

Assessment at the end of Key Stage 1

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Purpose of today:

1. Explain how the teachers will assess your child
2. Explain what assessments will take place
3. Offer suggestions of how you can help your child

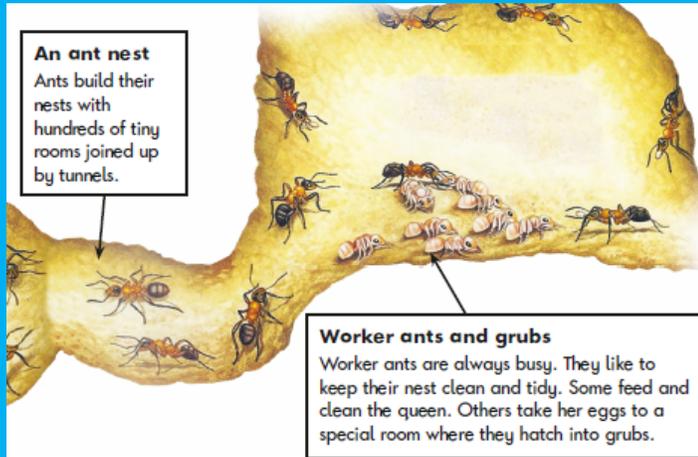


Reading

- Greater emphasis on comprehension
- 2 papers for all children
- Increasing difficulty
- Mixed genres (information , story, poetry)
- Paper 1: 30 minutes ish (although untimed)
- Paper 2 separate booklet for answers 30 minutes ish (again untimed)



What will it look like?



3 What joins the rooms in an ant nest together?



4 Give **two** jobs that the worker ants do.

1. _____

2. _____



5 What happens to the eggs in the special room?

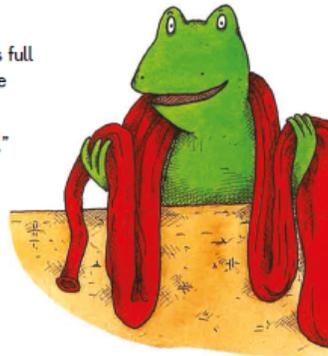


Frog lifted the lid of the basket again. Inside was a huge red balloon. "We could float home," said Frog.

Frog blew up the balloon until it was full of air. Then he tied the balloon to the basket.

"I've never been in a balloon before," said Monster.

Neither had Frog, but he didn't tell Monster that.



17 How did Frog think they could get home?

18 Frog had not been in a balloon before, but he did not tell Monster because...

Tick **one**.

he didn't want to talk to Monster.

he didn't want to go in the balloon.

he didn't want Monster to worry.

he didn't have time to say anything.

The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and hung her over the king's bed. But she was so sad that she wouldn't sing at all.



What children need to know...



- See y2 reading list (below)
- door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas
- How to navigate a non fiction text
- To read without overt sounding out and blending, aiming for 90 words a minute
- Read around 700-900 words (stamina)
- The structure of a poem



GPS (Grammar, Punctuation and Spelling)

- Not tested this year for y2 (but still informs our assessment)
- Emphasis on technical aspects of grammar (verbs, adverbs, expanded nouns..)
- Paper 1: spelling -missing word booklet , 20 words, 15 minutes (ish)
- Paper 2: grammar, punctuation and vocabulary , 20 minutes ish
- No actual 'long writing' test



-dge	-c-	-ion
edge	ice	question
fudge	icy	caption
	rice	station
	nice	
	face	

The Three Little Pigs



What does it look like?

1. Hannah ran _____ than Lee.
2. Yesterday it was very _____.
3. I had a big smile on my _____.
4. There was a large _____ of children at the party.



Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

Aisha found some red blue and purple beads in the box.

What children need to know....

