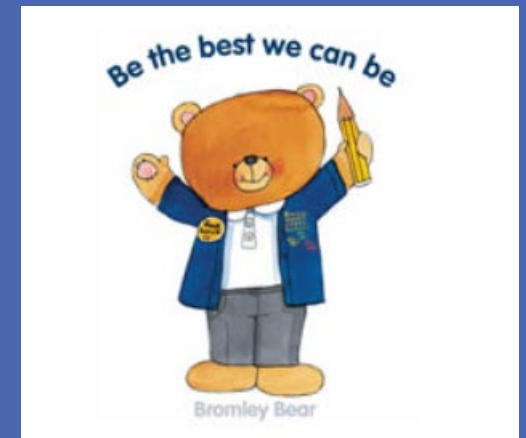


# END KEY STAGE 1 ASSESSMENTS

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Information for parents



# Key Stage 1 statutory tests

- ❖ During/ over May 2023
- ❖ Familiar environment
- ❖ Small groups or whole class
- ❖ Teacher Assessment  
(frameworks to support with this)

# The Tests

At the end of Year 2, children take assessments in reading and maths which are used to inform teacher judgements:

- ❖ Reading (2 reading papers)
- ❖ Maths ( 2 papers)
- ❖ Writing is assessed and moderated from works in books with other schools.
- ❖ (Optional spelling, grammar and punctuation papers are also published, which schools can chose to sit or not. We opt not to).

# Reading test papers

The Reading Test consists of two separate papers:

- ❖ Paper 1 – Contains a selection of texts totalling between 400 and 700 words with questions about the text. This is a combined reading prompt and answer booklet.
- ❖ Paper 2 – Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet.
- ❖ Each paper is worth 50% of the marks. The tests take approximately 30 (1) and 40 (2) minutes to be completed however they are **not being assessed at working at speed so will not be strictly timed.**

# Reading test papers

- ❖ The texts will cover a range of poetry, fiction and non-fiction (we do not know in advance the context/ texts chosen).
- ❖ Questions are designed to assess the comprehension and understanding of a child's reading.
- ❖ Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.
- ❖ They are designed to increase in difficulty and there are practice questions on the first page that they complete and then check.

# Reading test paper 1 (2019) sample pages

On Monday, we had a very good day. We went to the fair in the park. I won a huge, pink teddy.

On Wednesday, we went to the circus in a big tent. It was so lovely! We saw acrobats swinging high above our heads.

On Friday, JJ said, "Let's do something for Mum. She has been working all week."

"Can we do a picture in the garden?" I asked.



- 1 Draw **three** lines to show what Jasmine and JJ did on each day.

|           |                         |
|-----------|-------------------------|
| Monday    | • did something for Mum |
| Wednesday | • went to the fair      |
| Friday    | • went to the circus    |



1 mark

- 2 What did Jasmine and JJ see at the circus?



1 mark

"Jasmine! You have got paint all over your hair," she shouted.

But then she saw the painting. Her face changed.

"Whatever made you think of doing that?" she said. "It is FANTASTIC and I love the sparkling fireworks at the top!"

JJ grinned. "It was Jasmine's idea to add some extra colour," he said. We all laughed.



- 9 When Mum came home, where did she first see the paint?

\_\_\_\_\_



1 mark

- 10 How did Mum feel when she first saw Jasmine?

\_\_\_\_\_



1 mark

- 11 What did Mum describe as *sparkling fireworks*?

Tick **one**.

- |                                  |                          |
|----------------------------------|--------------------------|
| the sky that JJ painted          | <input type="checkbox"/> |
| the basketball net and red ball  | <input type="checkbox"/> |
| the flowers that Jasmine painted | <input type="checkbox"/> |
| the splashes of paint            | <input type="checkbox"/> |



1 mark

## Reading test paper 2: sample pages

### Liam the Park Keeper

#### Meet Liam the park keeper

Do you like being out in the open air? Liam does! He works as a park keeper, which means he is outside all day long. He can listen to the birds and look at the beautiful trees and plants.



Liam the park keeper

Liam has to keep his areas of the park looking their best for visitors, especially the rose garden. It's a very demanding job, but Liam enjoys it.



This is the park where Liam works.

Questions 1–9 are about *Liam the Park Keeper*  
(pages 4–8)

(page 4)

1 Liam works...

Tick **one**.

outside all of the time.

☐

at a desk when it is cold outside.

☐

outside when it is sunny.

☐

at a desk all of the time.

☐

1 mark

(page 4)

2 Which area of the park does Liam keep particularly nice for visitors?

\_\_\_\_\_



1 mark

3 Look at page 4.

Liam can find his work difficult.

