

Parent(s) of:

Key Stage 1 National Curriculum Assessments



Maple Infants' School Information for Parents

ROWAN CLASS

SILVER BIRCH CLASS

SYCAMORE CLASS

Teacher Assessment Frameworks

-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.

-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-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.

-Mathematics -

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)
 - add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations
 - use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100)
 - subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$)
- recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$)
- 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)
 - 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.
 - use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)
 - 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)
 - read the time on the clock to the nearest 15 minutes
 - 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).

-Science -

Working at the expected standard

Working scientifically

The pupil can:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:
 - observing changes over time
 - noticing similarities, differences and patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

Science content

The pupil can:

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.



KS1 National Curriculum Assessments Questions/Answers

Are the children supported for maths reasoning questions?	Guidance about whether we can read children questions is still being published; at this stage, we know we can definitely read questions to children if they ask for help. However, we are unable to read numbers or signs (e.g. addition sign). As far as we are aware at this time, we are also able to read children the spelling, punctuation and grammar questions if asked but cannot read the questions in the Reading papers.
Are the scores adjusted dependent on the age of the child?	No – the 'standardised score' is equated from the 'raw score' and has no bearing on the age of the child who completed it.
Do all children sit Papers 1 and 2?	For Reading, Writing and Maths, there are 2 papers. All children who sit the first paper will also be given the opportunity to sit the second.
Do the children need to achieve all the statements to receive that level, e.g. Greater Depth?	Yes, children need to have shown independently that they can achieve every statement in that level in order to be awarded that level.
Does it matter which maths strategy the children use in the SATs?	No, as long as it is a suitable method. The sample papers suggest that children will be awarded a mark for the correct method in some questions, even if the answer is incorrect.
How many papers do the children complete each day?	We will be guided by the children and do not want to overload them. We have the month of May to complete the papers so we can spread them out and ensure the children are operating at their best. Children will not be expected to take papers 'back to back' or to sit for long periods of time with breaks.
If a child is a reluctant reader, will they be prepared to ask for help?	We will tell all children to ask for help if needed, before the start of each paper.
Is it the teacher's judgement overall assessment that matters?	Yes, it is the teacher's judgements that carry the most weighting at KS1 so if your child does not perform to the best of their ability on the test it does not matter, provided that we have evidence that they have achieved statements independently in class.
Is there any relationship between the Yr2 SATs and the Yr6 SATs?	Schools/ the Government use children's performance in the Year 2 SATS to set them targets for the end of Year 6. The Government then use this to track progress and the school(s) is/are held accountable for this. However, this is the first year that Year 2 and Year 6 have sat these new tests, so we do not know what results/ tracking will look like yet.
What happens if there is a question in the test that the child has not covered in class?	When children sit the SATs we will have covered the whole of the Year 2 curriculum.
What is the objective of the SATs?	The SATS are statutory assessments. They enable the government to measure the progress and achievements of children at school and to compare schools. They also provide teachers with an idea of what children can do independently and can support our teacher assessment judgements. They help to prepare children to sit tests later on during their school careers.