



**BLACKTHORNS  
COMMUNITY  
PRIMARY ACADEMY**

# **Key Stage 1 National Curriculum Assessments**

## **A School Presentation to Parents**

Information and Guidance on the Changes and Expectations for 2015/16

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# Key Stage 1 National Curriculum Assessment Change

- In 2014/15 a new national curriculum framework was introduced by the Government for Years 1, 3, 4 and 5.
- However, Years 2 and 6 (due to statutory testing) continued to study the previous curriculum for one further year.
- In 2015/16 children in all years at Key Stage 1 and 2 are expected to now study the new national curriculum.
- KS1 (Year 2) and KS2 SATs (Year 6) will reflect the new curriculum for the first time this year.

# Assessment and Reporting

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- ‘Old’ national curriculum levels (e.g. Level 3, 4, 5) have now been abolished, as set out in the government guidelines.
- From 2016, test scores will be reported as ‘scaled scores’.
- This means it is very difficult to compare the assessment of a previous year with the current year.
- Your child will still be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.
- The new curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet since the beginning of last year.

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# Scaled Scores

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What is meant by 'scaled scores'?

- It is planned that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

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# Scaled Score Examples

On publication of the test results in July 2016:

- A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test.
- A child awarded a scaled score of more than 100 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age.
- Marking guidance for KS1 tests will include conversion tables. Teachers will use these to translate pupil's raw scores into scaled scores to see whether each pupil has met the national standard. Teachers will use the scaled scores to inform their teacher assessment judgements.

# The Tests

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The tests are due to take place during the month of May of each year.  
At the end of Year 2, children will take assessments in:

- Reading;
- English grammar, punctuation and spelling (not statutory for 2017 but y2 will still do them both for experience and to support teacher judgement);
- Maths.

Writing is not assessed through a test, but through ongoing teacher assessment. In class opportunities are given for writing to be:

- Structured
- Independent [Selfie time] – any independent writing that children do ‘away from a point of teaching’ can support TA, so please send in!

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# Reading

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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.
- 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 and should take approximately 30 minutes to complete, although the children are not being assessed at working at speed so will not be strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.
- 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.

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## Bella Goes To Sea

Bella the goose lived with William in a cottage by the sea. William was a fisherman. He had a big garden with lots of good grass for Bella to eat. Sometimes for a treat he took Bella to the Harbour Cafe and bought her a milkshake and biscuits. But whenever William went to sea, Bella had to stay behind. "You can guard the house," he said.



### Practice questions

**a** What was William's job?

Tick **one**.

- |            |                          |           |                          |
|------------|--------------------------|-----------|--------------------------|
| cafe owner | <input type="checkbox"/> | guard     | <input type="checkbox"/> |
| gardener   | <input type="checkbox"/> | fisherman | <input type="checkbox"/> |

**b** When William went away, what did he tell Bella to do?

\_\_\_\_\_

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## Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK.

You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

### Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.

### Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon.

He also brought aliens to life in stories about Dr Xargle, written by Jeanne Willis.



Hello! My name is Horrid Henry. There are over 20 books about me!



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## Paper 2

(page 4)

- 1** Find and **copy one** word from the top of page 4 that means *well known*.

\_\_\_\_\_

1 mark

(page 4)

- 2** The Little Princess reminds Tony Ross of someone. Who is it?

\_\_\_\_\_  
\_\_\_\_\_

1 mark

(page 4)

- 3** Tick **True** or **False** for each statement about the Little Princess.

Statement	True	False
There are lots of books about her.	<input type="checkbox"/>	<input type="checkbox"/>
She always does as she's told.	<input type="checkbox"/>	<input type="checkbox"/>
She is 5 years old.	<input type="checkbox"/>	<input type="checkbox"/>
She doesn't like going to bed.	<input type="checkbox"/>	<input type="checkbox"/>

2 marks

## Paper 1

[https://www.youtube.com/watch?v=w4c\\_DMS-3IE](https://www.youtube.com/watch?v=w4c_DMS-3IE)

# Spelling, Punctuation and Grammar

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Not Statutory for 2017

The test consists of two separate papers:

- Paper 1: spelling (20 marks).
- Paper 2: questions (20 marks).

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# Sample Questions

## Grammar, Punctuation and Vocabulary Paper

Year 2 English Grammar and Punctuation Test 1

---

4. Tick the correct word to complete the sentence below.

I really don't like washing my face \_\_\_\_\_ I have to do it.

Tick **one**.

or

☐

and

☐

but

☐

2

1 mark

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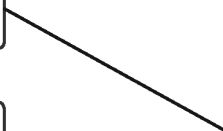
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# Sample Questions

## Grammar, Punctuation and Spelling Paper

9. **Draw lines** to match the groups of words that have the same meaning.  
One has been done for you

I will	it's
you have	I'll
it is	didn't
did not	you've



1 mark

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# Mathematics

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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 and 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.

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# Sample Questions

## Maths Paper 1: Arithmetic

15	$3 \times 3 =$ <input type="text"/>	<input type="radio"/>
16	$12 \div 2 =$ <input type="text"/>	<input type="radio"/>

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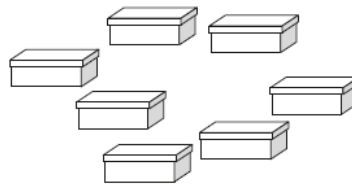
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# Sample Questions

## Maths Paper 2: Reasoning

7



Sita puts 2 shoes in each of these boxes.

How many shoes are there altogether?

  
shoes

8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

# How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage! The children will, hopefully, unaware they are doing anything different from normal!
- **Ensure your child has the best possible attendance at school.**
- Support your child with any **homework** tasks: all the tasks I set are aimed at supporting the children through the tests (and preparing them for KS2)
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise. \*Bug Club/ Squeebles/ Number Club/121 challenge/Times table Rockstars
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).

# How to Help Your Child with Reading

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Listening to your child read can take many forms:

- First and foremost, focus developing an enjoyment and love of reading.
- Bug Club comprehension questions are equally as important as finishing the book!
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library.
- Talk about strategies to help read new vocabulary: phoneme fingers, 'silly bulls' [syllables!] word in a word etc
- Speed reading [90 words/minute!!!] –ipad recording

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# How to Help Your Child with Writing

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- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

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# How to Help Your Child with Maths

- Play times tables games [Timetables Rockstars launches after half term]
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time. Wrist watch/ “What’s the time Mr Wolf”
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping. PLEASE!!!
- Look for numbers on street signs, car registrations and anywhere else.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, draughts or chess.
- <http://wild.maths.org/> for problem solving games and activities

