



Inspiring all to excellence

Understanding the End of Key Stage 1 Statutory Assessment

Dosthill Primary Academy 8th February 2023

What are the End of Key Stage One Tests?



- **Standard assessment tests which are sat by pupils nationally at the age of 7.**
- **Tests in reading and mathematics.**
- **Writing is assessed through teacher assessment**
- **A grammar, punctuation and spelling assessment which is not compulsory but will be undertaken.**



Here are the tests your child will take.

- **English reading paper 1: answer in the reading booklet**
- **English reading paper 2: answer in a separate answer booklet**
- **English grammar, punctuation and spelling Paper 1: spelling**
- **English grammar, punctuation and spelling Paper 2: questions**
- **Mathematics Paper 1: Arithmetic**
- **Mathematics Paper 2: Reasoning**





When will the tests be taken?

The Key Stage One Tests will take place during the month of May.

All children in Year 2 will sit the same paper, on the same day, at the same time.

Teachers can decide if the children need a break and can continue afterwards.



Overview of Teacher Assessment

For all subjects at Key Stage 1, teachers will judge whether pupils are:

- ✓ **working towards the expected standard**
 - ✓ **working at the expected standard**
 - ✓ **working at greater depth within the expected standard**
- These judgments will report the outcomes for the 'Tests' and 'Teacher Assessment'.
 - To demonstrate a pupil has met a standard a pupil must demonstrate attainment at all of the statements within that standard and all of the statements in the preceding standard(s).

TA is based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed **over time** and in a **variety of contexts**. It is carried out as part of teaching and learning.

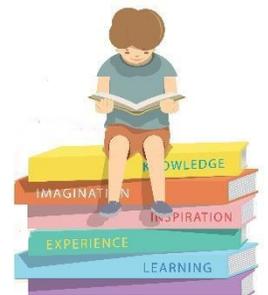
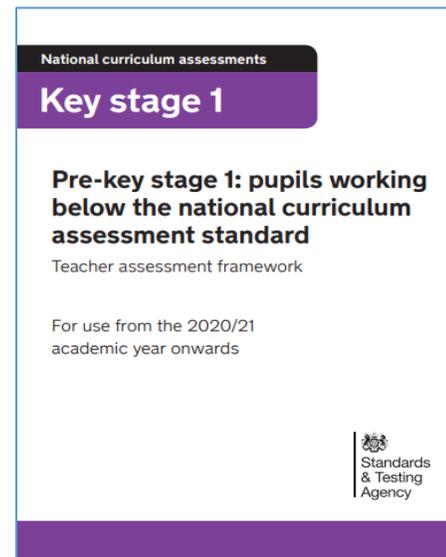
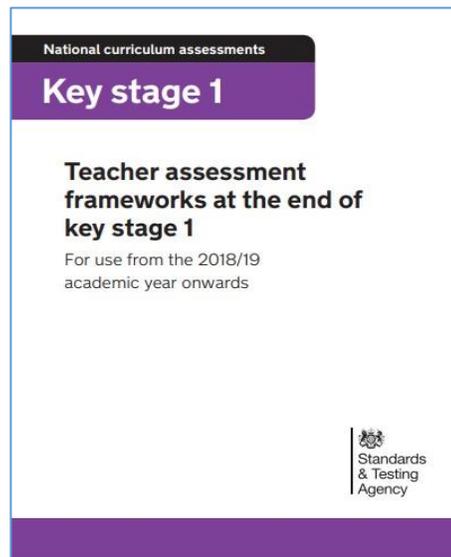
Teachers must consider the pupil's:

- written, practical and oral classwork
- results from the statutory KS1 tests in English reading and mathematics



KS1 TAFs

- [2018-19 teacher assessment frameworks at the end of key stage 1 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [2021 Pre-key stage 1 - pupils working below the national curriculum assessment standard \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



KS1 Reading - Working Towards the Expected Standard

Working towards the expected standard

The pupil can:

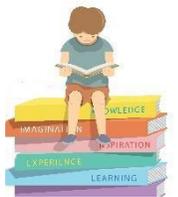
- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

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 a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.



KS1 Reading - Working at the Expected Standard

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.

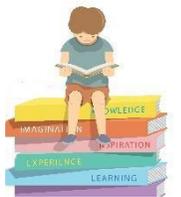
In a book that they can already read fluently, the pupil can:

- 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.

* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

¹ Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials.

² Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

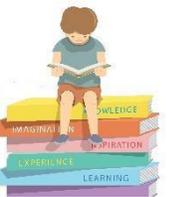


KS1 Reading - Working at Greater Depth

Working at greater depth within the expected standard

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

- make inferences
- make a plausible prediction about 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.



Question Types – Find and Copy

3 Look at page 4.

Liam can find his work difficult.

