



St Martin's CE (Aided)
Primary School

End of Key Stage 1 Assessment

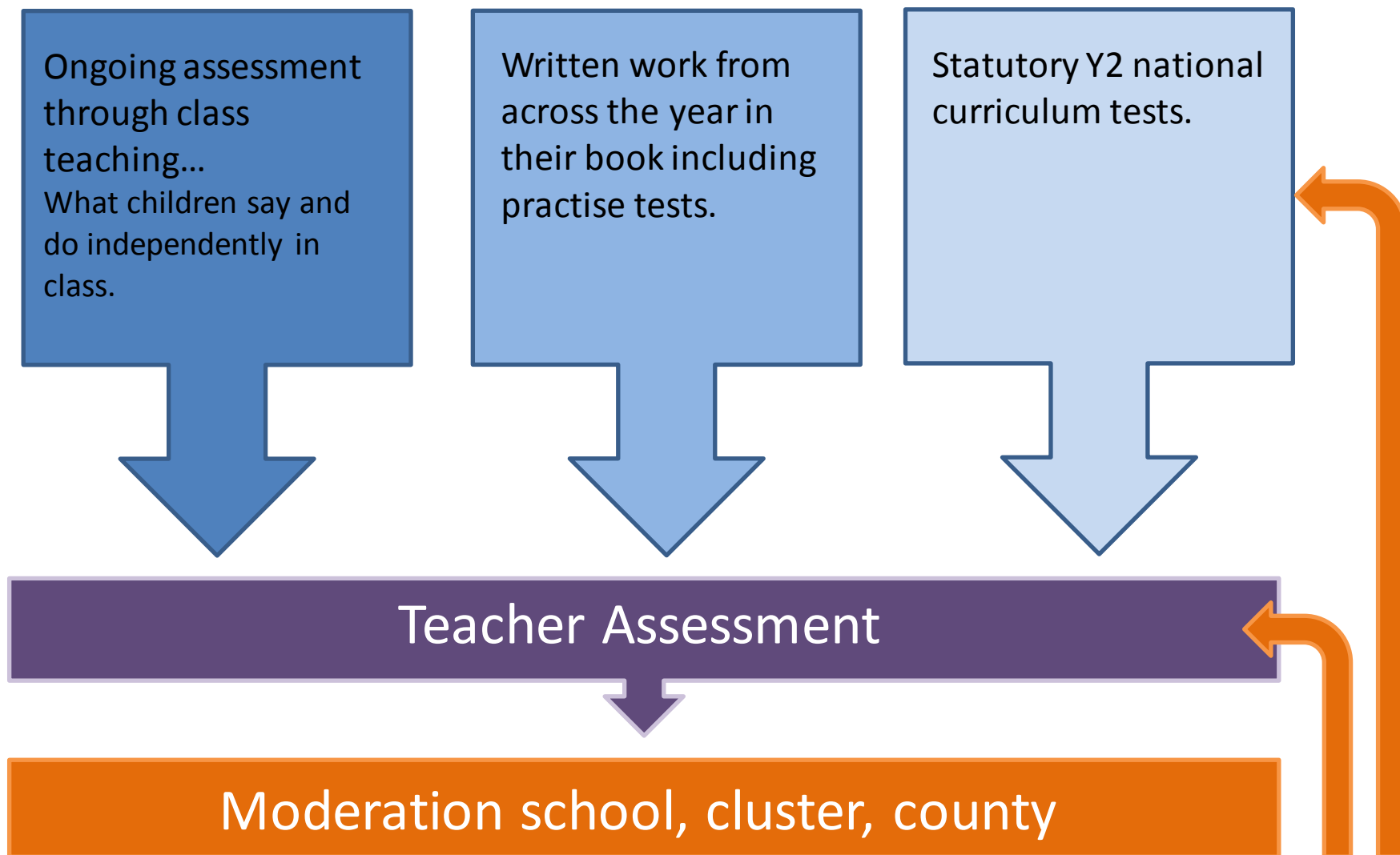
Meeting For Parents and Carers

26th February 2018

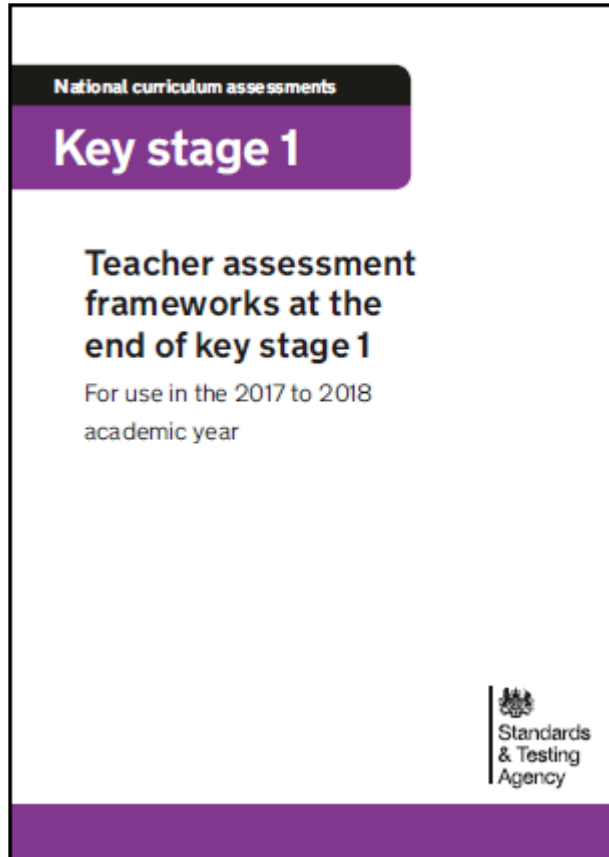
Teacher Assessment

- At the end of Year 2, teachers make a teachers assessments for every child for:
 - *English reading
 - *English writing
 - *Mathematics
 - *Science
- It is the teacher assessment that is reported to parents and the DfE.
- The test outcome supports the teacher assessment but is only one source of evidence the teachers use – they also use their professional knowledge of your child, their observations of your child and the work your child has completed in class.

Building a picture of a child's learning across the year



Teacher Assessment Frameworks



All Teacher Assessments are based on the Teacher Assessment Frameworks.

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes⁸
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)⁸
- read many common exception words.⁹

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 discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes⁸
- read most common exception words.⁹

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.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict 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.

Teacher Assessment Framework for Reading.

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.

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.

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.

Teacher Assessment Framework for Writing.

Working towards the expected standard

The pupil can:

- demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$)
- count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives)
- read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly)
- use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$)
- add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations
- recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9)
- recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.

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. $74 - 33$)

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Teacher Assessment
Framework for maths.

- 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $\frac{3}{4}$ 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).

Working at greater depth

The pupil can:

- reason about addition (e.g. that the sum of 3 odd numbers will always be odd)
- use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92, as it is not a multiple of 5)
- work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$)
- solve more complex missing number problems (e.g. $14 + \square - 3 = 17$; $14 + \Delta = 15 + 27$)
- determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left)
- solve 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?")
- recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$)
- find and compare fractions of amounts (e.g. $\frac{1}{4}$ of £20 = £5 and $\frac{1}{4}$ of £8 = £2, so $\frac{1}{4}$ of £20 is greater than $\frac{1}{4}$ of £8)
- read the time on the clock to the nearest 5 minutes
- read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).

Teacher Assessment Framework for maths.

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.

Teacher Assessment Framework for science.

During May

Children will complete 4 booklets:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning

Please see examples.

The outcomes support the Teacher Assessment along with all the other evidence gathered throughout the year.

We Keep it low key and relaxed!

- We choose when children complete the booklets – we won't ask a child to complete a booklet if they come into school worried or upset about something.
- Children will complete the booklets in small groups with their class teacher.
- No time limit.
- They don't have to finish – we will stop them if we feel they have done as much as they can.
- If necessary, they can have breaks.
- If necessary, they can have help reading the questions in the maths booklets.