



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

-Reading-	Working towards the expected standard
	The pupil can:
	The pupil can:
	<ul style="list-style-type: none"> • 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:
	<ul style="list-style-type: none"> • 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:
	<ul style="list-style-type: none"> • answer questions in discussion with the teacher and make simple inferences
	Working at the expected standard
	The pupil can:
<ul style="list-style-type: none"> • 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:	
<ul style="list-style-type: none"> • 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 words • sound out most unfamiliar words accurately, without undue hesitation. 	
In a book that they can already read fluently, the pupil can:	
<ul style="list-style-type: none"> • 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 	
Working at greater depth within the expected standard	
The pupil can, in a book they are reading independently:	
<ul style="list-style-type: none"> • 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. 	

-Writing-	Working towards the expected standard
	The pupil can, after discussion with the teacher:
	<ul style="list-style-type: none"> • 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:
	<ul style="list-style-type: none"> • 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 within the expected standard

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

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).

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.

Working at greater depth within the expected standard

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).



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.