

# Key Stage 1 National Curriculum Assessments.



Information and Guidance on the Changes and Expectations for 2017/18.

# Key Stage 1 National Curriculum Assessment Changes.

- From 2015/16 children in all years at Key Stage 1 and 2 began to study the new National Curriculum and the SATs reflect this.
- This year, there has not been any significant changes to the objectives in the frameworks or the delivery of the SATs. 😊
- Like last summer, test scores will be reported as 'scaled scores' rather than 'levels' which we had prior to 2015/2016.
- Your child will still be taught with the highest expectations and cover all required elements of the Curriculum, similar to previous years.

# The tests.

At the end of Year 2, children will undertake assessments in:

- Reading.
- English grammar, punctuation and spelling.
- Maths.
- The tests are due to take place in May.
  - We keep it informal – referring to them as quizzes.
  - They can have rests/breaks.
  - They take them in the classroom with their class teacher.
  - Contribute towards teacher assessment.

# Reading.

[https://www.youtube.com/watch?annotation\\_id=annotation\\_3477324577&feature=iv&src\\_vid=M8MjPFWRQs0&v=dVlrdqh\\_J6Y](https://www.youtube.com/watch?annotation_id=annotation_3477324577&feature=iv&src_vid=M8MjPFWRQs0&v=dVlrdqh_J6Y)

## **What we are doing in school:**

- Fluency sessions - re-reading texts to develop fluency.
- Daily phonic sessions.
- Reading Champions.
- Reading a range of texts (poetry, non-fiction and fiction) across the curriculum.
- Weekly Guided Reading sessions, which include discussing different types of questions and how to answer them.
- Follow-up comprehension activities related to the texts.

# Reading.

## How you can help at home:

- Re-reading texts to develop **fluency** – Approx: 90 words per minute.
- Accessing **Bug Club** and answering comprehension questions.
- Asking **comprehension questions** whilst reading with your child (bookmark in handouts for example question types)
- Asking your child to select their **favourite words/phrases** and explain why they chose this word/phrase.
- Reading the **common exception words**.
- Reading a **range of texts** (poetry, non-fiction and fiction) and discussing preferences.
- Visiting the **library**.
- Look up **definitions** of words together.
- **All reading is valuable**. It doesn't have to be just stories. Reading can involve anything -newspapers, magazines, football programmes, TV guides etc.

# Sample Questions.

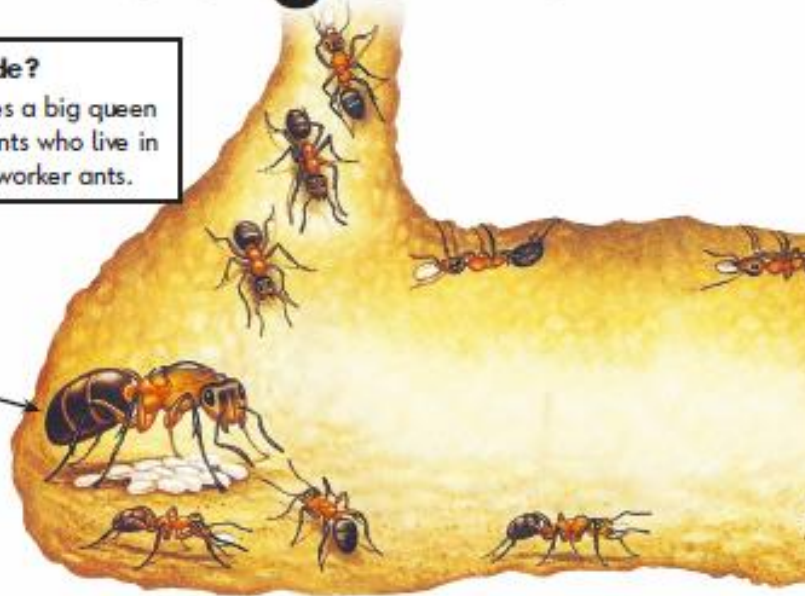
## Ants underground

### Who lives inside?

Inside the nest lives a big queen ant. Most of the ants who live in the nest are busy worker ants.

### Queen ant

The queen ant spends all her time laying eggs.



