



# END OF KS1 ASSESSMENTS

**Summer Term 2022**

# WHAT HAPPENS AT THE END OF KS1?

- Statutory assessment points- End of EYFS, Y2 and Y6
- National testing against the National Curriculum – September 2014
- Security at ARE (age related expectations)
- Teacher assessments reported to parents - tests are used only to inform teacher judgements (BLW- below, WTS- working towards, EXS- expected or GDS- greater depth)
- Scaled score – 100+ is assumed to be secure at ARE

# ASSESSMENTS (SATs)

- Administered during May 2022 (Y6 SATs 9th-12th May 2022)
- Tests in Reading, GPS (Grammar, Punctuation and Spelling) and Maths
- Tests are marked by teachers and 'raw' scores are then converted into a scaled score (available June)
- Tests are used only to inform Teacher Assessment judgements which are reported to parents (we know that some children do not perform well in a test)
- Children will not be told beforehand that they are doing the tests (they are already getting used to carrying out special 'quizzes' across the year)

# READING

- Two tests
- Children sit both tests and will complete what they can (breaks can be given)
- Paper 1 is approximately 30 minutes long
- Paper 2 is approximately 40 minutes long
- Heavy emphasis on fiction
- Focus on comprehension, both literal and inferential
- Understanding of language and the words an author has chosen

# PAPER 1

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?

\_\_\_\_\_



"Let's find the paints," said JJ.

"Can we paint the shed wall?" I asked.

"Yes," said JJ. "It is a really boring colour!"

JJ fetched the steps. He said, "These steps are a bit wobbly. I will paint the top bit."

He climbed up and painted a basketball net and a red ball going into it. I painted some beautiful flowers and some grass.



3 Why did JJ agree to paint the shed wall?

\_\_\_\_\_



1 mark

4 Why did JJ paint the top of the shed?

Tick **one**.

Jasmine didn't like painting.

The steps were dangerous.

He knew what to paint.

Mum would like what he painted.



1 mark

# PAPER 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."



(page 9)

- 12 It was difficult to get the piece of paper through Dora's letter box.

Find and copy one word that tells you this.

\_\_\_\_\_



1 mark

(pages 9–10)

- 13 Why did Dora want to give things to the jumble sale?

Write two reasons.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_



2 marks

(page 10)

- 14 Dora cried as she pushed her pram away for the last time. Why was she sad?

\_\_\_\_\_

\_\_\_\_\_



1 mark

(pages 4–8)

- 9 Put ticks in the table to show which sentences are **true** and which are **false**.

Sentence	True	False
Liam does the same jobs every day.		
Liam always works alone.		
Liam sometimes cuts the grass and the bushes.		
Liam's work is often dirty.		



2 marks

- 20 Look at the section about **apple juice**.

Number the sentences below from 1 to 4 to show the order they happen.

The first one has been done for you.

The machines cut down the apples.

The apples are washed and cleaned.

The fruit grows from apple buds.

The juice is poured into cartons.



# GPS (GRAMMAR, PUNCTUATION AND SPELLING)

- Two tests
- Paper 1 – spelling test, approximately 15 minutes for 20 spellings. Based on NC common exception word lists for Y1/Y2. Linked to phonic knowledge and understanding (44 phoneme chart).
- Paper 2 – GPS questions, approximately 20 minutes.

Grammatical terminology- Correct names for word classes etc. nouns, verbs, adjectives, adverbs. Sentence construction – subordination (when, if, that, because) and coordination (or, and, but). Noun phrases (The dark, creepy castle...)

Sentence types – statement, question, exclamation or command

Punctuation- Capital letters, full stops, question marks, exclamation marks, commas for lists.

