

Preparing for KS1 tests and assessments 2017

Statutory assessments

By law, schools are required to complete statutory assessments at key points during a child's education. National frameworks must be adhered to and schools need to report and publish the results of these assessments to parents.

End of Early Years Foundation Stage

Phonics Screening at the end of Year 1

End of Key Stage 1

End of Key Stage 2

At end of Key Stage 1:

- Reading
- Writing (including Spelling, Grammar and Punctuation)
- Maths
- Science

For 2017 Teacher Assessments will be reported based on judgements from daily work in lessons and the results of the completed test materials.

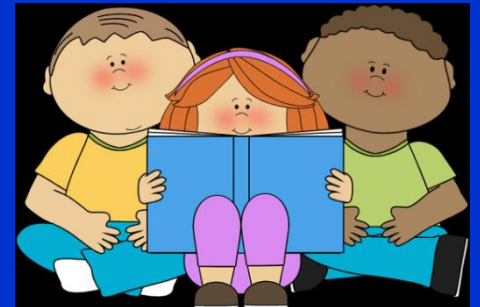
Science will be judged on Teacher Assessments alone.

To guide teachers in their assessments, interim assessment frameworks set out the requirements to achieve the Age Related Expectations (ARE). The children must meet all of these to meet ARE.

Reading

Key Points:

- Be able to blend confidently unfamiliar words
- Read common words on sight
- Read accurately and fluently (90 words per minute)
- Understand a range of texts and answer questions with reference back to the text

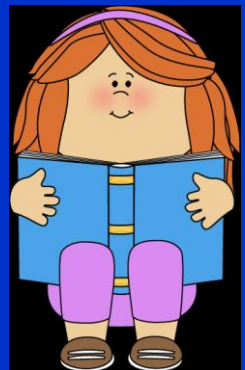


How will it be tested?

Two written comprehension papers. Both papers will be completed by all children:

Paper 1

- A range of short texts broken into sections
- Questions are printed alongside the related section of text
- Time guidance: 30 minutes



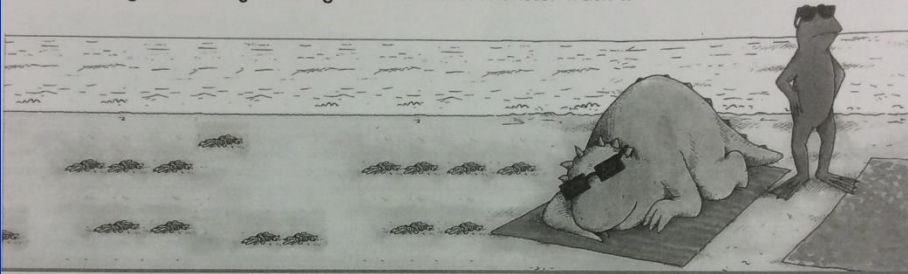
Monster and Frog at Sea

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.



Practice questions

c What kind of day was it?

Tick **one**.

cloudy

sunny

cold

wet

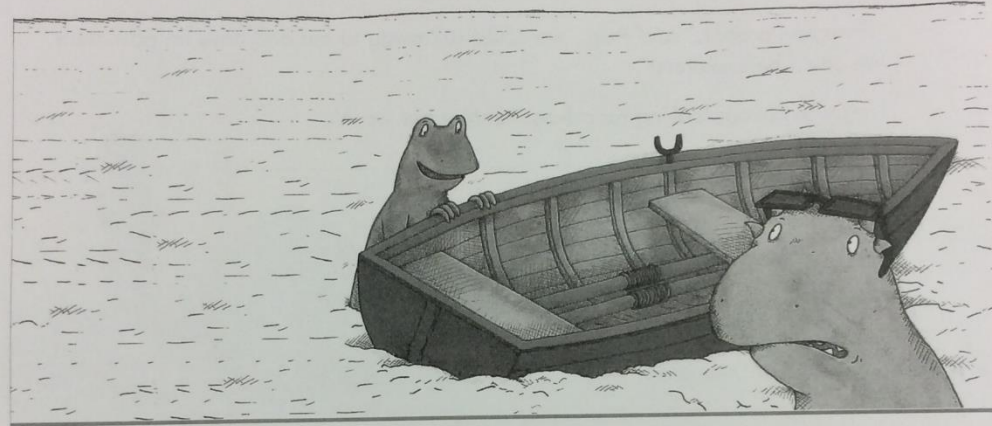
d What was Monster doing?

So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



6 Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster liked boats.

A boat drifted towards them.

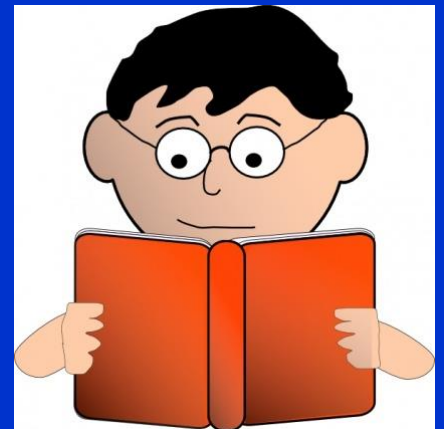
They were by the sea.

It was a sunny day.

7 Why was Monster worried?

Paper 2

- 2 or more longer, more challenging texts
- Guidance time: 40 minutes
- Separate question and reading booklets





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.

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?

(page 5)

4 The king treated the animals badly.

a) What had the king done to the fox?

b) What had the king done to the ants?

How to help:

Regular reading to build stamina and pace

Exploring a range of book types together

Asking different types of questions:

- Facts – Where, When, Who...? (*Show me where it tells you...*)
- Inference – Why did they..? (*Why do you think ...?*),
How did they feel..? (*How do you think they felt?*)
- Word choices – Find the word that tells us ...



