



KS1 Assessment Information Evening

WEDNESDAY 4TH MAY 2022

Objectives

- ▶ Inform about KS1 assessments this year
- ▶ Take questions from parents

Background

- ▶ No KS1 assessments for past 2 years
- ▶ Children at KS1 particularly further behind in learning/independence than would normally be the case

Why assessment at Year 2?

- ▶ Hold schools to account
- ▶ Inform parents and schools
- ▶ Benchmark nationally
- ▶ Benchmark progress to Year 6

How does it work?

- ▶ Children sit tests in reading and maths (and optional grammar, punctuation and spelling) during May 2022
- ▶ Teachers use the results of the tests along with evidence from children's work to make teacher assessment judgements. Judgements are made in reading, writing, maths and science.

What is the expected standard?

Reading

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

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

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
- 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.

Working at greater depth

The pupil can, after discussion with the teacher:

- 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.

Maths

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 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 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).

Reading Test

There are 2 English reading papers. Both papers contain a selection of texts that are designed to increase in difficulty. They include a mixture of text types.

Paper 1 consists of a combined reading prompt and answer booklet. The test takes approximately 30 minutes. Paper 2 consists of an answer booklet and a separate reading booklet. It contains more challenging texts than Paper 1. The test takes approximately 40 minutes.

On Monday, we had a very good day. We went to the fair in the park. I won a huge, pink teddy.

On Wednesday, we went to the circus in a big tent. It was so lovely! We saw acrobats swinging high above our heads.

On Friday, JJ said, "Let's do something for Mum. She has been working all week."

"Can we do a picture in the garden?" I asked.



1 Draw **three** lines to show what Jasmine and JJ did on each day.

Monday	•	•	did something for Mum
Wednesday	•	•	went to the fair
Friday	•	•	went to the circus

1 mark

2 What did Jasmine and JJ see at the circus?

1 mark

A cowboy's job

Two hundred years ago in North America, a huge area of grass covered most of the land. Because people wanted to eat meat, they kept cows on this land.

Cowboys were needed to move the cattle from one place to another. This could take months, so the cowboys lived and worked together and became friends.



A group of cowboys

- 14 What covered most of the land in North America two hundred years ago?



1 mark

- 15 What job did the cowboys do?



1 mark

- 16 Why did cowboys become friends with each other?



1 mark



Liam the
Park Keeper



Dora the Storer

Reading Booklet

2019 key stage 1 English reading booklet



Dora rushed around the house gathering up things she did not want. "I must be generous," she said. "I must take everything. It is for a very good cause."

Dora pushed her pram to and from the jumble sale hall. But as time went on, it got harder and harder to part with her precious finds. She could not help sniffing when she said goodbye to the bicycles and she cried as she wheeled away the lampshade.

Dora was exhausted when she got home. But when she looked around her house, she was pleased to see that there was so much space. There was also a lovely carpet on the floor that she hadn't seen for years.

But all that night, Dora couldn't get to sleep. She lay in the empty darkness thinking of all her precious things. She was sure they must be feeling unloved and unwanted. She could almost hear them calling to her, 'Come back and save us!'



When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.

"I'll get them back," said Dora, "if I have to buy them all. At least I'm the first in the line."



(page 10)

15 During the night, Dora decided to...

Tick **one**.

bring back everything she had taken to the jumble sale.

go to the jumble sale to buy new things.

make sure her things were sold at the jumble sale.

take even more things to the jumble sale.



1 mark

(page 10)

16 **Circle two** words that show Dora was in a rush to get back to the hall the next morning.

When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.



1 mark

Maths Test

Mathematics test

The mathematics test comprises 2 components, presented to pupils as 2 test papers:

Paper 1: arithmetic consists of a single test paper and takes approximately 20 minutes.

Paper 2: reasoning consists of a single test paper and takes approximately 35 minutes. The paper includes a practice question and 5 aural questions. After the aural questions, the time allowed for the remainder of the paper should be around 30 minutes.

3

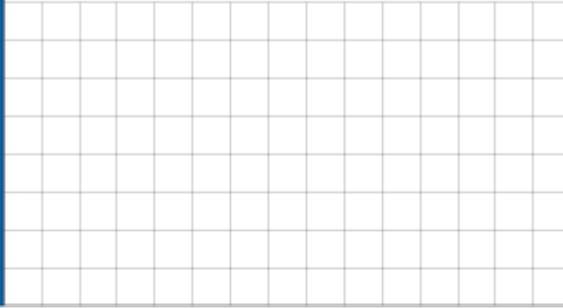
$18 - 6 = \boxed{}$



1 mark

9

$22 + 22 = \boxed{}$



1 mark

17

$40 \div 10 = \boxed{}$



1 mark

4

$10 \times 10 = \boxed{}$



1 mark

10

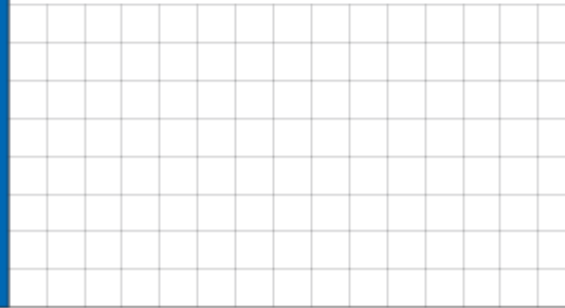
$\boxed{} + 8 = 12$



1 mark

18

$23 + 37 = \boxed{}$



1 mark

1

Monday

Friday

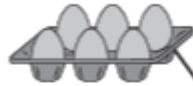
Wednesday

Saturday

1 mark

9 Match each egg box to the correct multiplication.

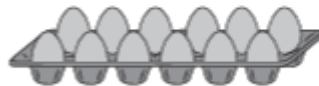
One is done for you.