## Spelling

P. We are going out \_\_\_\_\_.

1. Sharks live in the \_\_\_\_\_.

2. Amy explored the \_\_\_\_\_ with a torch.

3. The \_\_\_\_\_ made a nest.

4. That joke was really \_\_\_\_\_.

5. Protect your \_\_\_\_\_ from the sun.

6. The leaves \_\_\_\_\_ from the trees.

7. We learnt about the \_\_\_\_\_ river in the country.

8. The shop was \_\_\_\_\_.

9. Turn \_\_\_\_\_ when you get to the park.

10. My slippers are soft and \_\_\_\_\_.

11. I threw the \_\_\_\_\_ and moved my counter.

12. The \_\_\_\_\_ glided slowly across the pond.

13. The \_\_\_\_\_ was on a secret mission.

14. The owl flew \_\_\_\_\_ the rooftops.

15. We put \_\_\_\_\_ in the fruit salad.

16. The \_\_\_\_\_ came off my toy car.

17. Our \_\_\_\_\_ shop sells vegetables.

18. The umbrella is \_\_\_\_\_ because it is broken.

19. A sharp pencil makes it \_\_\_\_\_ to draw.

20. The train left the \_\_\_\_\_.

End of spelling test

# PAPER 2

1 Tick the correct word to complete the sentence below.

It was raining heavily, \_\_\_\_\_ Fatima went out to play.

Tick **one**.

but

if

or

that



1 mark

2 Circle the **adjective** in the sentence below.

The tree was taller than the house.



1 mark

3 What type of word is underlined in the sentence below?

We saw the boat move across the pond.

Tick **one**.

a verb

a noun

an adjective

an adverb



1 mark

4 Add **two** letters to the word happy to make a word that means not happy.

We went to a football game. Our team lost and I

was very \_\_\_happy.



1 mark

# PAPER 2

- 6 Tick the name of the punctuation mark that should complete each sentence.

Sentence	Full stop	Question mark
When will we get to London		
When should I start cooking the dinner		
When the bell rings, it will be lunchtime		



1 mark

- 19 Write a **command** a teacher could say at the end of playtime.

Remember to use correct punctuation.

A large speech bubble with a rounded rectangular body and a pointed tail at the bottom right. Inside the bubble, there are three horizontal lines for writing.

2 marks

# MATHS

- Two tests
- Paper 1 – arithmetic, approximately 20 minutes (only a ruler allowed- no practical equipment)
- Paper 2 – problem solving and reasoning, approximately 35 minutes

# PAPER 1

1  $9 - 3 =$

1 mark

2  $5 + 10 + 5 =$

1 mark

3  $18 - 6 =$

1 mark

4  $10 \times 10 =$

1 mark

5  $80 - 10 =$

1 mark

6  $5 + 32 =$

1 mark

5

$80 - 10 = \boxed{\phantom{00}}$



1 mark

6

$5 + 32 = \boxed{\phantom{00}}$



1 mark

21

$\frac{1}{2} \text{ of } 90 = \boxed{\phantom{00}}$



1 mark

22

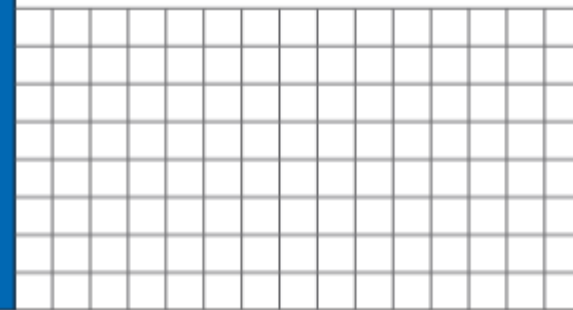
$100 - \boxed{\phantom{00}} = 52$



1 mark

25

$73 - 19 = \boxed{\phantom{00}}$

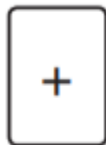


1 mark

End of test

# PAPER 2

7 Here are two cards.



Choose a card to make each calculation correct.

