

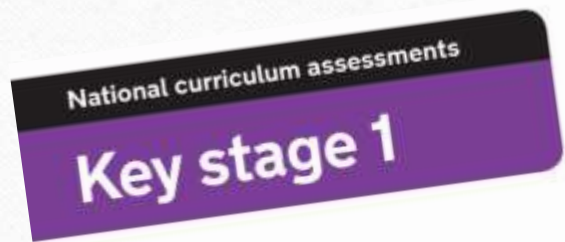
**Mytchett Primary
and Nursery Academy**

...inspiring learners, caring about success.



End of KS1 Assessment

Teacher Assessment Framework



**Teacher assessment
frameworks at the end of
key stage 1**

For use from the 2018/19
academic year onwards

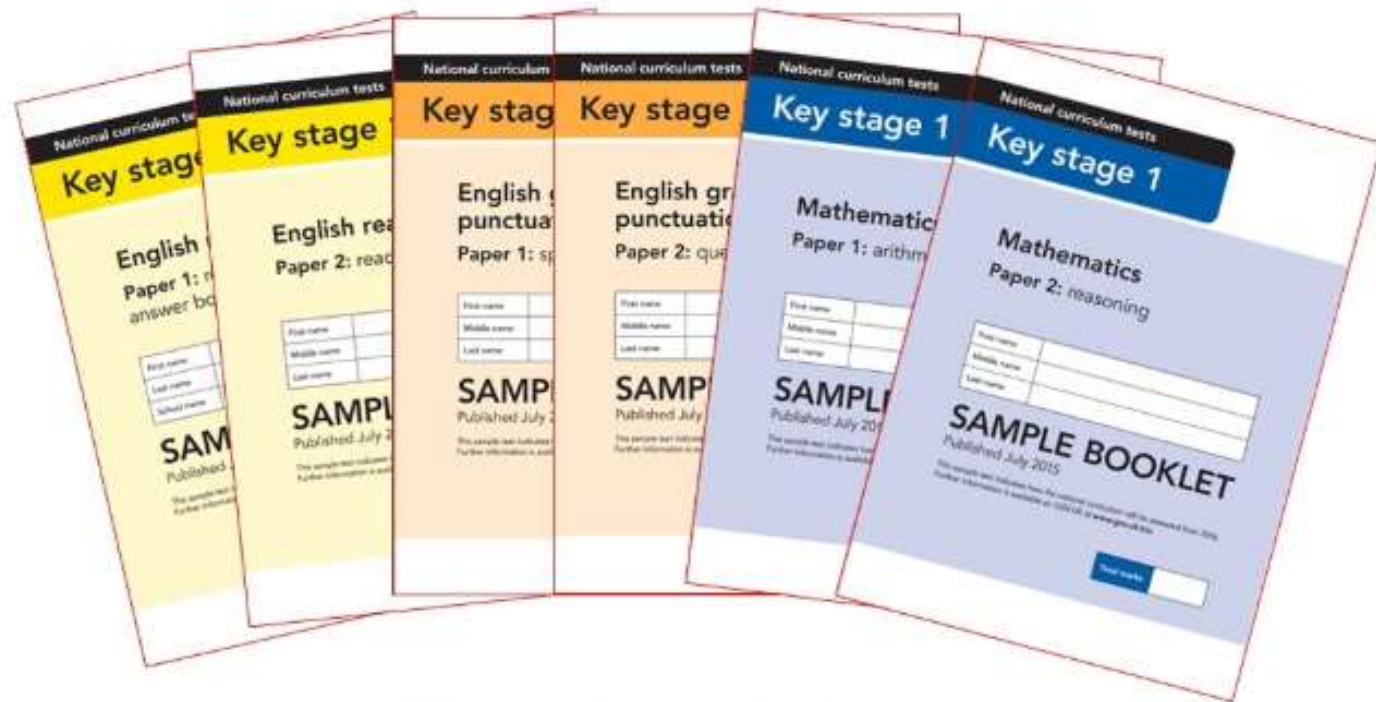
Reading, Writing & Maths

- Working **Towards** the Expected Standard
- Working **At** the Expected Standard
- Working in **Greater Depth** within the Expected Standard

Science

- Working **At** the Expected Standard

End of KS1 SATs



When?

