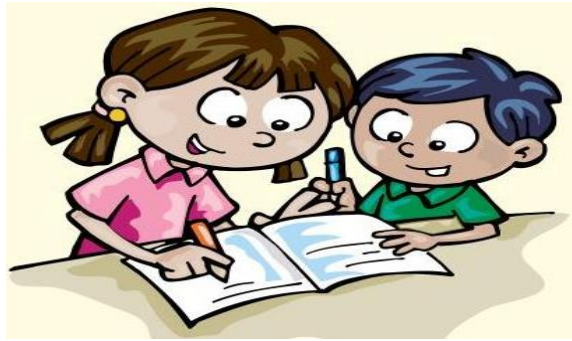


Curriculum assessment at the end of KS1



Assessment at the end of KS1

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

- Reading
- Maths

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 2019**.

Sample materials can be found at

- <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials#key-stage-1-past-papers>

TAF's Performance descriptors

These are the performance descriptors that teachers have been provided with to support them in making judgements.

- Working towards the national standard
- Working at the national standard
- Working at greater depth within the national standard

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

A raw score (the number of marks children attain in the test) in each subject (Reading and Maths) and this will be converted into a scaled score.

100 is 'National level'.

Writing is teacher assessed B, B+, W, W+, S, S+

Teacher Assessment Frameworks - TAFs

- 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 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

Age related expectations for Reading

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 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.

Reading

Greater Depth

Working at greater depth within the expected standard

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

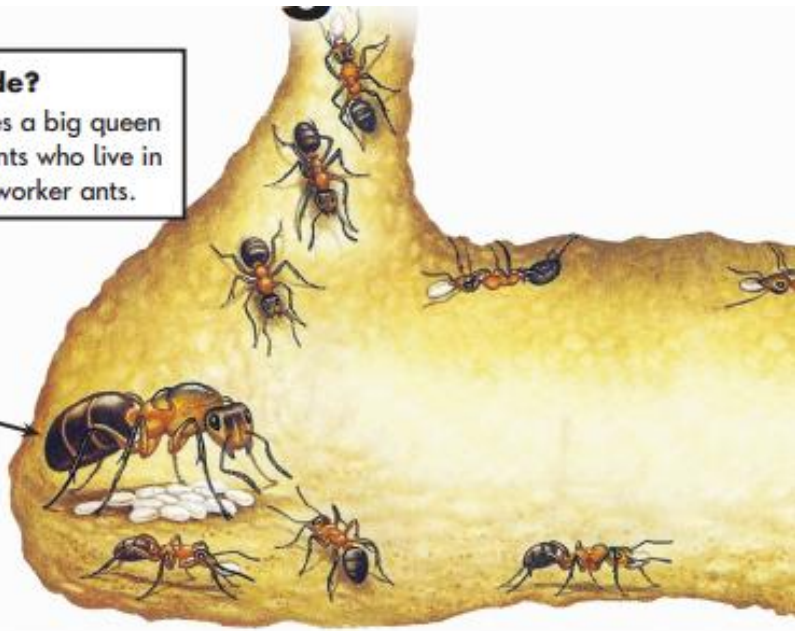
- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

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 | <input type="checkbox"/> | noisy | <input type="checkbox"/> |
| busy | <input type="checkbox"/> | fast | <input type="checkbox"/> |

2 What does the queen ant do?

Tick **one**.

- | | | | |
|----------------------|--------------------------|------------|--------------------------|
| keeps the nest clean | <input type="checkbox"/> | lays eggs | <input type="checkbox"/> |
| moves eggs | <input type="checkbox"/> | finds food | <input type="checkbox"/> |

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

ants

river

frightened the king

scared the chickens

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/collections/national-curriculum-assessments-practice-materials#key-stage-1-past-papers>

Strategies we use to support your child with reading.

- 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.

Age related expectations for Writing

- 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 Greater Depth

- 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.

Age related expectations for Mathematics

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones
- add and subtract any 2 two-digit numbers using an efficient strategy,
- 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
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems
- identify 1/4, 1/3, 1/2, 2/4, 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.


Maths Greater Depth

- 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). *

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

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



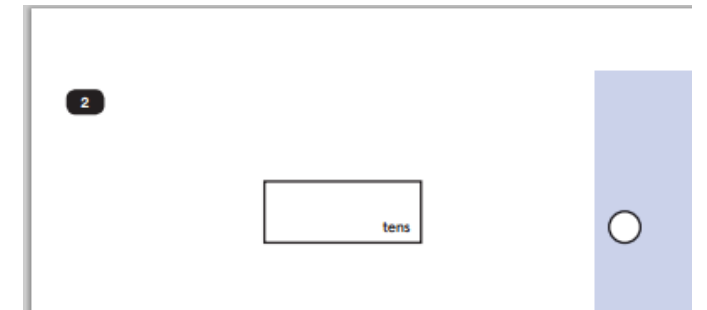
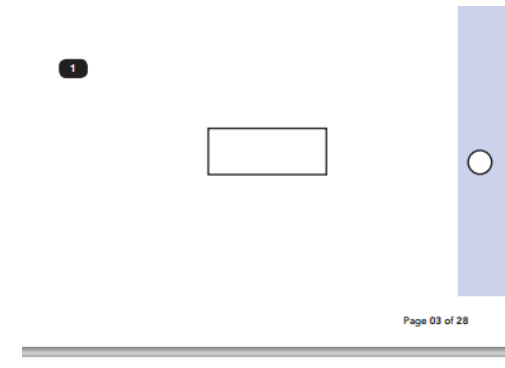
18

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



Reasoning Paper

Question 1	<p>Question 1</p> <p>What number is one less than twenty-four?</p> <p>Write your answer in the box.</p>
Question 2	<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>
Question 3	<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>
Question 4	<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.

