



Preparation meeting for Parents

Our Vision	<i>To provide a foundation for fulfilled lives, inspiring confident and happy learners</i>					
Our Values	Enjoy learning	Try our best	Make good choices	Respect each other & our surroundings	Work together	Celebrate our successes
	 learn	 try	 choices	 respect	 together	 success

End of Key Stage One Assessments **CT**

End of Key Stage 1 Assessments

- It is a government initiative that every child will complete an end of KS1 assessment in reading, maths and SPaG. Writing will be assessed by the class teacher.
- These assessments will take place in the summer term.
- They will be administered and marked by the class teacher and will take place in the child's classroom. Some children may complete the assessment in small groups or individually with the class teacher.
- Although these assessments will be marked by the class teacher, they will be moderated within the Year 2 team.
- These tests are part of our end of year assessments and will have no more emphasis for the children than their usual work expectations.

End of Key Stage 1 Assessments

- Administered within school
- At some point in the summer term
- Classroom environment
- Whole class/ small group / 1:1 depending on child's needs
- Children are used to the testing format as we have practised them already.
- The assessments will be spread out over 2 weeks from Mon 9th May - Fri 20th May 2022.

End of Key Stage 1 Assessments

Reading

The reading papers incorporate both fiction and non-fiction texts.

There are 2 reading papers that children will complete:

- Reading Paper 1 - short piece of text with questions.
- Reading Paper 2 - separate reading and answer booklet

Maths

There are 2 maths papers that children will complete:

- Maths Paper 1 - calculation questions.
- Maths Paper 2 - reasoning questions.

SPaG

There is 1 short SPaG paper that children will complete.

Adults are allowed to read text / questions out loud to the children on Maths Paper 2 and SPaG. All other papers must be read independently.

CT

Interim Standards

- As well as SATs tests childrens end of year assessments will be based on teacher assessment
- Must be used as the assessment tool for teacher assessment at the end of KS1
- Given out at parent's evening (Autumn)
- Used for Reading, Writing (SPaG) and Maths
- Split each subject into:

Working towards expected standard
Working at expected standard
Working at greater depth

Reading

Interim teacher assessment framework at the end of key stage 1 - 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 discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

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-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Working at greater depth within the expected standard

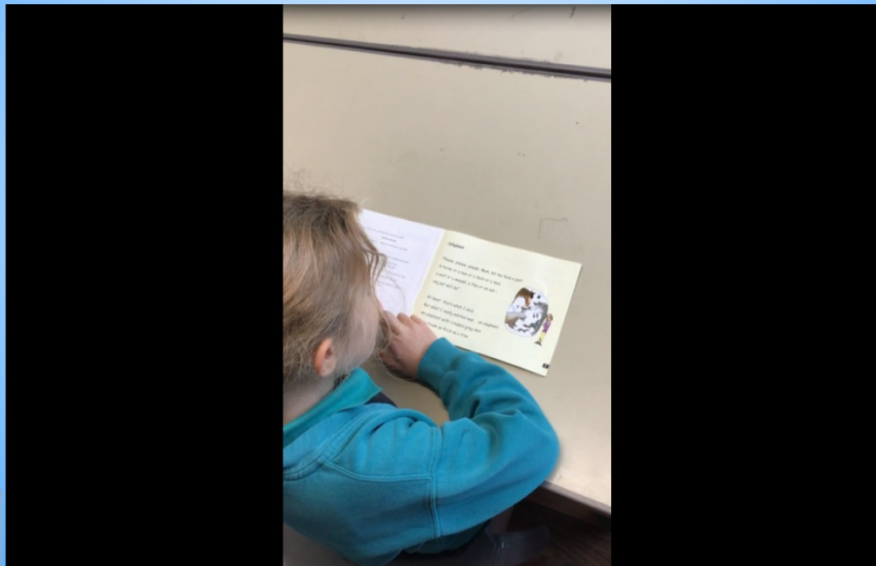
The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict 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.

Children assessed in class

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.



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.

Examples of working at

Pupil A - Piece B: a short story

Context: this was part of a topic based on one of the 'Traction Man' stories (Mini Grey). The pupil had discussed ideas as part of whole-class work and with the teacher before writing.

There was once a brave soldier who helped anyone and everyone in need. His name was Traction Man!


