



WELCOME TO OUR KS1 ASSESSMENT MEETING

INTRODUCTION

- ⦿ Teacher assessment is the main focus for the end of KS1 assessment and reporting.
- ⦿ At the end of KS1 your child will be teacher assessed in reading, writing (including spelling, punctuation and grammar), mathematics and science.

WHAT IS TEACHER ASSESSMENT?

Teacher assessment judgements are based on:

- ◉ knowledge of how children have performed throughout Year 2
- ◉ written work in books
- ◉ observations made during practical activities and oral classwork
- ◉ the results of assessment activities including the SATs (Statutory Assessment Tests)

HOW MANY SATS WILL MY CHILD TAKE?

There are **four compulsory tests**.

- ⦿ English reading Paper 1
- ⦿ English reading Paper 2
- ⦿ Mathematics Paper 1 - arithmetic
- ⦿ Mathematics Paper 2 - reasoning

There are **two optional tests**.

- ⦿ Spelling
- ⦿ Grammar, punctuation and vocabulary

There is no test for Science.

WHAT DO THE TESTS CONSIST OF?

Reading Tests

- ◎ Paper 1 - combined reading and answer booklet.
- ◎ Paper 2 - reading booklet and separate answer booklet
- ◎ 30-40 minutes

The World of Ants



Ants are insects that you can often see in a garden, in a park or just on the pavement. They usually live underground.

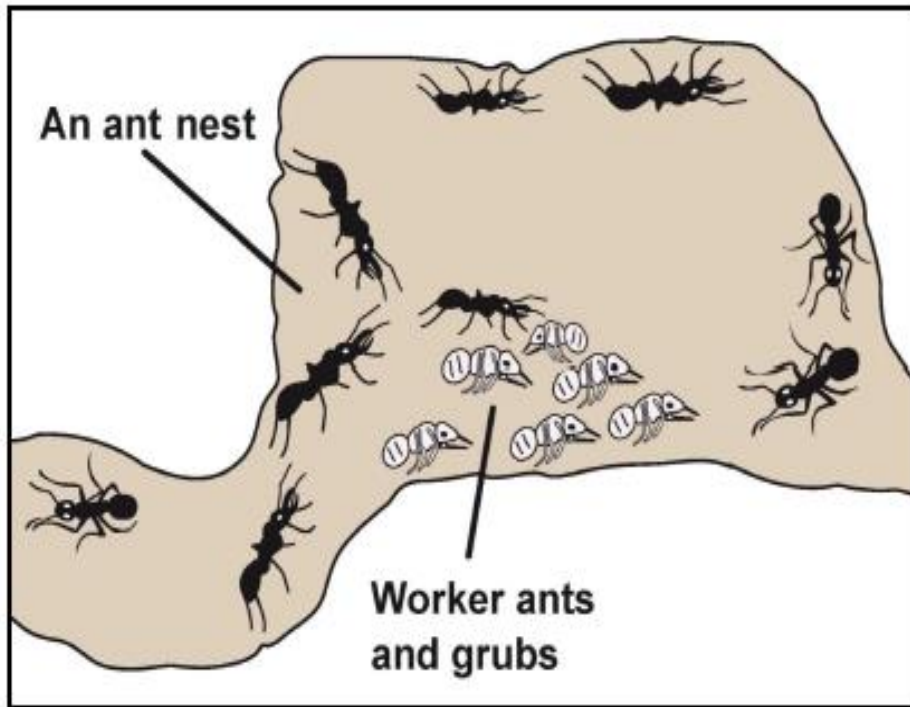
a What kind of animal is an ant?

b Find and copy two places you might see ants.

1. _____

2. _____





An ant nest

Ants build their nests with hundreds of tiny rooms joined up by tunnels.

Worker ants and grubs

Worker ants are always busy. They like to keep their nest clean and tidy. Some feed and clean the queen. Others take her eggs to a special room where they hatch into grubs.

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?

Monster and Frog at Sea

One hot sunny day Monster and Frog went to the seaside.

Monster lay on the sand, sunbathing. But Frog was bored and restless.

"If we had a boat," said Frog, "we could sail away to sea and have an adventure. We could be explorers!"

Frog was always looking for adventure. Monster wasn't.



c What kind of day was it?

Tick **one**.

cloudy

sunny

cold

wet

d What was Monster doing?

Just in time they reached the island, and carried the basket ashore.

Frog lifted the lid. "This is definitely our lucky day," he said.

It was somebody's picnic...

"This is what I call an adventure," said Frog.

Monster ate and ate until he was full up. He stretched out in the shade of a palm tree.

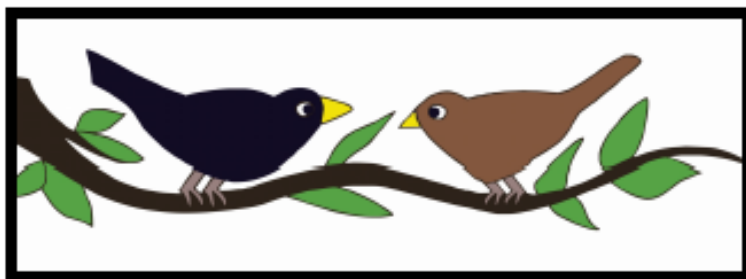
Frog felt tired too. Soon they were both fast asleep.



12. How do you know that Frog was excited?

13. What did Frog find inside the basket?

14. Where did Monster go to sleep?



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.

Re-use

You can re-use lots of plastic objects. Plastic bottles can be re-used many times, rather than throwing them away after each drink. Unwanted plastic goods, such as CDs and toys, can be donated to charity shops.

