$; $14 + \Delta = 15 + 27$).
- The pupil can determine remainders given known facts
(e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).
- The pupil can 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?).

- The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).
- The pupil can find and compare fractions of amounts (e.g. $\frac{1}{4}$ of £20 = £5 and $\frac{1}{2}$ of £8 = £4 so $\frac{1}{4}$ of £20 is greater than $\frac{1}{2}$ of £8).
- The pupil can read the time on the clock to the nearest 5 minutes.
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- The pupil can 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).

Maths Tests

- Arithmetic paper – 20 minutes (not strictly timed)
- Reasoning paper (includes 5 mental maths problems) – 35 minutes (Not strictly timed)- Children can be read questions if needed. This can include words and numbers but not mathematical symbols.

Arithmetic paper

1	$5 + 7 =$ <input data-bbox="1024 416 1391 551" type="text"/>	
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3

$89 + 10 = \boxed{}$



17

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



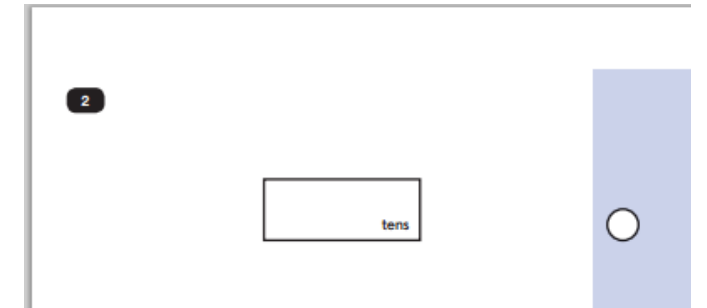
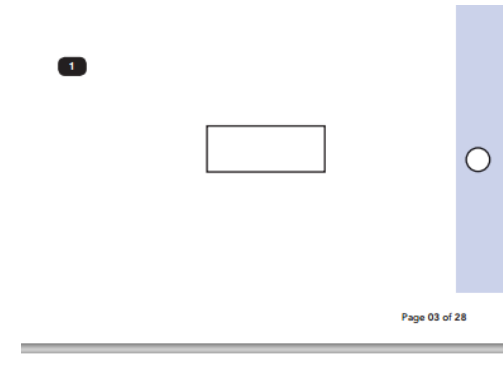
18

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



Reasoning paper

<p>Question 1</p>	<p>Question 1</p> <p>What number is one less than twenty-four?</p> <p>Write your answer in the box.</p>
<p>Question 2</p>	<p>Question 2</p> <p>Turn over the page and find the answer box to question 2.</p> <p>How many tens are there in ninety-six?</p> <p>Write your answer in the box.</p>
<p>Question 3</p>	<p>Question 3</p> <p>Look at the picture of the bottle and the units in question 3.</p> <p>Here is a bottle of water.</p> <p>What is the capacity of the bottle:</p> <p>two centimetres, two kilograms, two degrees Celsius or two litres?</p> <p>Circle the capacity of the bottle.</p>
<p>Question 4</p>	<p>Question 4</p> <p>Find the answer box for question 4.</p> <p>Amy has a sheet of paper.</p> <p>She cuts the sheet into halves.</p> <p>How many pieces of paper does she have now?</p> <p>Write your answer in the box.</p>



8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	



22 Amy plants **4** rows of carrots.

There are **3** carrots in each row.

A rabbit eats **2** of the carrots.



How many carrots are left?

Show
your
working

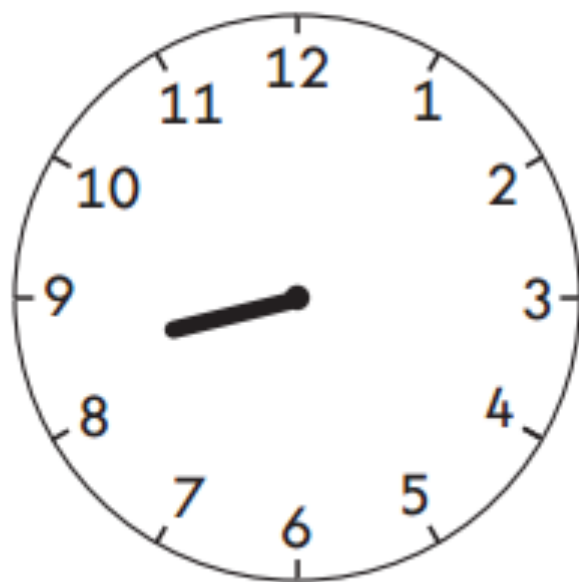
carrots



2 marks

25

Draw the minute hand on the clock to show **twenty-five past eight**.