Traction Man had a morning swim. It was only a quick one. Suddenly, Traction Man heard someone screaming Help! Help! He flew upstairs to see what was going on.

He groused with his strength to kick open the door. He finally got in side chair. He saw the Spiky getting here a lot.

The Spiky was really sad and angry. Traction Man saw that the evil bag was turning all over the Spiky.

So Traction Man turned on the shower on to cold and sprayed it at the evil bag. It ~~was~~ and saved the day. I wonder what the wood do to morrow?

Context: as part of their topic on giants, pupils shared the story of 'The BFG' (Roald Dahl). They then adopted the role of the lead character 'Sophie' to write an email to a friend, expressing her perceived distress at seeing a giant.

To:	R. [redacted] @ google.com.uk
Subject:	Peace in the village
From:	Sophie Sophie
Send	Attach 

Hi E [redacted] I'm in deep trouble I saw a giant. I tried to hide but the giant pushed his hands in the window and got me and my blanket! When I was completely out side I was scared. Because I thought people would wake up. So I came to a river. The giant just jumped over it. Soon we were in a land it was dragon land. There was a white dragon that was called Snow. The giant made some sand from leaves and vegetables. I only got an orange and apple. Snow got ice and snow. He kept the snow and ice in a bucket. Please help I don't like this place. Sophie

CH

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
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- 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
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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.

Examples of greater depth

Pupil G - Piece B

Review of Killer cat

Did I enjoy the book?

What a great book that was! I loved the story. I also loved the sarcasm in it as well. The detail of it was great, and I loved the story language. How Tuffy lies and explains that he didn't do it makes me laugh, and how the dad describes Tuffy also makes me laugh.

What was my favourite part?

I really enjoyed the whole book - but if I was to choose a favourite book part I would choose when the family pretended and acted that they didn't know that Thumper died and was like, "Oh no," and "Poor Thumper."

Who is my favourite character?

That is an easy question because it is very simple that it is Tuffy! I ~~like~~ adore Tuffy because every second that Tuffy speaks it makes me think that if I was an author when I grow up, I would be an author just like that.

How did I feel about the book?

I felt very excited from Friday because it said that they nailed up the cat flap, it left a real excitement of what was going to happen on Saturday.

Who would I recommend this to?

I would recommend this to my sister because she is always talking to her friends on the laptop, so she can read for a while and forget about talking to her friends.

Tuffy is a stripy, mischievous cat who always kills animals and brings them into the house. He has killed a cat, a poor bird and a tiny miserable mouse thingy. When the owners tell him to do something he disobeys them, or he sometimes ignores the owners.

Tuffy has pointy ears that hear perfectly well and he sniffs mysterious things that we can't smell. He is covered from head to toe in ginger stripes and claws as sharp as knives and daggers. Tuffy has a mischievous face on him all day because he is always making cunning plans. He has eyes that can see everything around him, so keep an eye on him, so he is not going to trip you up, or something else.

It is very hard to describe Tuffy's behavior, because he is always into trouble! Tuffy is a cat who creeps around quietly and then strikes - but not like any other cat because when he strikes he doesn't jump he pounces and traps it into his paws.

I would definitely like to be Tuffy's friend, no matter if he is up to mischief or not.

Maths

Practise calculation at home!

Interim teacher assessment framework at the end of key stage 1 - mathematics

Working towards the expected standard

- The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$).
- The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).
- The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).
- The pupil can use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$).
- The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).
- The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.

Working at the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).
- The pupil can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.

Continued on the next page

- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

Working at greater depth within the expected standard

- The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).
- The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).
- The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$).
- The pupil can solve more complex missing number problems (e.g. $14 + \square - 3 = 17$; $14 + \Delta = 15 + 27$).
- The pupil can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).
- The pupil can solve 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?).
- The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).
- The pupil can find and compare fractions of amounts (e.g. $\frac{1}{4}$ of £20 = £5 and $\frac{1}{2}$ of £8 = £4 so $\frac{1}{4}$ of £20 is greater than $\frac{1}{2}$ of £8).
- The pupil can read the time on the clock to the nearest 5 minutes.
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).

General information

These resources and the powerpoint will also be available on the school website so feel free to access them from there too.

If you would like some more information or to clarify any of the information given, then you are more than welcome to email or arrange to meet with your class teacher.

Thank you for coming!