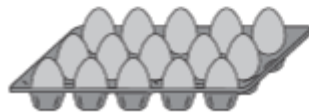
6×2



5×3



3×2



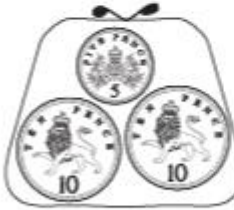
5×2

1 mark

15 Amy has 50p.

She buys a pencil for 30p.

Tick the purse that shows how much money Amy has left.



1 mark

Grammar, punctuation and spelling test

Optional English grammar, punctuation and spelling test

Schools can choose whether to administer the English grammar, punctuation and spelling test and use the results to inform their English writing TA. There are 2 papers:

Paper 1: spelling consists of a test transcript to be read by the test administrator and an answer booklet for pupils to write 20 spellings. The paper takes approximately 15 minutes.

Paper 2: questions is a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. The paper takes approximately 20 minutes.

Spelling

P. We always _____ the rabbits before school.

1. The display is on the _____.

2. Amar _____ his teddy a hug.

3. Matt ate a slice of _____.

4. Amy moved the _____.

5. My little _____ is four years old.

6. My friend has very long _____.

7. What is all the _____ about?

8. My cousin is saving up to _____ a scooter.

9. Please read that story _____.

10. The _____ came out at night.

Spelling

Spelling 1: The word is **wall**.

The display is on the **wall**.

The word is **wall**.

Spelling 2: The word is **gave**.

Amar **gave** his teddy a hug.

The word is **gave**.

Spelling 3: The word is **bread**.

Matt ate a slice of **bread**.

The word is **bread**.

Spelling 4: The word is **boxes**.

Amy moved the **boxes**.

The word is **boxes**.

Spelling 5: The word is **brother**.

My little **brother** is four years old.

The word is **brother**.

Spelling 6: The word is **hair**.

My friend has very long **hair**.

The word is **hair**.

Spelling 7: The word is **fuss**.

What is all the **fuss** about?

The word is **fuss**.

Spelling 8: The word is **buy**.

My cousin is saving up to **buy** a scooter.

The word is **buy**.

Spelling 9: The word is **again**.

Please read that story **again**.

The word is **again**.

Spelling 10: The word is **mice**.

The **mice** came out at night.

The word is **mice**.

- 1 Draw lines to join two words that can become one word.

One has been done for you.

Word 1		Word 2
white	→	ship
rain	→	board
tooth	→	coat
space	→	paste

1 mark

- 2 The sentences below have their punctuation marks covered.

Which sentence is a **question**?

Tick **one**.

- I have finished my puzzle
- Find me a new puzzle
- Where is my puzzle
- What a tricky puzzle this is

1 mark

- 18 Write one **verb** to complete the sentence below.

Fred is _____ to the teacher.

1 mark

- 19 Tick to show whether each sentence is in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Samir enjoys cooking.	<input type="checkbox"/>	<input type="checkbox"/>
Eva laughed at the joke.	<input type="checkbox"/>	<input type="checkbox"/>
Poppy caught the ball.	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

End of test

Which children will do the tests?

The tests are designed for pupils who have completed the KS1 programmes of study and are working at the overall standard of the tests. This means that if pupils are working above the pre-key stage standards, they should be entered for the tests.

Most pupils taking the KS1 tests will be in year 2 and will reach the age of 7 by the end of the academic year. Teachers should use their knowledge of each pupil when considering whether to administer the tests to them. They may also use practice materials (see section 5.2) to inform these decisions.

Pupils who should not take the tests

Pupils should not take the tests if any of the following apply:

- they have not completed the relevant KS1 programme of study
- they are working at the [pre-key stage 1 standards](#)²³ or being assessed using the [engagement model](#)²⁴
- they are working at the standard of the KS1 tests but are unable to participate, even when using suitable access arrangements

Access Arrangements

- ▶ Reader
- ▶ Scribe
- ▶ Extra time
- ▶ Breaks

What will parents receive?

- ▶ All parents will receive final teacher assessments for their child for Reading, Maths, Writing and Science. You will receive this in the end of year reports in July.
- ▶ These will indicate one of the following:

Key Stage 1	Available Codes
English reading	GDS, EXS, WTS, PK4, PK3, PK2, PK1, EM, A
Mathematics	GDS, EXS, WTS, PK4, PK3, PK2, PK1, EM, A
English writing	GDS, EXS, WTS, PK4, PK3, PK2, PK1, EM, A
Science	EXS, HNM, A

Code	Description
GDS	Working at greater depth
EXS	Working at the expected standard
WTS	Working towards the expected standard
HNM	Has not met the expected standard
PK4	Pre-key stage standard 4
PK3	Pre-key stage standard 3
PK2	Pre-key stage standard 2
PK1	Pre-key stage standard 1
EM	Working below the level of the national curriculum and not yet engaged in subject-specific study
A	Absent for long periods, recently arrived, or not enough information to provide a TA judgement



Any Questions?