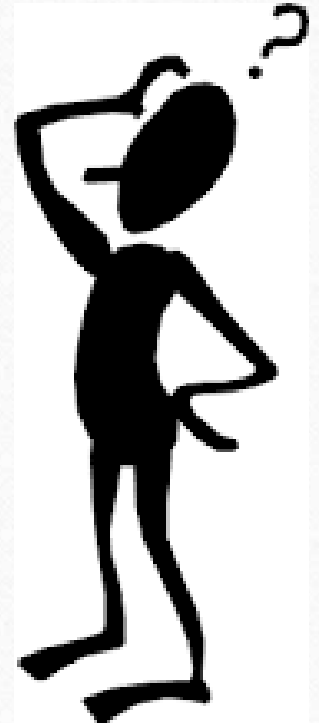
- Wb 1st May - Reading Papers
- Wb 15th May - Maths Papers
- Spelling, punctuation and Grammar - June 2023



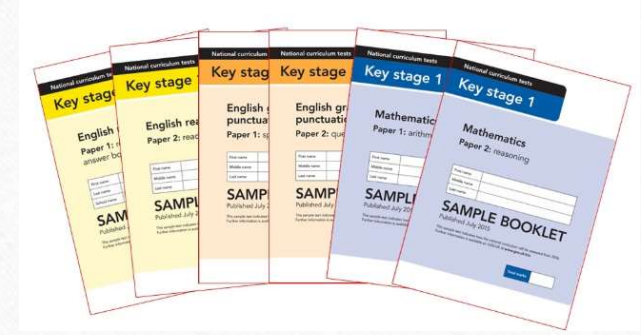
Why?



- Teacher assessment is used to report children's attainment and progress.
- The key stage 1 test results will be used to help reach an overall judgement of the standards children have reached in Reading, Writing and Mathematics.
- Used as part of a bigger picture – it's only one part of the jigsaw.

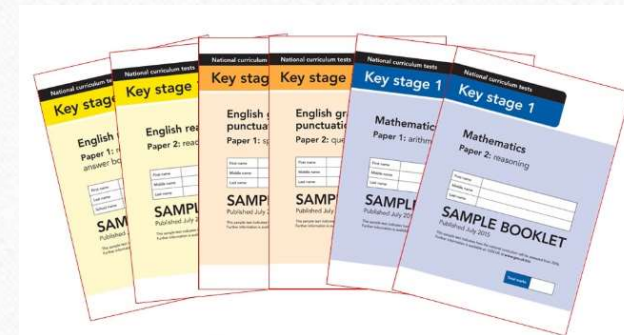


How?



- We do not tell the children they are doing SATs – all children know their next steps linked to our assertive mentoring. . \ x
- Children will be unaware that they are happening.
- “Booklet learning or quiz”
- Smaller, focused groups.
- Adult support for reading where possible.

What?



Subject	Papers
English - Reading	Short text and integrated questions (30 mins) Longer text and separate questions (40 mins)
Mathematics	Arithmetic (20 mins) Mathematical Reasoning (35 mins)
English Grammar, Punctuation and Spelling (Optional)	Spelling (15 mins) Grammar and Punctuation (20 mins)

Reading Papers



Reading

- The Reading Test consists of two separate papers:
- **Paper 1** – consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils. The test takes approximately 30 minutes to complete, but is not strictly timed.
- **Paper 2** – consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete, but is not strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.

Multiple Choice

1 When Bella was learning to fly, she...

Tick **one**.

was lazy.

did not try hard.

did not give up.

found it easy.



1 mark

Sequencing and Ordering

7 Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



1 mark

Matching and Labelling

Here is some more information about Africa.
Match each sentence to the correct heading in the booklet.
The first one has been done for you.

Creation stories describe how and why the world was made.

Introduction

Africa has deserts, forests and mountain areas.

Clothes

Traditional African clothes are made from local materials.

Music and Dance

Some African people play 'talking drums'.

Story Time

Short Answer – Retrieval Questions

4

What job did Tony Ross want to do before he became a writer and illustrator?



1 mark

Find and copy Questions

16

Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and **copy one** word that means the same as *sparkle*.



1 mark

Open – Ended Questions - Inference

6

At the end of the story, Bella was happy. Why?



