

# Assessment at the end of Key Stage 1

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# Purpose of today:

1. Explain how the teachers will assess your child.
2. Explain what assessments will take place.
3. Offer suggestions of how you can help your child.



# Don't worry!

- All tests done in small groups with own teacher.
- Children don't really know it is happening.
- Many children enjoy the shiny, colourful test booklets!
- No child ever left to struggle.
- Teacher's knowledge of child over time is most important- but of course we want them to do as well as they can.

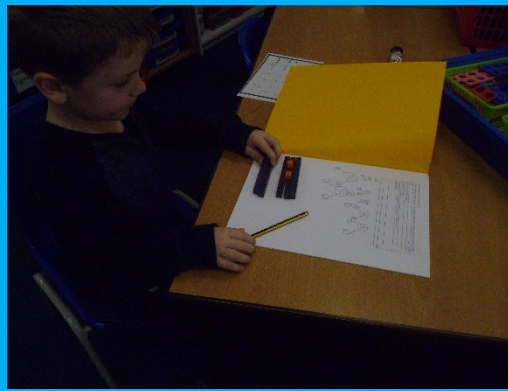
# The children will be assessed as:

- Working towards the standard
- Working at the standard
- Working at greater depth
  
- Assessments in: reading (tests), writing (no test) and maths (tests)

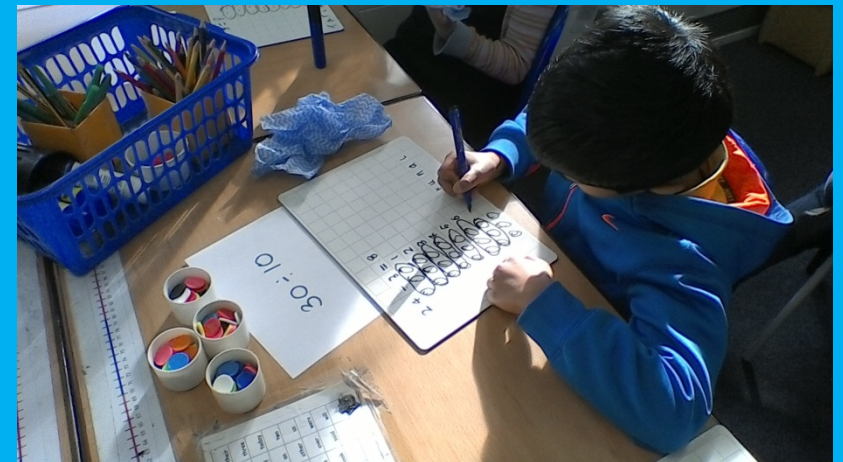
(Pre Key Stage 1:

Those children who developmentally not yet working towards the standard will be assessed as working on the foundation skills).

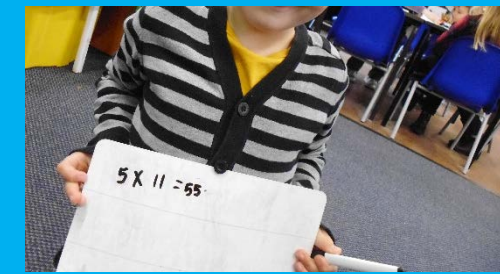
# Maths



- Two papers
- Paper 1 : arithmetic – whole numbers, place value, addition, subtraction, multiplication, division, fractions. Approx. 20 minutes.
- Paper 2 : reasoning – problem solving, reasoning. Approx. 30 minutes.
- No equipment allowed, except a ruler.
- It is about using quick and efficient methods.