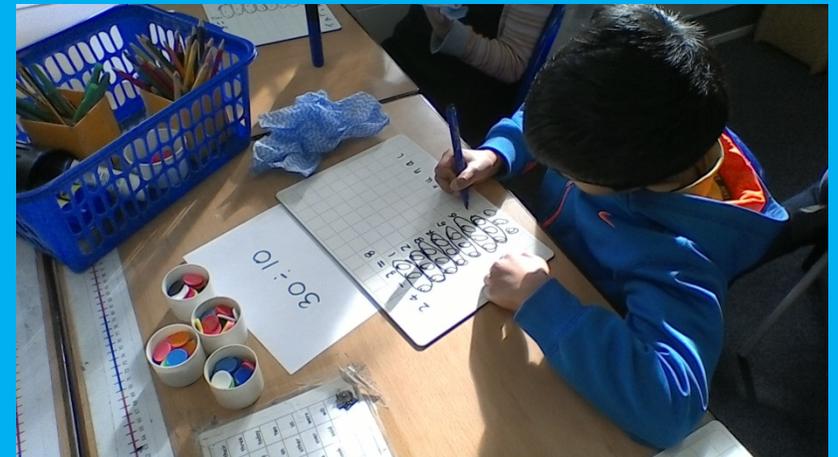
- Terminology to learn: noun, noun phrase, expanded noun, verb, adverb, statement, question, command, exclamation, compound word, past tense, present tense, apostrophe, comma.
- 4 types of sentence
- Homophones: there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
- Apostrophe for contraction: can't, didn't, hasn't, couldn't, it's, I'll
- Apostrophe for possession: Mrs Whiting's class
- Spelling Expectations in Y2



Maths



- Two papers
- Paper 1 : arithmetic – whole numbers, place value, counting. 20 minutes ish.
- Paper 2 : reasoning – problem solving, reasoning. 30 minutes ish.
- No equipment allowed
- It is about using quick and efficient methods

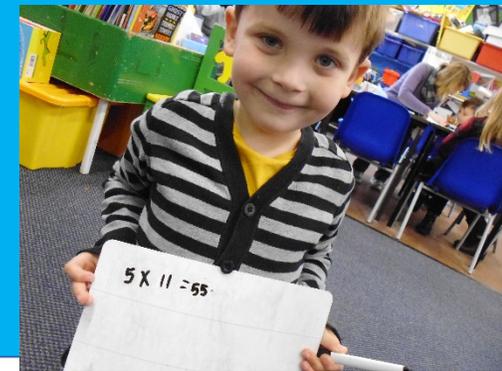


What will arithmetic look like?