1 mark

What do we do at school?

- 4 weekly whole class reading sessions and a reading for pleasure day.
- 1:1 weekly read
- Continuous practise of fluency
- Comprehension
- Question types - VIPERS
- Delving deeper into the text

How can you help at home?

- Focus on developing an enjoyment and love of reading
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read
- Read a little at a time but often, rather than rarely but for long periods of time
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions
- Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides
- Practise reading the year 1 and 2 harder to read a spell words as this supports fluency

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.

Reading

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.

Reading

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.

Maths Papers – Arithmetic and Reasoning

2018 national curriculum tests

Key stage 1

Mathematics
Paper 1: arithmetic

First name	
Middle name	
Last name	

Total marks

2018 national curriculum tests

Key stage 1

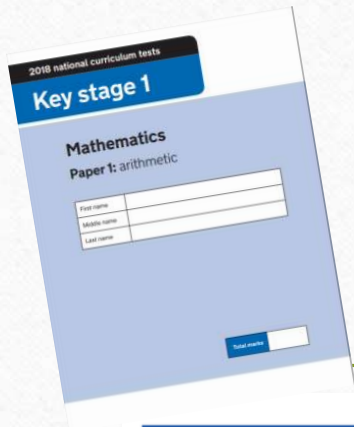
Mathematics
Paper 2: reasoning

First name	
Middle name	
Last name	

Total marks

Maths Papers

- Children will complete two papers: **Paper 1 and Paper 2:**
- **Paper 1: Arithmetic** - lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.
- **Paper 2: Reasoning** - lasts for approximately 35 minutes, which includes time for five aural questions. Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.



Maths - Arithmetic

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

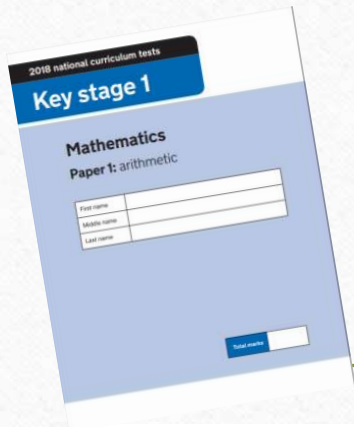
$$50 - \boxed{} = 20$$

$$15 + 3 + 3 = \boxed{}$$

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

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

$$86 - 21 = \boxed{}$$



Maths - Arithmetic

$12 \div 2 =$

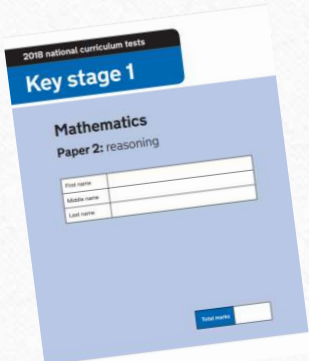
$2 \times 0 =$

$35 \div 5 =$

$3 \times 3 =$

$\frac{1}{3}$ of 21 =

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

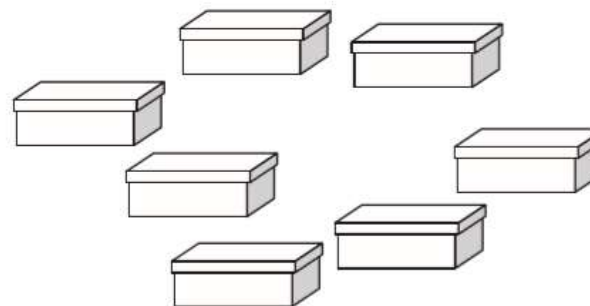


Maths - Reasoning

8 Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

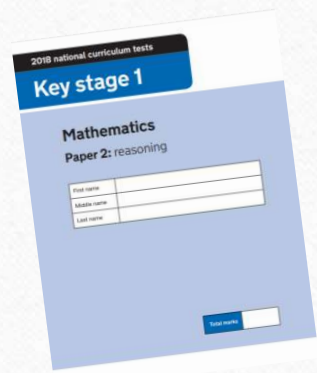
7



Sita puts **2** shoes in each of these boxes.