**Find** and **copy one** word that tells you that Liam's work is difficult.

\_\_\_\_\_



1 mark



Liam's daily tasks depend on the weather and the time of year.  
His main tasks include:

- clearing away dead plants
- getting rid of weeds
- digging the soil
- putting in new plants
- keeping bugs under control
- cutting shrubs and clipping hedges
- raking up leaves
- cutting the grass.



Raking up leaves



Bulbs ready for planting



Liam puts in new plants.

4

Look at page 5.

Liam's daily tasks can change. What **two** things can make his tasks change?

Tick **two**.

the team

☐

the trees

☐

the visitors

☐

the weather

☐

the season

☐

1 mark



# Mathematics

Children will sit two tests: Paper 1 and Paper 2:

- ❖ Paper 1 is for arithmetic, lasting approximately 25 minutes and worth 25 marks. It covers calculation methods for all operations.
- ❖ Paper 2 covers problem solving, reasoning and mathematical fluency, lasts for approximately 35 minutes and is worth 35 marks.
- ❖ Pupils will still require calculation skills but 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.
- ❖ Like the reading paper, there are practice questions which they can do together and check.
- ❖ There is lots of space for workings out.

# Arithmetic Test

❖ 20/25 minutes  
approximately

❖ 25 marks

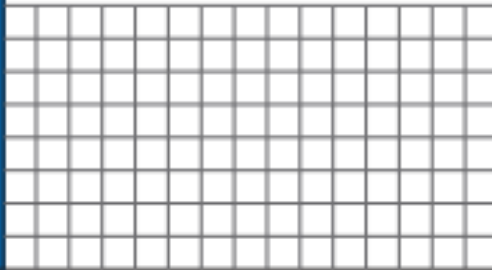
1  $9 - 3 =$



2  $5 + 10 + 5 =$



9  $22 + 22 =$



10   $+ 8 = 12$



21  $\frac{1}{2}$  of 90 =



22  $100 -$    $= 52$



Maths Reasoning Paper: the first 5 questions are read to them.

|            |  |
|------------|--|
| Question 1 | <p>Look at the cards.</p> <p>I will read them for you.</p> <p>Monday...Friday...Wednesday...Saturday...</p> <p>Tick the card that shows the name of the day before Thursday.</p> |
| Question 2 | <p>Write an even number that comes between <u>fifty-two</u> and <u>fifty-seven</u>.</p> <p>Write the number in the box.</p>  |
| Question 3 | <p>Turn to the next page.</p> <p>Look at the five shapes.</p> <p>Tick <u>all</u> of the shapes that have half shaded.</p>  |
| Question 4 | <p>Look at the calculation.</p> <p>Write a number in the box to make the calculation correct.</p>  |
| Question 5 | <p>What is <u>ninety-six</u> minus <u>ten</u>?</p> <p>Write your answer in the box.</p>  |

1

Monday

Friday

Wednesday

Saturday

2

52      57

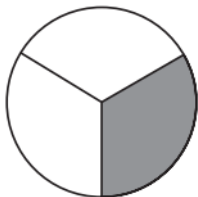
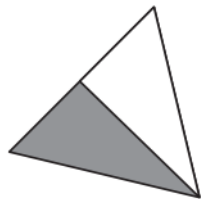
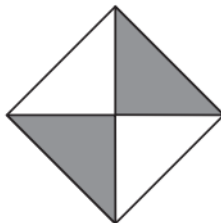
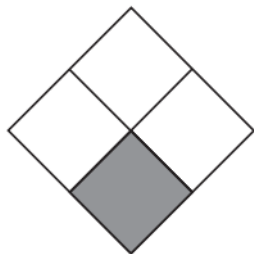
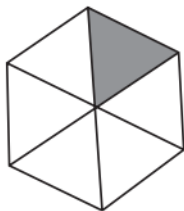
4

$$12 = \square \times 6$$

5

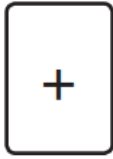
96

3



7

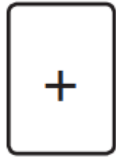
Here are two cards.



Choose a card to make each calculation correct.

One is done for you.

4



1 = 5

23



1 = 22

40



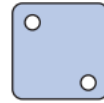
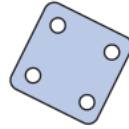
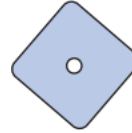
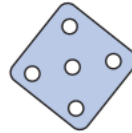
1 = 39

19



1 = 20

8

Circle the **three** dice that add up to **13**

Sam has cards that are numbered 1 to 8

Sam turns over two of the cards.



Which two cards has Sam turned over?

Write the numbers on the cards below.



- 11 Complete the number sentences.

One is done for you.

$$\frac{1}{2} \text{ of } \boxed{8} = 4$$

$$\frac{1}{2} \text{ of } \boxed{\phantom{00}} = 3$$

- 12 Write the missing numbers in the sequence.

|    |    |    |  |  |  |
|----|----|----|--|--|--|
| 16 | 14 | 12 |  |  |  |
|----|----|----|--|--|--|

- 15 Amy has 50p.