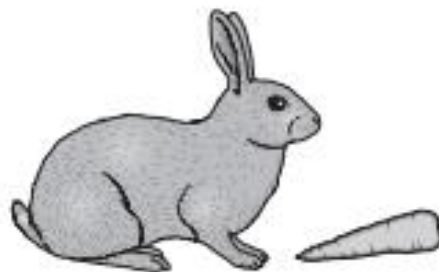
words	digits
thirty-eight	38
	40
ninety-four	



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

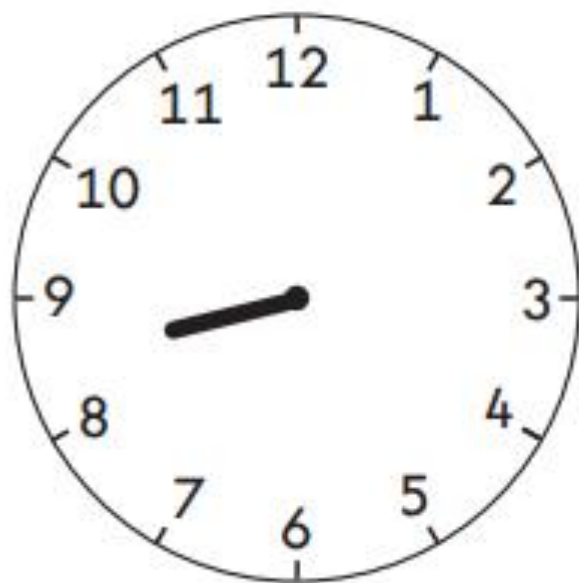
carrots



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**.

$20 + 5 = 25$

$20 - 5 = 15$

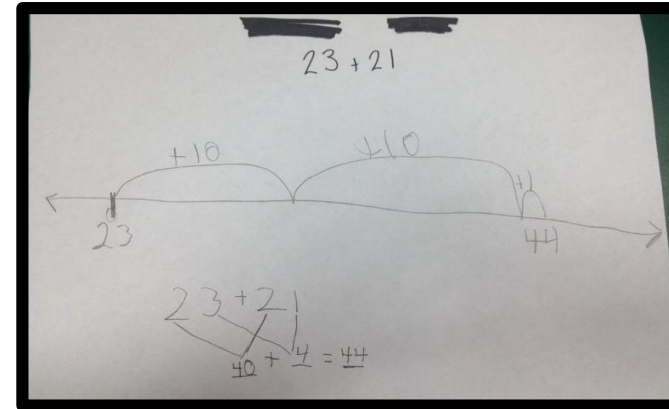
$20 \div 5 = 4$

$20 \times 5 = 100$



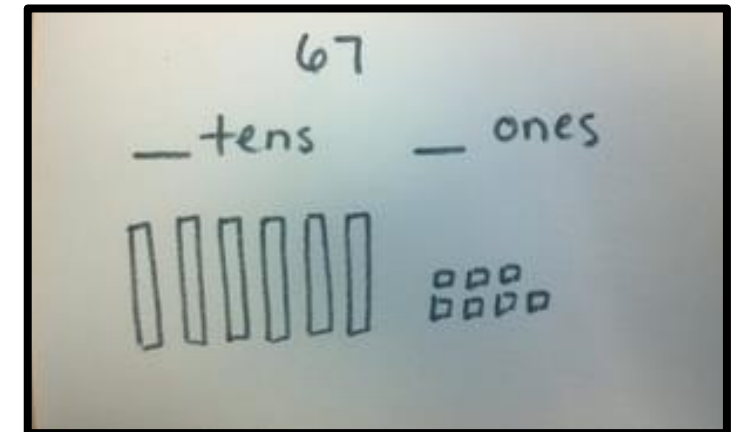
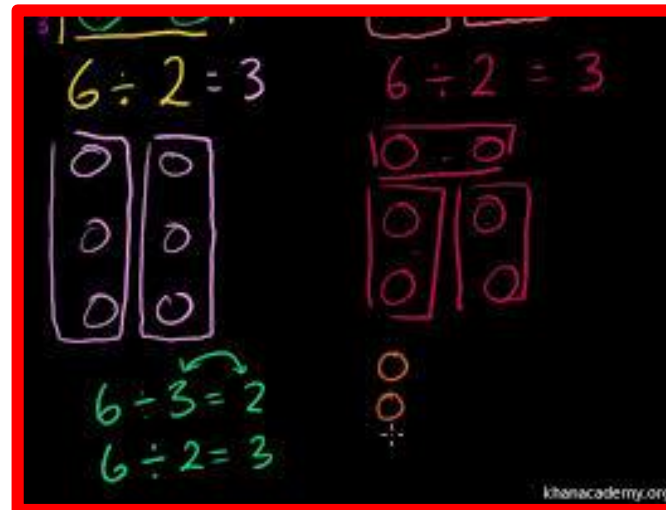
Strategies we use to support your child in Maths.

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



Place Value Mat.

tens /	ones ■



What can parents do to support?

- Listen to your child read regularly and record comments in their diary.
- Home School Books - questions staff pose/front crib sheet
- Help them to learn to read and write the spellings every week.
- Bug Club/Active Learn
- 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.