26

Amy makes **20** cakes.

She shares the cakes between **5** plates.

Tick the calculation that shows how many cakes are on each plate.



Tick **one**.

$20 + 5 = 25$

$20 - 5 = 15$

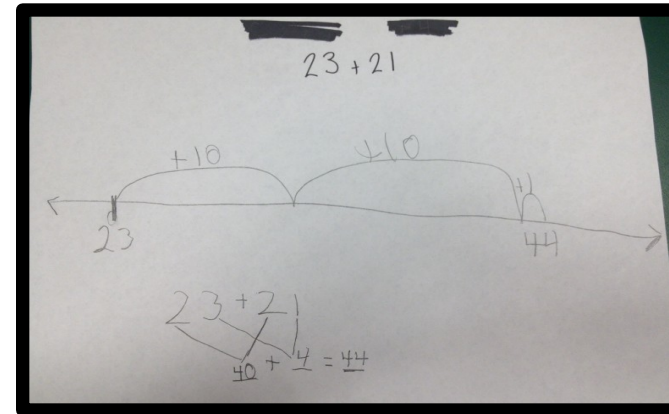
$20 \div 5 = 4$

$20 \times 5 = 100$



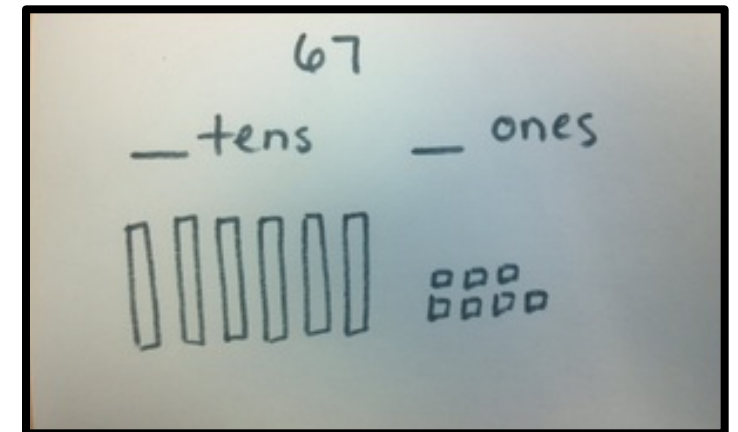
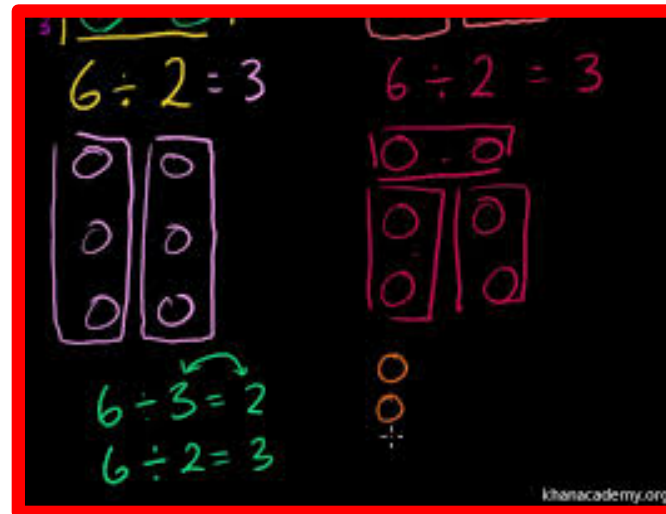
Strategies we use to support your child.

- Draw number lines
- Draw pictures
- Draw place value grids



Place Value Mat

tens /	ones ■



What can parents do to support their child at home?

- Listen to your child read regularly and record comments in their diary.
- Ask the question types shown at the front of the Home School Books.
- Help them to learn to read and write the spellings every week.
- Encourage your child to use Spelling Bug to become familiar and confident with the new Spelling, Punctuation and Grammar content.
- Ensure that they are familiar with key vocabulary e.g. adjective, noun, verb, past/present tense.
- Work with your children on their maths target. Learn the times tables and number pairs to 20 and practise them regularly.
- Ask them to explain homework tasks to you and encourage them to complete the tasks independently. Try to get them used to reading through their writing and checking for correct punctuation/tense.