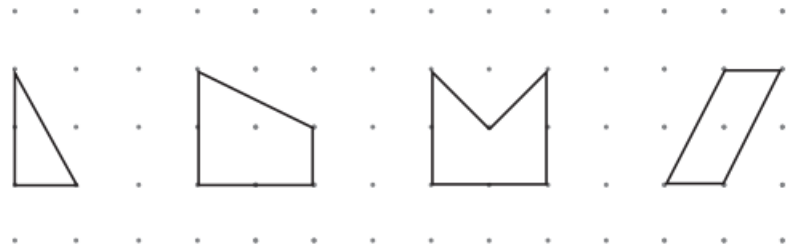
She buys a pencil for **30p**.

Tick the purse that shows how much money Amy has **left**.





18 Tick the shape that has a line of symmetry.



19 Write the next number sentence in the pattern.

$$1 + 2 + 3 = 6$$

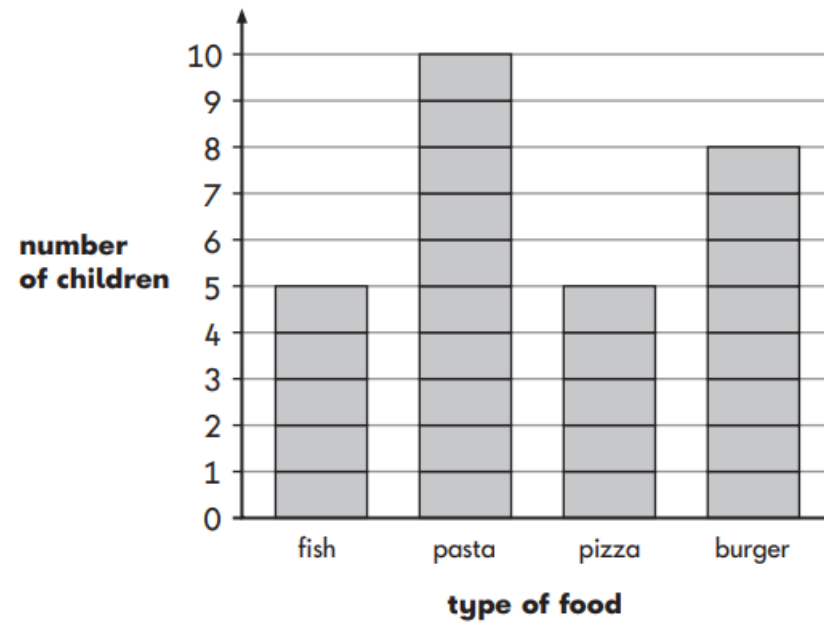
$$2 + 3 + 4 = 9$$

$$3 + 4 + 5 = 12$$

$$4 + 5 + 6 = 15$$

$$\square + \square + \square = \square$$

22 This chart shows what class 2 ate for lunch today.



Fewer children ate pizza than burger.

How many fewer?

children

# Outcomes

- ❖ Papers are marked by the teachers
- ❖ The results will be used to *inform* the teachers assessment; these judgements may be moderated by the LA. This would not involve the children directly e.g. their work would be assessed but moderators wouldn't talk to them.
- ❖ Pupils will be assessed as if they have met the national standard (expected) and may be assessed as 'greater depth' (meaning they have exceeded the nationally expected standard for the end KS1).

# Writing Framework (no test)

## 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.

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

# Writing Framework

## 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 Framework

## 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<sup>^</sup>
- spell most common exception words<sup>\*</sup>
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)<sup>\*</sup>
- use the diagonal and horizontal strokes needed to join some letters.

<sup>\*</sup> These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

<sup>^</sup> This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

# Science teacher assessment (at standard); no test

## Working at the expected standard

### Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- 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:
  - observing changes over time
  - noticing patterns
  - grouping and classifying things
  - carrying out simple comparative tests
  - finding things out using secondary sources of information
- communicate their ideas, what they do and what they find out in a variety of ways.

### Science content

The pupil can:

- name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]
- describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]
- identify whether things are alive, dead or have never lived [year 2]
- describe and compare the observable features of animals from a range of groups [year 1]
- group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]
- describe seasonal changes [year 1]
- name different plants and animals and describe how they are suited to different habitats [year 2]
- distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].



# How you can help your child ...

- ❖ Do as you usually do -
- ❖ Regular reading with your child: include some comprehension questions
- ❖ Practise knowledge of addition and subtraction facts - Super Maths Facts
- ❖ Practise knowledge of tables: 2, 5, 10 and 3's.

How you can help your child ...

- Ensure children get enough sleep and are well rested.
- Ensure children have a good breakfast .

# Don't Panic

