

Key Stage 1 National Curriculum Assessments

Information for Parents



Key Stage 1 National Curriculum Assessment

- They help teachers measure pupil performance and to assess any needs children may have as they move into KS2.
- National Assessment set by the Government (STA – Standards and Testing Agency)
- New-style KS1 SATs were introduced in 2016 for **ALL** Year 2 children in England.
- If a child is ill on the day the test is sat, they will complete as soon as they return.

Assessments

Towards the end of Year 2, children will complete:

- One Spelling test
- One Grammar and Punctuation test
- Two Reading tests
- Two Maths tests

Assessment and Reporting

- Completed in classrooms
- No strict timings
- Used to support Teacher Assessment, not final judgement.
- Marked by teachers.
- Results reported in end of year school report.
- After tests, your child's class teachers will consider your child's work across key stage as well as their performance in the tests. Then they will make judgements about what standard your child is working at in English reading, English writing, Maths and Science. There are no tests in Science.

When?

The tests take place in May. AT our school they will start on the 16th May.

MAY 2022

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 X	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

Reading

The Reading Test consists of two separate papers:

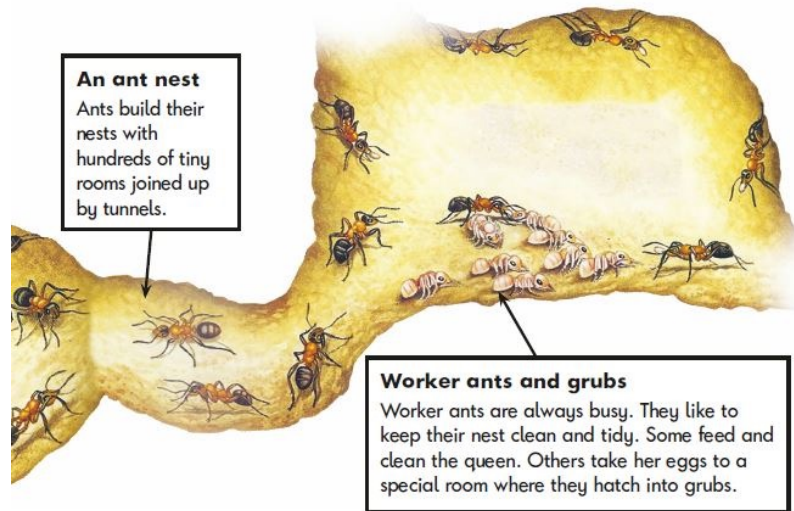
- Paper 1 – Contains a selection of texts totalling between 400 and 700 words with questions about the text.
- Paper 2 – Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet.
- Each paper is worth 50% of the marks. Typically 30 minutes to complete Paper 1 and 40 minutes for paper 2. It is not be strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.
- Pupils do not have to sit both papers on the same day.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- 2018 /19 - Pass mark **25 /40**

Reading

There are a variety of question types:

- Multiple choice
- Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'
- Matching, e.g. 'Match the character to the job that they do in the story'
- Labelling, e.g. 'Label the text to show the title'
- Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'
- Short answer, e.g. 'What does the bear eat?'
- Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons'

Reading - Paper 1 example



3 What joins the rooms in an ant nest together?



4 Give **two** jobs that the worker ants do.

1. _____

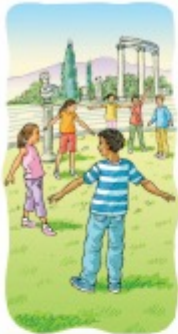
2. _____



5 What happens to the eggs in the special room?



Reading - Paper 2 example



Statues – from Greece

One child is 'it' and stands in the centre of a large space, counting loudly. The other players walk around waiting for that child to shout, 'statue'. When they hear this word, the players freeze like statues. Anyone who is moving is out. Then, the child who is 'it' tries to make the others laugh or move. The last player remaining as still as a statue is the winner and becomes the new 'it'. This game can be great for practising your balance if you are standing in an awkward position.

Oonch Neech – from Pakistan

The name of this game means 'up down'. It involves lots of running around. Children have to be 'up' off the ground, such as on a chair, or 'down' where they must be touching the ground. One child is 'it' and has to catch the others. It uses up lots of energy and is great fun.



Kangaroo Skippyroo – from Australia

In this game, one child pretends to be a sleeping kangaroo with its eyes shut. When a player touches the kangaroo's shoulder, the kangaroo has to guess who it is. This game is all about guessing.



(page 5)

- 3 Look at the Statues section.

Why is Statues a good name for this game?



1 mark

(page 5)

- 4 What do the words Oonch Neech mean?



1 mark

(pages 4–5)

- 5 One player does something different from the other players in all five games.

What are they doing differently in...

(a) *Pilola*?



1 mark

(b) *Kangaroo Skippyroo*?



1 mark

Spelling, Punctuation and Grammar

The test consists of two separate papers:

- Paper 1: spelling (20 marks).
- Paper 2: questions (20 marks).
- In total about 35 minutes to complete.

2018 /19 – Pass Mark **24 /40**

Spelling Example:

Spelling

- P.** We are going out _____
-
- 1.** Sharks live in the _____
- 2.** Amy explored the _____ with a torch.
- 3.** The _____ made a nest.
- 4.** That joke was really _____.
- 5.** Protect your _____ from the sun.
- 6.** The leaves _____ from the trees.
- 7.** We learnt about the _____ river in the country.
- 8.** The shop was _____.
- 9.** Turn _____ when you get to the park.
- 10.** My slippers are soft and _____.



Sample Questions

Grammar, Punctuation and Vocabulary Paper

Year 2 English Grammar and Punctuation Test 1

4. Tick the correct word to complete the sentence below.

I really don't like washing my face _____ I have to do it.

Tick **one**.

or

and

but

2

1 mark

Sample Questions

Grammar, Punctuation and Spelling Paper

9. **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

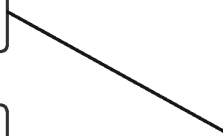
did not

it's

I'll

didn't

you've



Mathematics

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

- Paper 1 is for arithmetic, lasting approximately 25 minutes and worth 25 marks. Fluency with place value, number counting and calculation methods for all operations.
- Paper 2 covers problem solving, reasoning and mathematical fluency, lasts for approximately 35 minutes and is worth 35 marks.
- 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.
- 2018 / 19 – Pass Mark – **34 / 60**

Maths Paper 1: Arithmetic Example

15

$3 \times 3 = \boxed{}$



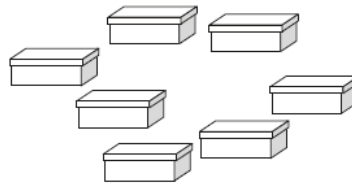
16

$12 \div 2 = \boxed{}$



Maths Paper 2: Reasoning Example

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	

Maths Paper 2: Reasoning Example

24

Write a digit in each box to make the sum correct.

$$\begin{array}{|c|c|} \hline 7 & \square \\ \hline \end{array} + \square = \begin{array}{|c|c|} \hline 8 & 3 \\ \hline \end{array}$$

How to Help Your Child

- First and foremost, support and reassure your child 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 and on time.
- Read every day with your child.
- 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!

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!

How to Help Your Child with Writing

- Practise and learn weekly spelling lists /activities – 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!

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.

Reading Framework

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

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-appropriate¹ 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.

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.

Writing Framework

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.

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Maths Framework

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 resources¹ 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 six² 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

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.

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).

Any Questions?