$$8 + 5 + 4 = \boxed{}$$



$$8 \times 10 = \boxed{}$$

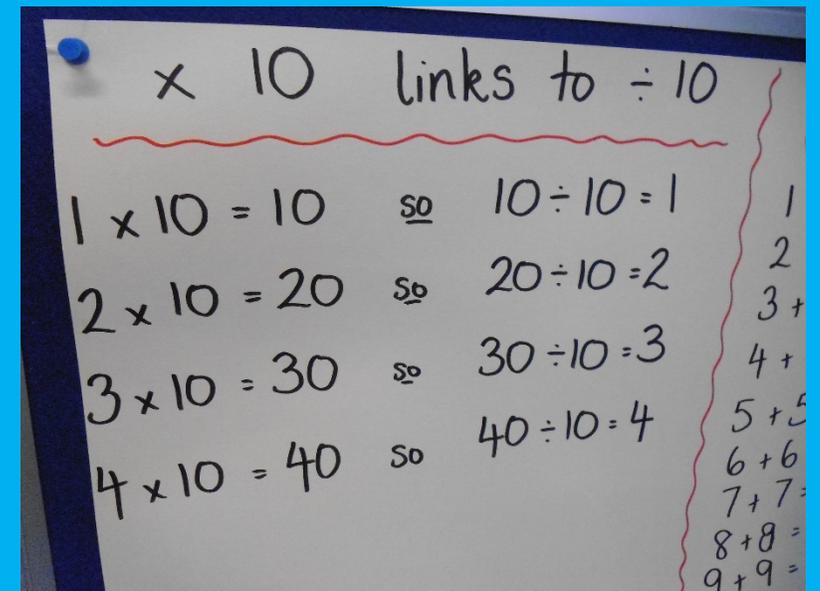


$$36 + 24 = \boxed{}$$

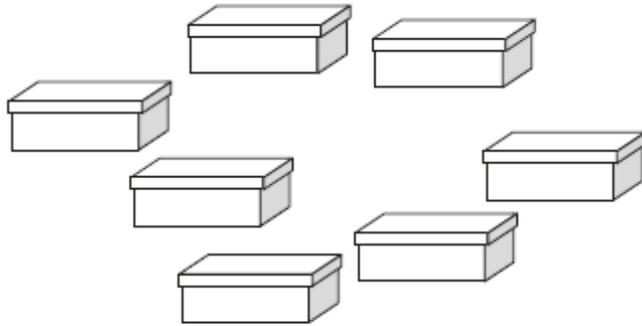
Also, division

$$87 - 40 = \boxed{}$$

$$65 + \boxed{} = 93$$



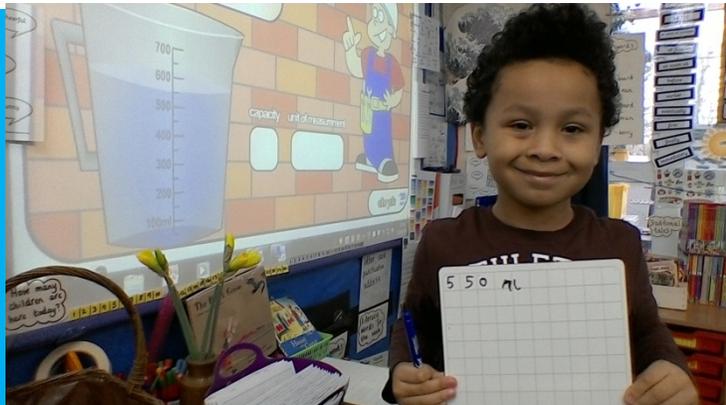
What 'reasoning' will look like...



Sita puts **2** shoes in each of these boxes.

How many shoes are there altogether?

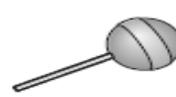
50 shoes



A shop sells these sweets.



2p



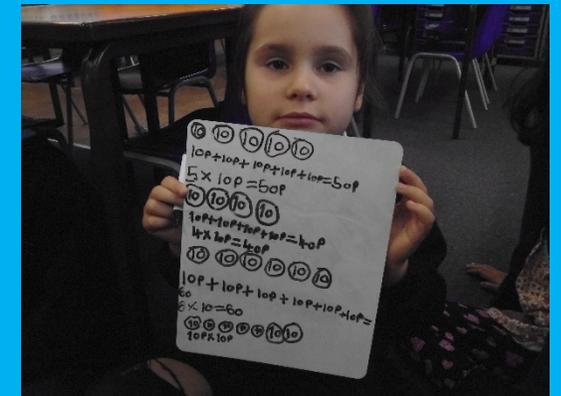
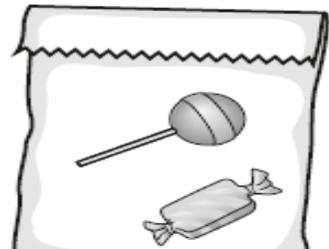
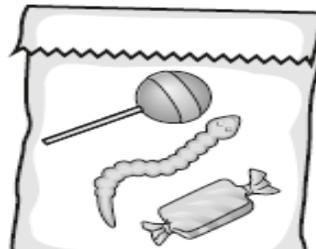
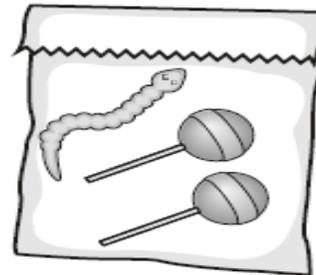
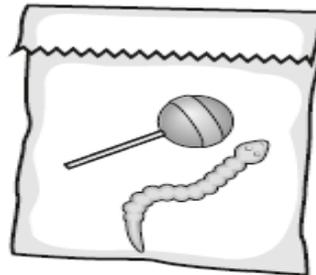
5p



