

KS1 Statutory Assessments

Parents/Carers
Meeting
Thursday 7th April

Key Stage 1 Statutory Assessments

At the end of KS1 we have to report data for:

- **Reading**

- **Writing**

- **Maths**

 - Working towards the expected standard

 - Working at the expected standard

 - Working at greater depth

- **Science**

 - Working at the expected standard (Met/Not Met)

Writing Assessments

- Based on writing across time in class.
- They must be able to do all these things.
- Similar descriptors for Working Towards and Greater Depth.
- Writing from this point on in the year is used to form judgement.

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 Assessments

- Children sit two reading papers which are marked by the class teacher.
- Ongoing reading work in class is used to form the judgement and is backed up by the test result.

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.

Red, white, green and yellow droplets flicked all over the sky at the top of our lovely painting! Great splashes of paint landed on my clothes.

"Mum will be furious!" I wailed.

We rubbed and scrubbed as much as we could. We did not hear Mum come home.

Then we saw her. I wanted to hide from her really cross face.



7 What happened when Jasmine dropped the brushes?



8 Find and copy two words that tell you how JJ and Jasmine tried to clean off the paint.

1. _____

2. _____



Dora rushed around the house gathering up things she did not want. "I must be generous," she said. "I must take everything. It is for a very good cause."

Dora pushed her pram to and from the jumble sale hall. But as time went on, it got harder and harder to part with her precious finds. She could not help sniffing when she said goodbye to the bicycles and she cried as she wheeled away the lampshade.

Dora was exhausted when she got home. But when she looked around her house, she was pleased to see that there was so much space. There was also a lovely carpet on the floor that she hadn't seen for years.

But all that night, Dora couldn't get to sleep. She lay in the empty darkness thinking of all her precious things. She was sure they must be feeling unloved and unwanted. She could almost hear them calling to her, 'Come back and save us!'



When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.

"I'll get them back," said Dora, "if I have to buy them all. At least I'm the first in the line."



Maths Assessment

- Children sit two maths papers which are marked by the class teacher.
- One is an arithmetic paper and the other a reasoning paper.
- **Children can have the questions read to them.**
- Ongoing maths work in class is used to form the judgement and is backed up by the test result.

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.

21

$17 + 48 = \boxed{}$



1 mark

19

$67 + 33 = \boxed{}$



1 mark

22

$\frac{1}{4} \text{ of } 24 = \boxed{}$



20

$59 - 15 = \boxed{}$



16



A shopkeeper has **20** fish and **5** fish bowls.

He puts the same number of fish in each bowl.

How many fish go in each bowl?

fish

How we do the tests at Lord Deramore's

- We keep the atmosphere as calm and relaxed as possible. We don't describe them as SATs to the children.
 - The children have all already completed a practice paper in maths and reading so they know what the tests look like.
 - Most children will complete the tests in the classroom. Some will complete in a small group with Miss McCormack or Mrs Graham. The children only complete one paper a day and the rest of the day will run as usual.
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How can parents and carers help?

Please don't do practice tests.
Instead...

- **Read your child's reading book and share stories.**
- **Ask your child questions about what they read.**
- Practise any sounds or words that are sent home.
- TTRockstars and practicing timetables (including division facts).
- Numbots
- Telling the time (quarter hours and then 5 minutes).



Any questions?