# What will arithmetic look like?



$$8 + 5 + 4 = \boxed{\phantom{000}}$$

$$\boxed{\phantom{000}} + 8 = 20$$

$$87 - 40 = \boxed{\phantom{000}}$$

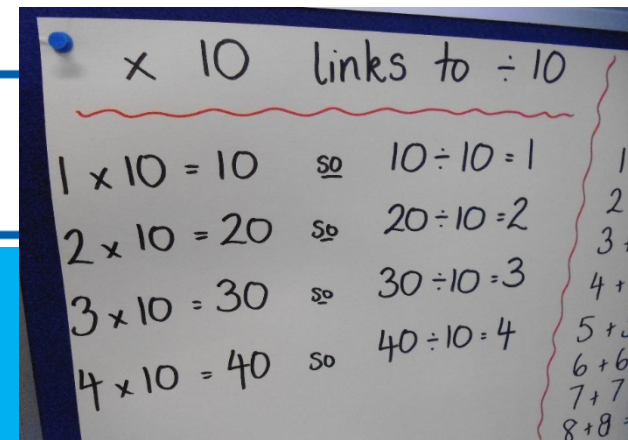
$$8 \times 10 = \boxed{\phantom{000}}$$

$$36 + 24 = \boxed{\phantom{000}}$$

$$35 \div 5 = \boxed{\phantom{000}}$$

$$74 - 47 = \boxed{\phantom{000}}$$

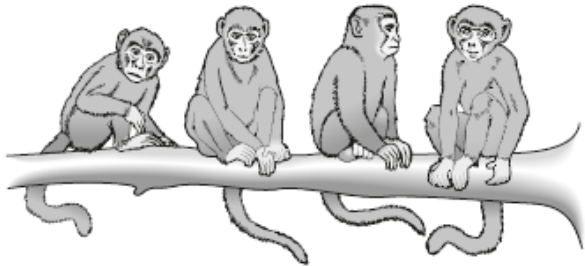
$$\frac{1}{4} \text{ of } 24 = \boxed{\phantom{000}}$$



# What 'reasoning' will look like...

14 20 bananas are shared equally among 4 monkeys.

How many bananas does **each** monkey get?



bananas

25 Complete these sums.

One is done for you.

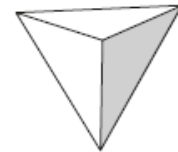
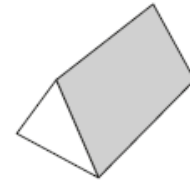
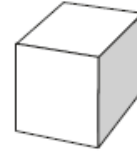
$$\boxed{3} + \boxed{7} = \boxed{10}$$

$$\boxed{33} + \boxed{\phantom{00}} = \boxed{40}$$

$$\boxed{\phantom{00}} + \boxed{7} = \boxed{80}$$

29 Two shapes have **more than 8** edges.

Tick them.

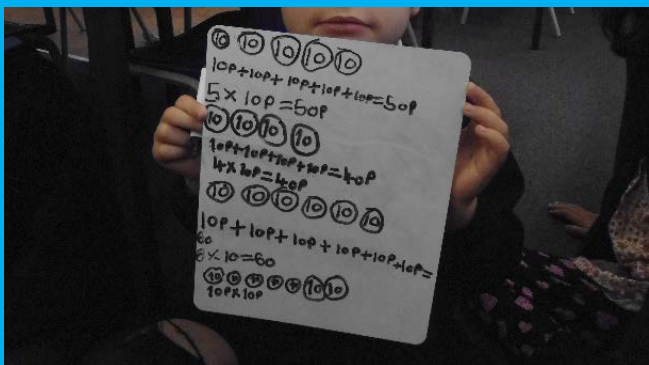


18 Ajay has **20p** in 2p coins.

How many 2p coins does Ajay have?

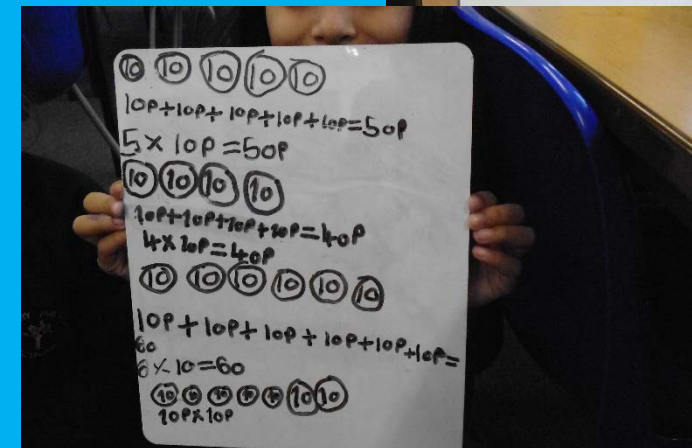
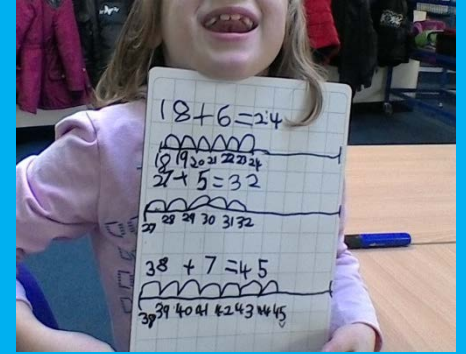


coins



# What children need to know...

- How to calculate mentally and using informal written methods (for all four operations).
- How to partition in different ways:
  - e.g.  $76 = 70 + 6$
  - $76 = 60 + 16$
  - $76 = 60 + 10 + 6$
- How to apply what they know to reason and solve word problems.





# Reading

- Strong emphasis on comprehension.
- 2 papers for all children.
- Increasing difficulty.
- Mixed genres (information , story, poetry).
- Paper 1: 30 minutes ish (although untimed).
- Paper 2 separate booklet for answers 30 minutes ish (again untimed).
- Skills required: check it makes sense, answer questions, explain what has happened so far (Greater depth- make inferences, predict, make links).