10p

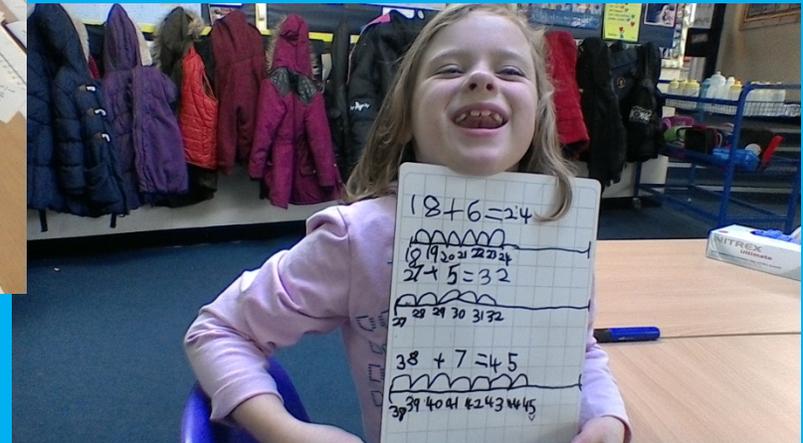
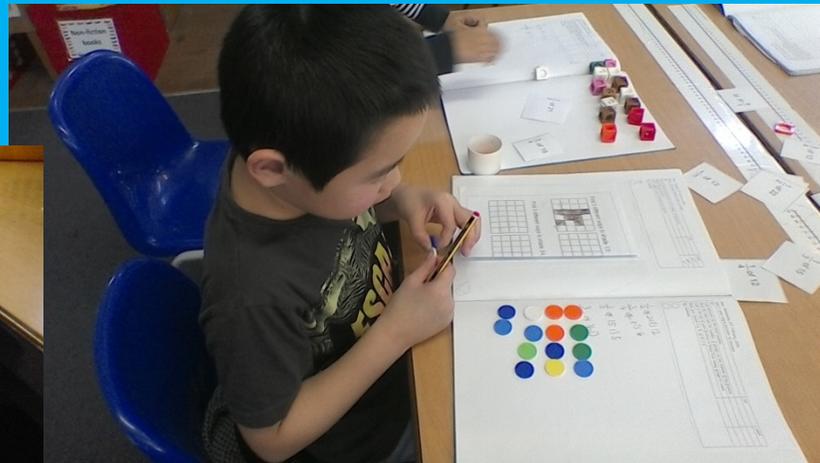
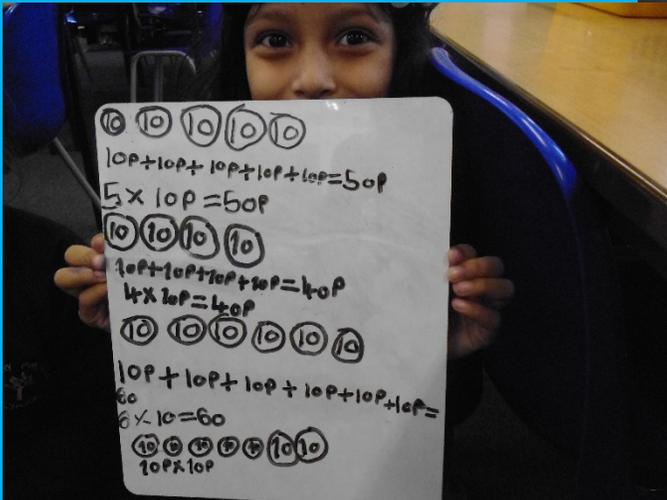
Abdul spends exactly **20p** on sweets.

Tick (✓) the bag of sweets he buys.



What children need to know...

- How to calculate mentally
- How to estimate successfully
- How to partition eg $86-21=$ or $43+22=$



Quick tips - how can I best help my child?

- Read with them everyday
- Practise number skills eg counting in 2s, 5s, 10s and 3s
- Practise mental calculation eg $23 + 11 =$
- Use Education City- we will put revision activities in there
- Read with them everyday
- Help them with their spellings, make corrections together
- Talk about maths at home when cooking, measuring, wallpapering, laying the table, buying veg etc
- Read with them every day, fill in the diary!!