Writing



Key Points:

- Use a range of punctuation – full stops, question marks, exclamation marks, commas in lists and some apostrophes
- Use a range of sentence types – questions, commands and exclamation sentences
- Use past and present tense correctly
- Use a range of conjunctions – and, but, so, or, if, when, that, because
- Spell many regular words, common exception words and words with suffixes (eg –ful, -ment) correctly
- To use joined, regular sized handwriting with clear finger spaces

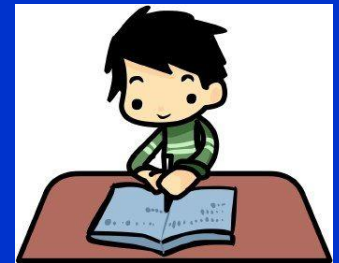
15th January 2016

To use correct punctuation

Once there was ~~and~~ adventures, ^{little} boy who found a dusty, red plane in a ^{PI} cabinet. Then he dressed himself in a woolly scarf, a leather jacket, a stocky hat, some warm gloves ^{and} a pair of safety goggles then he set off. He went ^{flying} higher and higher and higher into the sky. Then, his ~~or~~ plane spluttered ^{and} it had ran out of petrol. He landed on the moon and his torch went out! ¹ He was scared that there ~~was~~ ^{were} hungry, ^{le} fierce monsters, big, furry monsters and little, green aliens but on the other side someone else was in trouble. There spaceship had broken down.

How will it be tested?

- There will be no writing test. Day to day writing will be assessed for evidence of the required criteria. This will be moderated to ensure consistency within and between schools.
- Grammar, punctuation and spelling test will provide additional evidence to support the judgement.



Spelling

- P. There was a big _____ in the garden.
-
1. Hannah ran _____ than Lee.
2. Yesterday it was very _____.
3. I had a big smile on my _____.
4. There was a large _____ of children at the party.
5. You pick things up with your _____.
6. The _____ in the box are different colours.
7. Our new _____ is black with white paws.
8. I _____ my friend for her help.
9. We are going on holiday on _____.
10. I am not allowed to eat too many _____.

1 Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune



2 Tick the correct word to complete the sentence below.

I hope _____ we will play musical chairs at the party.

Tick **one**.

when

if

that

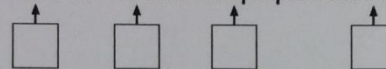
because



3 Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

Aisha found some red blue and purple beads in the box.



4 Draw lines to match the groups of words that have the same meaning.

One has been done for you.

I will	it's
you have	I'll
it is	didn't
did not	you've



How to help:

- Spelling practice – key words/weekly spellings
- English grammar homework
- Value handwriting!
- Expect children to check and correct their work



Maths



Key Points:

- Understand and calculate using 2 digit numbers
- Complete missing number sentences eg $\square + 14 = 28$
- Recall and use multiplication and division facts from 2,5 and 10 times tables
- Use a range of fractions
- Solve problems related to money, time and measure
- Recognise and describe 2D and 3D shapes

How will it be tested?

2 test papers:

Paper 1: Arithmetic

- Children can use own jottings but no equipment
- 25 questions
- Time guidance: 20 minutes

Paper 2: Reasoning

- 5 aural questions (approx 5 minutes)
- 25 questions
- Time guidance: 30 minutes



7

$$\boxed{} + 5 = 9$$

21

$$\frac{1}{2} \text{ of } 30 = \boxed{}$$

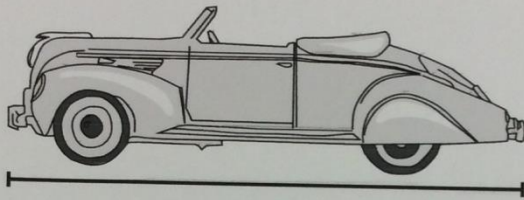
8

$$46 + 7 = \boxed{}$$

22

$$70 - 18 = \boxed{}$$

- 11 Use a ruler to measure the length of the toy car.


cm

- 12 Two of the numbers are in the **wrong** bag.

Draw a cross (X) on each of them.

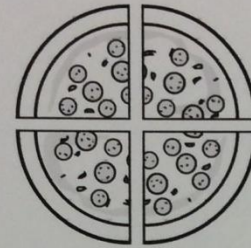


even numbers



odd numbers

16



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.

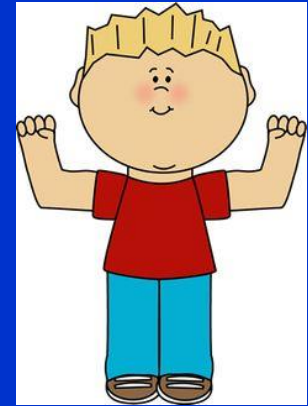
How many **more** cards does he need?


cards

How to help:

- Regularly practise number facts
- Number bonds
- Addition/subtraction facts for all numbers to 20
- 2,5 and 10 times tables (multiplication and division)
- Counting in 3s
- Telling the time

- Make up simple number stories about everyday situations eg money, time



Reporting arrangements



Test scores will be standardised so that the children working at the expected level score 100. Score bandings will be denoted as:

- **TA outcomes key:**
- **BLW** – below the standard of the pre-key stage;
- **PKF** – pre-key stage foundation;
- **HNM** – has not met the expected standard;
- **WTS** – working towards the expected standard;
- **EXS** – expected standard
- **GDS** – greater depth in the expected standard.
- Pupils may be determined to fall into different categories for each subject.



This presentation will be uploaded to our website.