How many shoes are there altogether?

shoes



Maths - Reasoning

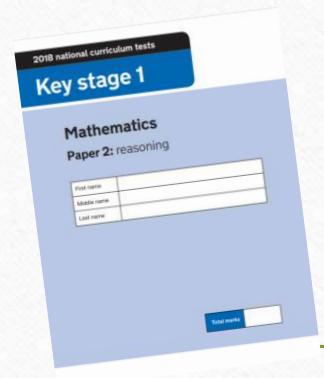
16



Sita cuts a pizza into four equal slices.

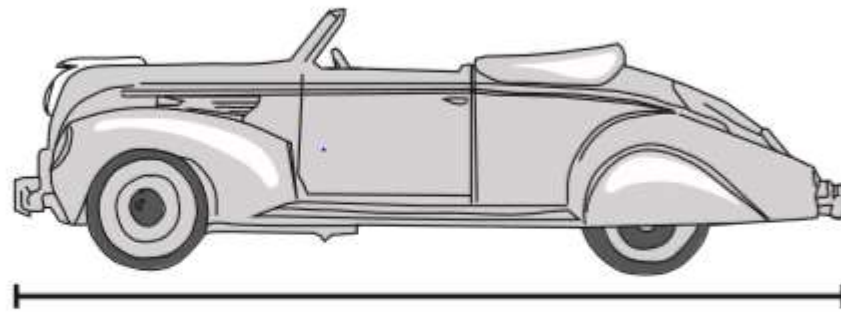
She eats one slice.

What fraction of the pizza does she eat?

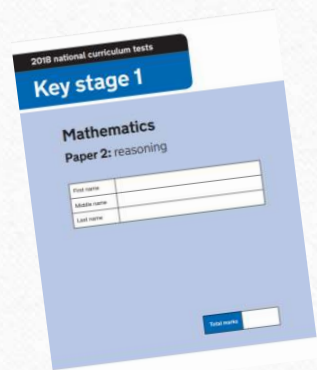


Maths - Reasoning

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



	cm
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Maths - Reasoning

17 Sam is collecting cards.

He wants to collect **100** cards altogether.

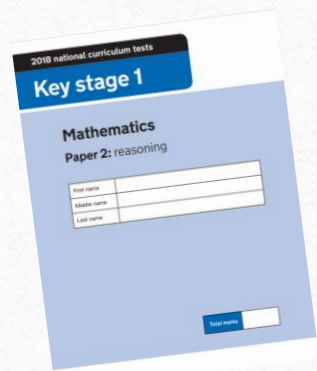
Last week he collected **50** cards.

This week he collects **30** cards.

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



cards



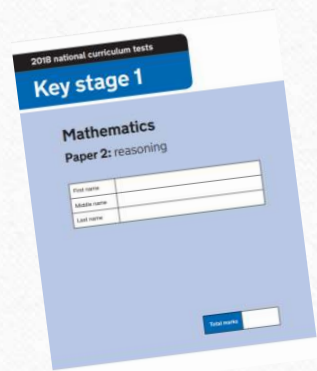
Maths - Reasoning

19 Amy buys an ice-cream for 90p.



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





Maths - Reasoning

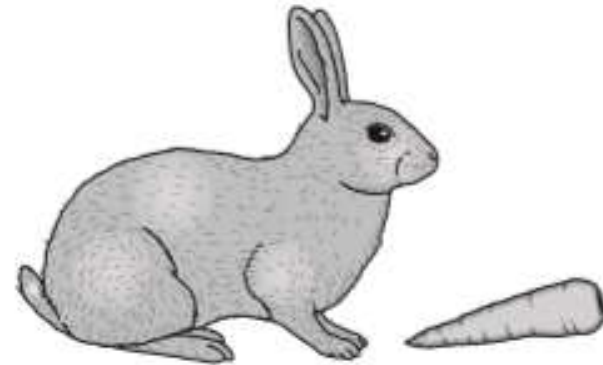
22

Amy plants **4** rows of carrots.

There are **3** carrots in each row.

A rabbit eats **2** of the carrots.

How many carrots are left?



What do we do at school?

- Termly Assessments
- Maths Skills Checks
- Fluency, Reasoning, Problem Solving in all maths sessions
- A range of methods and strategies
- Concrete, Written, Mental – calculation policy

How can you help at home?