One is done for you.

$$4 \quad \boxed{+} \quad 1 = 5$$

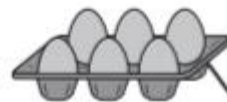
$$23 \quad \boxed{\phantom{+}} \quad 1 = 22$$

$$40 \quad \boxed{\phantom{+}} \quad 1 = 39$$

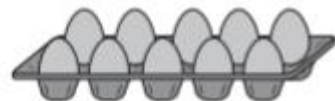
$$19 \quad \boxed{\phantom{+}} \quad 1 = 20$$

9 Match each egg box to the correct multiplication.

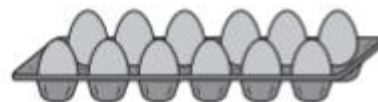
One is done for you.



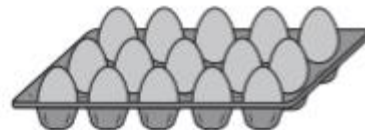
$$\boxed{6 \times 2}$$



$$\boxed{5 \times 3}$$



$$\boxed{3 \times 2}$$



$$\boxed{5 \times 2}$$

1 mark



- 25 Write five coins that have a total of 37p.

p	p	p	p	p



1 mark

- 26 Ajay has 30 pencils.

He shares them equally between 3 pots.



Complete the number sentence to show how Ajay shares the pencils.

$$\square \div \square = \square$$



1 mark

- 32 Ben has 90p.

He buys 2 tickets.



Each ticket costs 35p.

How much money does Ben have left?

Show your working

p



2 marks

End of test

# WRITING- TEACHER ASSESSMENT

- No test for independent writing
- Based on written evidence collated during the year (mostly from after Easter)
- Fiction and non-fiction evidence base required
- Writing is assessed against the end of KS1 Assessment framework

Working towards the expected standard						
I can write sentences that are sequenced to form a short narrative (real or fictional).						
I can demarcate some sentences with capital letters and full stops.						
I can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others.						
I can spell some common exception words.						
I can form lower-case letters in the correct direction, starting and finishing in the right place.						
I can form lower-case letters of the correct size relative to one another in some of their writing.						
I can use spacing between words.						
Working at the expected standard						
I can write simple, coherent narratives about personal experiences and those of others (real or fictional).						
I can write about real events, recording these simply and clearly.						
I can demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.						
I can use present and past tense mostly correctly and consistently.						
I can use co-ordination (e.g. <i>or/and/but</i> ) and some subordination (e.g. <i>when / if / that / because</i> ) to join clauses.						
I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.						
I can spell many common exception words*						
I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.						
I can use spacing between words that reflects the size of the letters.						

Working at a greater depth						
I can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.						
I can make simple additions, revisions and proof-reading corrections to their own writing.						
I can use the punctuation taught at key stage 1 mostly correctly <sup>A</sup>						
I can spell most common exception words*						
I can add suffixes to spell most words correctly in their writing (e.g. <del>ment</del> -ness, <del>ful</del> -less, <del>ly</del> ) <sup>B</sup>						
I can use the diagonal and horizontal strokes needed to join some letters.						

# WHAT ARE WE DOING?

- Whole class reading comprehension (test techniques)
- Test preparation across all areas
- Focus on maths arithmetic and basic skills (weekly questions)
- Maths problem solving and reasoning tasks across all four operations
- GPS focus through reading and writing
- Testing on reading and spelling the Y2 common exception words

# HOW TO HELP AT HOME

- Reading with and to your child.
- Reading Questioning - focus on 'How do you know?' 'Find the evidence in the text to support your view.'
- Grammatical terminology. Getting children to identify the different word classes in the texts they are reading.
- Multiplication tables (Times Tables Rock stars), number bonds, four operations.
- Talking about maths in the environment – supermarkets, door numbers etc.
- Exception word lists for Y1 and Y2 spellings (already included in homework tasks)

**Please speak to your child's class teacher if you have any further questions.**

**Thank you,  
The KS1 Team**