**1** Which word in the text describes what worker ants are like?

Tick **one**.

sleepy

noisy

busy

fast



# Sample Questions.

"Where are we going?" Monster asked nervously.

"To that island," said Frog, pointing towards a tiny spot on the horizon.

"It's a long way," said Monster. "I don't think I like boats."

Monster was beginning to feel seasick.



**Find and copy one** word which tells you that Monster was not feeling well in the boat.

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# Sample Questions.

## Plastics and the Environment

### What is a plastic?

Plastic is a material we all use every day. The first plastics were made more than 100 years ago from parts of plants.



Plastics can be useful for people but bad for the planet. Here are some of the reasons.

Good points	Bad points
Plastics can be shaped into almost anything.	Plastics can be difficult to recycle.
Plastics are light and cheap to make.	Plastics can give off poisonous fumes when they melt.
Plastics can be produced in different colours.	Plastics are made from oil, which is running out.
Plastics do not rot.	Plastics do not rot.

When were plastics first made?

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# Spelling, Punctuation and Grammar.

[https://www.youtube.com/watch?annotation\\_id=annotation\\_3477324577&feature=iv&src\\_vid=M8MjPFWRQs0&v=dVlrdqh\\_J6Y](https://www.youtube.com/watch?annotation_id=annotation_3477324577&feature=iv&src_vid=M8MjPFWRQs0&v=dVlrdqh_J6Y)

If you were unable to attend the Spelling, Punctuation and Grammar (SPaG) meeting earlier this year, the information is available on the school website.

## **What we are doing in school:**

- Daily phonic sessions.
- Covering spelling rules – suffixes, prefixes, the /n/ phoneme spelt as ‘kn’ etc.
- Spelling common exception words.
- A SPAG activity in guided reading – on rotation.
- Grammar is embedded throughout our English planning on a daily basis. The children use and apply their skills and we also link the grammar skills and terminology to other subjects.

# Spelling, Punctuation and Grammar.

## How you can help at home:

- Practise the weekly spellings **regularly across the week** (Look – cover – say – write – check / use a range of strategies e.g. pyramid writing / rainbow writing/ multi-sensory etc).
- “9 times rule”.
- **Spot patterns/rules** within spellings – linking to other words.
- Put the weekly spelling words into a **sentence**.
- Practice spelling the **common exception words** (on a sheet).
  
- Picking out **grammar terminology when reading** with your child – adjectives, past tense verbs, plurals, noun phrases etc.
- Ask the children to show you our **actions** for adjectives, nouns, verbs and the different sentence types with examples.

# Sample Questions.

2

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4. Tick the correct word to complete the sentence below.

I really don't like washing my face \_\_\_\_\_ I have to do it.

Tick **one**.

or

and

but

1 mark

# Sample Questions.

9. **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



1 mark



# Writing.

- Based on teacher assessment , which takes into account a range of cross-curricular evidence.
- Objectives are heavily based on **technical accuracy**; handwriting, spelling use of finger spaces, correctly punctuated sentences, use of conjunctions, expanded noun phrases and consistent use of past or present tense etc.
- Modelling and teaching how to proof read and edit their work.

## **How you can help at home:**

- Practise and learn weekly spelling lists – make it fun!
- Practise/encourage Debbie Hepplewhite handwriting joins.
- Encourage opportunities for writing, such as postcards/letters to family or friends, shopping lists, thank you notes, **short** stories or poems **with punctuation**.
- Write together – be a good role model for writing.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Praise and encourage, even for small successes!

# Mathematics.

[https://www.youtube.com/watch?annotation\\_id=annotation\\_3477324577&feature=iv&src\\_vid=M8MjPFWRQs0&v=dVlrdqh\\_J6Y](https://www.youtube.com/watch?annotation_id=annotation_3477324577&feature=iv&src_vid=M8MjPFWRQs0&v=dVlrdqh_J6Y)

## What we are doing in school:

- Teaching **strategies and methods**, as shown in **calculation policy** (on the school website) – concrete, pictorial, abstract.
- Encouraging the children to **draw a picture** and to show their method/working out for calculations and problem solving.
- Teaching **place value** and bringing this into the other topics we teach.
- Daily recall of **key number facts** e.g. **number bonds, times tables**.
- Discussing and displaying a range of **vocabulary** i.e. add, addition, makes.
- **Problem solving and reasoning** throughout topics, including word problems and puzzles.
- **Writing numbers in words** and spelling the words correctly (e.g. forty four).

