

# **Key Stage 1 National Curriculum Assessments**

Worthington Primary 2020

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# Assessment and Reporting

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- End of Early Years assessments are assessed at emerging towards the Early Learning Goals (ELG); Expected at the ELG and Exceeding the ELG. This is through an ongoing assessment during their reception year.
- End of Key Stage One the children are assessed as working towards, working at and working at greater depth according to the Year 2 expectations of the new curriculum (ARE). Science is reported as Expected/not Expected.
- Any child who isn't working within the KS1 curriculum is assessed against a different criteria and this information will be shared in their report.
- The new curriculum is more rigorous and sets high expectations, which all schools have had to work hard to meet in the last two years.
- Assessment at the end of KS1 consists of statutory *tests (activity)* which help inform teacher assessment. Alongside the tests teachers have an Interim Framework for Science, Reading, Writing and Maths which they use to make an accurate judgement on your child's progress against the Age Related Expectations (ARE). Teacher assessment and results of the tests are reported at the end of the year in your child's report. The tests are reported as a scaled score.

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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.

# Scaled Score Examples

On publication of the test results in July 2019:

- 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.

# The SAT Assessments

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

- Reading
- Maths

Grammar, Punctuation and Spelling (SPaG) SAT assessment is not compulsory however we do use it sometimes as part of our own teacher assessments.

All assessment are due to take place in May this year. **Please do not take any holidays during this time.**

- Writing is assessed entirely by the class teacher using the Interim Framework through your child's written work in class.
- <https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>
- <https://www.gov.uk/government/publications/teacher-assessment-exemplification-ks-1-science>
- <https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks-1-english-writing>
- <https://www.gov.uk/government/publications/teacher-assessment-exemplification-ks-1-mathematics>
- <https://www.gov.uk/guidance/teacher-assessment-exemplification-ks-1-english-reading>

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# How to Help Your Child

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- 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.
- 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!

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# Reading

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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.

Every year, SATs are completed in a very reassuring, non-threatening way to ensure the children achieve their potential.

Groups and timing are carefully designed to suit the children.

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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

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## 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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# How to Help Your Child with Reading

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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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# Spelling, Punctuation and Grammar

This year, the Spelling, Punctuation and Grammar test will be optional for all Year 2 classes. Your child's school may still administer the assessment in order to inform their 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.

---

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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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# How to Help Your Child with Writing

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- 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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# 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.

Every year, SATs are completed in a very reassuring, non-threatening way to ensure the children achieve their potential.

Groups and timing are carefully designed to suit the children.

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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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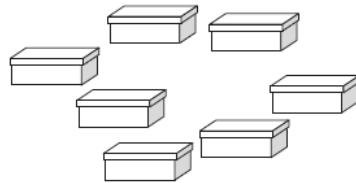
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# Maths: Sample Questions

## 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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# How to Help Your Child with Maths

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- 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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## How we are helping your child to prepare

- Quality first teaching throughout KS1.
- Ongoing assessment to ensure progress on a daily basis.
- Ongoing review of individual targets.
- Flexibility in groupings – whole class preparation, small group booster sessions, peer reading to develop fluency.
- Reassurance and praise to boost confidence.
- Sharing links on the website/edmodo to help parents.

End of Year 2 assessments are only one part of our assessments of your child's learning and progress throughout KS1.

We know our children as you do and will always ensure they reach their potential.