Reduce

Another thing we can do to help is to use less plastic. For example, many people are using fewer plastic bags for their shopping.

Recycle

Recycling is a good way to get rid of unwanted plastics. Recycled waste materials are used again to make new products. However, this can be difficult as different types of plastic need to be recycled in different ways. Some plastics can be melted and used to make more plastic products such as bags and bottles. Others can be made into fibres (strands of material) for clothing.



Questions 1 – 8 are about **The Blackbird and his Wife** (pages 4 – 9).

1. Why did the king want to have the blackbirds?
(page 4)

2. Why was the blackbird's wife sad? (page 4)

17. Draw lines to match the words below to their meaning.
(page 14)

words

Re-use ●

Reduce ●

Recycle ●

meanings

● use the same thing
more than once

● turn an object into
something else

● use less of
something

WHAT DO THE TESTS CONSIST OF?

Mathematics tests.

◎ Paper 1: arithmetic

- calculations using +, -, x and \div , place-value and fractions
- approximately 20 minutes
- all questions include spaces for children to do some working out, e.g. draw a number line, draw tens and ones.

1. $5 + 7 = \underline{\hspace{2cm}}$

2. $19 - 9 = \underline{\hspace{2cm}}$

1. $5 + 7 =$ _____

2. $19 - 9 =$ _____

5. $15 + 3 + 3 =$ _____

7. + 5 = 9

15. $3 \times 3 =$ _____

16. $12 \div 2 =$ _____

18. $\frac{1}{4}$ of 20 = _____

25. $\frac{3}{4}$ of 40 = _____

WHAT DO THE TESTS CONSIST OF?

Mathematics tests.

- ◎ Paper 2: mathematical fluency, problem-solving and reasoning
 - some questions must be read aloud by the teacher
 - teachers can provide individual support with reading the remaining questions
 - children are encouraged to make any jottings they feel may help them
 - approximately 35 minutes

7. Sita has seven boxes.

She puts 2 shoes in each box.

How many shoes are there altogether?

_____ shoes

8. Complete the table below.

words	digits
thirty-eight	38
	40
ninety-four	

12 a) Look at this list of odd and even numbers.

12 30 41 68

Write the **odd** number.

15. A shop sells sweets.

A toffee costs 2 p

A lolly costs 5 p

A jelly costs 10 p

Abdul spends exactly 20 p on a bag of these sweets.

Look at the three bags of sweets below.

lolly

jelly

lolly

lolly

jelly

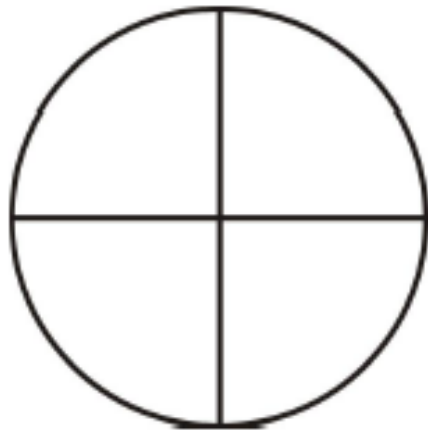
lolly

jelly

toffee

Tick (✓) the bag of sweets he buys.

16. The picture below shows a pizza.



Sita cuts a pizza into four equal slices.

She eats one slice.

What fraction of the pizza does she eat?

17. Sam is collecting cards.

He wants to collect **100** cards altogether.

Last week he collected **50** cards.

This week he collects **30** cards.

How many **more** cards does he need?

_____ cards

13. Ben has a box of **10** crayons and **3** extra crayons.

He has **13** crayons altogether.

Abdul has **5** boxes of **10** crayons and **4** extra crayons.

How many crayons does Abdul have altogether?

_____ crayons

WHAT IS THE EXPECTED STANDARD FOR THE END OF KS1?

There are three teacher assessment standards for reading, writing and mathematics:

- ⦿ working towards the expected standard - 'W' (Working towards)
- ⦿ working at the expected standard - 'S' (Secure)
- ⦿ working at greater depth within the expected standard - 'E' (Exceeding)

Year 2 Reading standards

Pupils should achieve all of these standards to be judged as ‘working at the expected standard’ or ‘secure’.

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 and fluently without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- 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 inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

Oxford Reading Tree ‘Gold’, ‘White’ and ‘Lime’ band, or stages 9, 10 and 11, are the expected level of difficulty for Year 2.

This is understanding as well as decoding - able to answer a range of questions including retrieval and inference questions.

Year 2 Writing standards

Pupils should achieve all of these standards to be judged as ‘working at the expected standard’ or ‘secure’.

The pupil can, after discussion with the teacher:

- 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
- using 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 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

Year 2 Maths standards

Pupils are expected to achieve every standard to be judged as 'working at the expected standard' or 'secure'.

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 their 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

HOW WILL ASSESSMENT INFORMATION BE REPORTED TO PARENTS?

All parents will receive a report at the end of Year 2. This report will include:

- ⦿ a summary of academic attainment for English and Mathematics (using the teacher assessment terms ‘W’, ‘S’ and ‘E’)
- ⦿ information about your child’s progress across the curriculum
- ⦿ a general comment about personal and social development
- ⦿ an attendance record

WHERE CAN I FIND MORE INFORMATION ABOUT THE KS1 ASSESSMENTS?

The DfE publishes SATs papers. Tests for the last few years are available for download.

www.gov.uk

‘The School Run’ website has some information about the KS1 assessment process.

www.theschoolrun.com



**THANK YOU FOR
ATTENDING OUR
MEETING.**