Find and **copy one** word that tells you that Liam's work is difficult.

13 Write **one** item that cowboys used for working with animals.

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

1. _____

2. _____



Question Types – Short Response / Open-ended response

5 Why did Jasmine climb the steps?

9 When Mum came home, where did she first see the paint?

10 How did Mum feel when she first saw Jasmine?

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

Write **two** reasons.

1. _____

2. _____



Question Types – Multiple Choice

6 Why did Jasmine drop the brushes?

Tick **one**.

The steps moved.

JJ told her to.

The brushes were dirty.

Mum was angry.

11 What did Mum describe as *sparkling fireworks*?

Tick **one**.

the sky that JJ painted

the basketball net and red ball

the flowers that Jasmine painted

the splashes of paint

20 Real cowboys are different from cowboys in films.

Put **three** more ticks in the table to show what cowboys are like.

One has been done for you.

| | real cowboys | cowboys in films |
|-----------------|--------------|------------------|
| have adventures | | ✓ |
| are clean | | |
| are dirty | | |
| are old | | |



Question Types – Ranking

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.

16 Number the following from 1 to 5 to show the order things happen in the story.

The first one has been done for you.

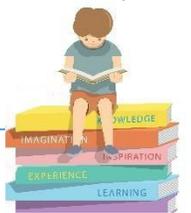
Machines destroyed the pond.

The ducks lived happily in the pond.

The ducks were set free on a lake.

The ducks were rescued by a helper.

The ducks hid in some thick reeds.



Question Types - Matching

1

Draw **three** lines to show what Jasmine and JJ did on each day.

Monday

Wednesday

Friday

• did something for Mum

• went to the fair

• went to the circus



Question Types – True or False

9 Think about the **whole story**.

Put ticks in the table to show which of these are **true** and which are **false**.

| Sentence | True | False |
|---------------------------------|------|-------|
| Bryn liked to play with trucks. | | |
| Bryn's mother worked on a farm. | | |
| Bryn lived in a village. | | |

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

| Sentence | True | False |
|--|------|-------|
| In <i>Pilolo</i> , players try to find hidden items. | | |
| In <i>Statues</i> , one child shouts, 'freeze'. | | |
| In <i>Oonch Neech</i> , players must stand very still. | | |
| <i>Kangaroo Skippyroo</i> is a game all about luck. | | |



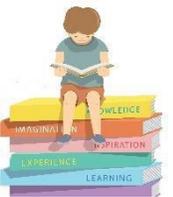
KS1 Writing - Working Towards the Expected Standard

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.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

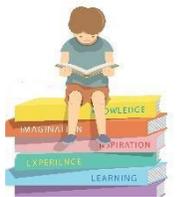


KS1 Writing - Working at the Expected Standard

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 towards the expected standard

Standing on the tall cliff neyer
the see and thereir was a Seemoster.
I called the boys onver and told
them my riendishly, clever plan.

Fuerst I will need sever bothboms.
To make a Severbothbom
you need Severs from a
part. I slid and then I sor
the seedrigo and then the boys
said drop the bothboms.
His tung felt tingly and tickley.
He had swmd awye and we
said awer plan wuct.

Working at the expected standard

Meet Fred. Fred loves to find
things. one day Fred said to his
mum I'm bored. GO INTO THE ATTIC!
said his mum. And so he did. Fred
went into the attic. ^{It} was really
dark in the attic and there were Nestly
deep holes in the floor. Just then some
thing caught his eye. ^{It} was some boxes
on top of each other. One was long
and one was fat and the other was
a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all
down stairs. & First he opened the silver
^{one} which had wires in it. ^{Soon} ~~soon~~ he had
opened all of them.

KS1 Writing - Working at Greater Depth

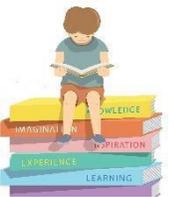
Working at greater depth

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.

^{*} These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).



Working at Greater Depth

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a kricky, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in return ^{at} some money?"

"Sure," replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the allyway and finally arrived home. When she arrived, her mum was furious and she was so skubbant with Poppy. She throw the beans out of the glass delicate window as fast as a cheetah.

Format of the Maths Test

| Component | Description | Number of papers | Number of marks | Approximate timing of paper |
|---|---|------------------|-----------------|-------------------------------|
| Paper 1: arithmetic | assesses pupils' confidence and mathematical fluency with whole numbers, place-value and counting | 1 | 25 | 20 minutes |
| Paper 2: mathematical reasoning | mathematical fluency, solving mathematical problems and mathematical reasoning | 1 | 35 | 35 minutes |
| | Total | 2 | 60 | Recommended 55 minutes |



Key stage 1 mathematics teacher assessment framework

Teachers should follow the guidance for using this mathematics framework set out in the complete [teacher assessment frameworks](#).