# What will it look like?

Bryn got out all his trucks and cars and arranged them in a line. He decided Clare could choose first which to play with, although he couldn't help hoping it wouldn't be the big, blue one.

"I'm glad to see you're tidying up, Bryn," said Dad. "Your room looks much better now."



1 Why did Bryn get out his toys?

Tick **one**.

He was deciding which one to play with.

He wanted to hide them from Clare.

He wanted to tidy them away.

He was getting them ready for Clare.

2 What did Dad say looks much better now?

\_\_\_\_\_

## Lunchbox: The Story of Your Food

Do you take a lunchbox to school with you? There are lots of different things you could have in a lunchbox, such as sandwiches, juice and fruit. Have you ever wondered where your food and drink come from?



### Practice questions

c Find and copy two things you could have in your lunchbox.

1. \_\_\_\_\_
2. \_\_\_\_\_

d Which words mean the same as wondered?

Tick **one**.

thought about

stared at

picked up

eaten from

## Cobweb Morning

Most of the time, spiders' webs are almost invisible. But sometimes, if it is frosty or damp, you can see the webs almost everywhere you look. This is because ice or water drops have stuck to the fine threads of the webs.

On a Monday morning  
We do spellings and maths.  
And silent reading.

But on the Monday  
After the frost  
We went straight outside.

Cobwebs hung in the cold air,  
Everywhere.  
All around the playground,  
They clothed the trees,  
Dressed every bush  
In veils of fine white lace.

Each web,  
A wheel of patient spinning.  
Each spider,  
Hidden,  
Waiting.

Inside,  
We worked all morning  
To capture the outside.

Now  
In our patterns or  
We rememl  
The cobweb m

The children saw the cobwebs in...

Tick **one**.

a park.

a street.

a garden.

a playground.

# What children need to know...



- See y2 reading list (on print outs): door, floor, poor, because, find, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas
- To read without overt sounding out and blending (allowing them to focus on understanding rather than decoding).
- Develop stamina.
- How to navigate a non fiction text .
- The structure of a poem.

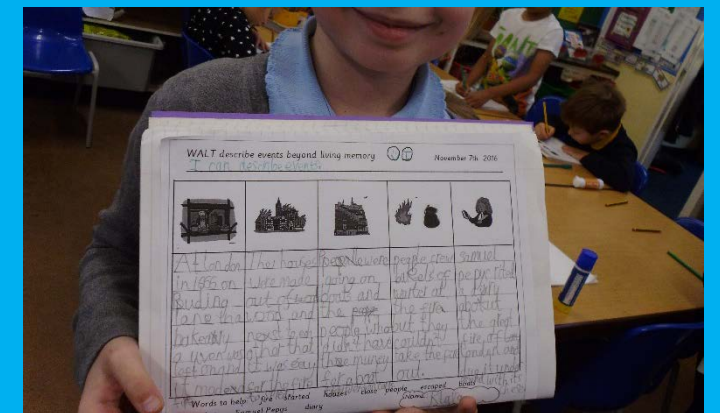
# Grammar, Punctuation and Spelling

- Optional test.
- Paper 1: spelling - missing word booklet, 20 words, approx. 15 minutes.
- Paper 2: grammar, punctuation and vocabulary, approx. 20 minutes.
- Emphasis on technical aspects of grammar (verbs, adverbs, expanded nouns..).
- No actual 'long writing' test.



-dge	-c-	-ion
edge	ice	question
fudge	icy	caption
	rice	station
	nice	
	face	

The Three Little Pigs



# What does it look like?

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.



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.

# What children need to know for writing

- They must be able to write about own experiences/real events.
- Use capital letters, full stops and question marks.
- Use past and present tense correctly.
- Join sentences using : and/or/but/when/if/that/because.
- Form letters of the correct size.
- Space letters/words correctly.
- Learn 'homophones': there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight.
- Spell many Common Exception words (see sheet).

Greater depth writers also:

- Use apostrophe for contraction: can't, didn't, hasn't, couldn't, it's, I'll.
- Use apostrophe for possession: Miss Taylor's class.
- Proof read work.
- Spell most CEW words correctly.
- Join up writing.

# Quick tips - how can I best help my child?

- Read with them everyday.
- Practise number skills e.g. counting in 2s, 5s, 10s and 3s
- Practise mental calculation e.g.  $23 + 11 =$
- Use Education City - we will put revision activities on there.
- Read with them everyday.
- Help them with their spellings, make corrections together.
- Talk about maths at home when cooking, measuring, wallpapering, laying the table, buying veg etc.
- Read with them every day, fill in the diary!!



Thank you for coming, we hope that was useful.

Any comments/thoughts?

I will put this talk onto the website.

You can also email me:

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