# At home.

## How you can help at home:

- **Write numbers in words**, spelling the words correctly.
- Recall **2, 5 and 10 times tables** and related **division facts**.
- Play **mental maths games** including counting forwards and backwards in 1's, 2's and 10's from different amounts.
- **Look for numbers** on street signs, car registrations and anywhere else.
- Encourage opportunities for **telling the time** – analogue to 5 minute intervals.
- Look for examples of **2D and 3D shapes in the environment**.
- **Count coins and money** e.g. playing shops or making amounts/**calculating change** when shopping.
- Identify, weigh or **measure** quantities and amounts in the kitchen or in recipes.
- Use a range of maths **vocabulary**.
- Check **DB Primary/IXL/Education City** for Maths ideas and games.

# Sample Questions.

## Arithmetic.

15	$3 \times 3 =$ <input type="text"/>	<input type="radio"/>
16	$12 \div 2 =$ <input type="text"/>	<input type="radio"/>

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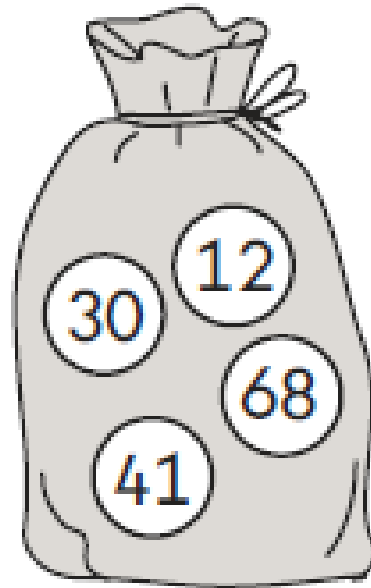


# Sample Questions.

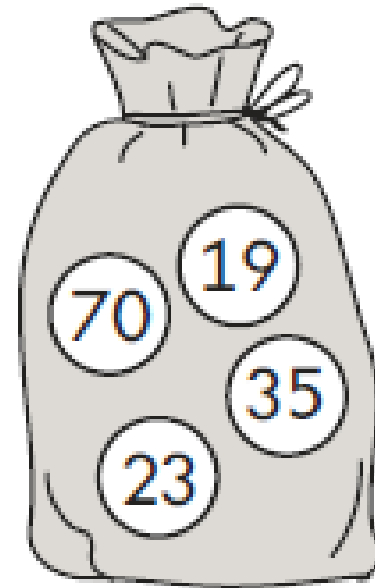
## Reasoning.

Two of the numbers are in the wrong bag.

Draw a cross (X) on each of them.



**even** numbers



**odd** numbers

# Sample Questions.

## Reasoning.

**19** Amy buys an ice-cream for 90p.



(a) Tick (✓) **three** coins to show how Amy can make **90p**.



(b) Tick (✓) **four** coins to show another way to make **90p**.



# Scaled Scores.

Since July 2016:

- Each pupil's raw test score will be converted into a score on a scale, either at, above or below 100.
- A child awarded a scaled **score of 100 or more** is judged to have **met the 'national standard'** in the area judged by the test.
- A child awarded a scaled score of **less than 100** is judged to have not yet met the national standard and performed **below expectation** for their age.
- Teachers will convert each pupil's raw scores into scaled scores to see whether each pupil has met the national standard.
- Teachers will use the scaled scores **to inform** their teacher assessment judgements **alongside the children's progress and achievements in the classroom.**

# At home.

- The tests (**quizzes**) are part & parcel of the way we work and the children are used to completing this type of activity.
- **Support and reassure** your child that there is nothing to worry about and that they should always just try their best. **Praise and encourage!**
- Support your child with any **homework** tasks.
- **Reading, spelling and arithmetic** (e.g. times tables) are always good to practise.
- **Talk** to your child about what they are learning at school and what book(s) they are reading (the character, the plot, their opinion).
- **Ensure your child has the best possible attendance at school – every hour counts!**