- Doodle Maths – Extras
- Top marks – Mental Maths Train (Seesaw)
- Mytchett Maths Challenges – multiples – counting forwards and backwards and times tables
- White Rose – 1 minute Maths
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for examples of 2D and 3D shapes around the home
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.

Maths

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).

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.

Maths

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).

2018 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Paper 1: spelling

First name	
Middle name	
Last name	

Total marks

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EGPS - Spelling

EGPS – Grammar, Punctuation and Spelling

2018 national curriculum tests

Key stage 1

**English grammar,
punctuation and spelling**

Paper 1: spelling

First name	
Middle name	
Last name	

Total marks

2018 national curriculum tests

Key stage 1

**English grammar,
punctuation and spelling**

Paper 2: questions

First name	
Middle name	
Last name	

Total marks

Grammar, Punctuation and Spelling

- The test consists of two separate papers:
- **Paper 1: Spelling** - pupils to spell 20 missing words within a test booklet. The test is expected to take approximately 15 minutes to complete, but is not strictly timed.
- **Paper 2: Grammar, Punctuation and Vocabulary** - a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper, but it is not strictly timed.



EGPS - Spelling

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.

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

Hannah ran **faster** than Lee.

The word is **faster**.

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

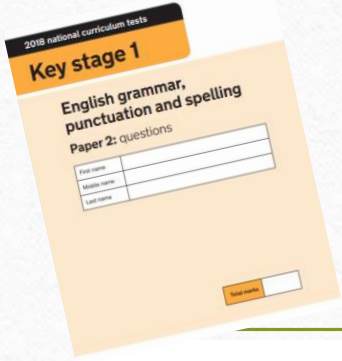
Yesterday it was very **sunny**.

The word is **sunny**.

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

I had a big smile on my **face**.

The word is **face**.



EGPS – Grammar & Punctuation

Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune

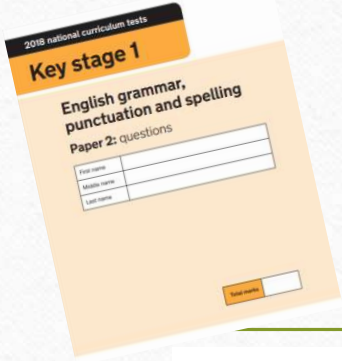
Why do the underlined words start with a capital letter?

King Fred had a party at Greystone Palace on Sunday afternoon.

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.



EGPS – Grammar & Punctuation

What type of word is underlined in the sentence below?

Poppy held the baby rabbit gently in her arms.

Tick **one**.

an adjective

an adverb

a noun

a verb

Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her new running shoes.

2019 national curriculum tests
Key stage 1

English grammar,
punctuation and spelling
Paper 2: questions

First name	
Middle name	
Last name	

Total marks

EGPS – Grammar & Punctuation

8

Read the sentences below.

Growing Beans

Place some damp cotton wool in a jar.

Push a bean seed down against the side of the jar.

Wait for the bean seed to sprout.

Tick the word that best describes these sentences.

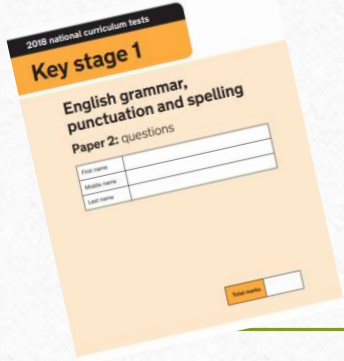
Tick **one**.

statements

questions

commands

exclamations



EGPS – Grammar & Punctuation

Write **s** or **es** to make each word a plural.

fox_____

card_____

match_____

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

Sentence	Past tense	Present tense
Becky was thinking.		
I am reading my book.		
Jo is going for a walk.		

Writing – What do we do at school?

- Daily phonics and spelling of harder to read and spell words
- Oracy
- Dictations
- Feedback and editing of writing
- Words mats, dictionaries, learning buddies
- Reading to expand vocabulary
- Modelling of correct use, proof reading and editing

How can you help at home?

- Practise and learn spellings provided – make it fun!
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary or word mats to check spelling.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

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.

Writing

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.

Writing

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.

What can you do to help?



- Rest and sleep!
- A full and healthy breakfast.
- Maintain a normal routine.
- Try to avoid interrogation!

Questions!