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

¹ For example, base 10 apparatus.

² Key number bonds to 10 are: $0+10$, $1 + 9$, $2 + 8$, $3 + 7$, $4 + 6$, $5 + 5$.

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.

* The scale can be in the form of a number line or a practical measuring situation.

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc)
- solve unfamiliar 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?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

* The scale can be in the form of a number line or a practical measuring situation.

Paper 1 – Question Types =



$$39 - 20 = \boxed{}$$

$$\frac{2}{4} \text{ of } 36 = \boxed{}$$

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

$$5 \times 6 = \boxed{}$$

$$14 \div 2 = \boxed{}$$



Question Types -

$$\boxed{} + 8 = 12$$

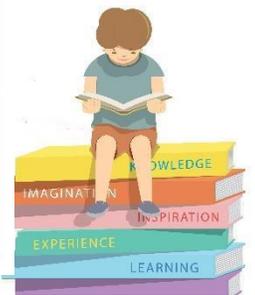
$$\boxed{} = 19 - 5$$

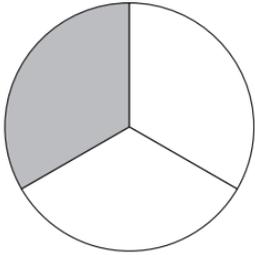
$$100 - \boxed{} = 52$$



Paper 2 – Aural Questions

| | |
|-------------------|---|
| Question 1 | <p>Look at the cards. I will read them for you. Monday...Friday...Wednesday...Saturday... Tick the card that shows the name of the day before Thursday.</p> |
| Question 2 | <p>Write an even number that comes between <u>fifty-two</u> and <u>fifty-seven</u>. Write the number in the box.</p> |
| Question 3 | <p>Turn to the next page. Look at the five shapes. Tick <u>all</u> of the shapes that have half shaded.</p> |
| Question 4 | <p>Look at the calculation. Write a number in the box to make the calculation correct.</p> |
| Question 5 | <p>What is <u>ninety-six</u> minus <u>ten</u>? Write your answer in the box.</p> |



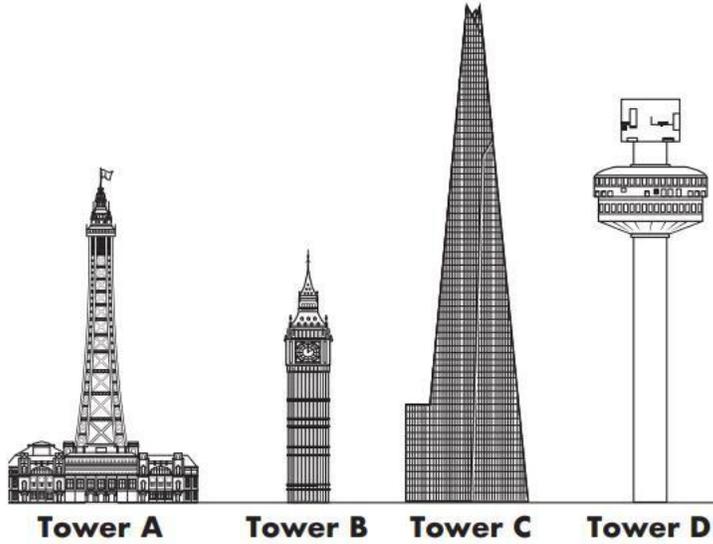


$\frac{1}{2}$

$\frac{1}{4}$

$\frac{1}{3}$

$\frac{3}{4}$

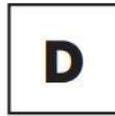


Put the four towers in order from **tallest** to **shortest**.

One is done for you.



tallest



shortest

Kemi goes to four clubs each week.

Which club lasts the **longest**?

Circle it.

Swimming

45 minutes

Art

2 hours

Music

75 minutes

Drama

1 hour

Shade $\frac{3}{4}$ of this shape.



GPS – Test

There are 2 papers:

- **Paper 1: spelling consists of a test transcript to be read by the test administrator and an answer booklet for pupils to write 20 spellings. The paper takes approximately 15 minutes.**
- **Paper 2: questions is a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. The paper takes approximately 20 minutes.**



GPS - Paper 2 – Spelling

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.
4. Playing in the snow made my fingers _____.
5. We learned how to do _____ in mathematics.



Paper 2 - Question Types

- **Tick the Box**
- **Insert / add**
- **Tick one**
- **Circle / underline the correct word (one or more – check the number!)**
- **Label each box**
- **Rewrite**
- **Explain**



Write one word to complete the sentence below.

I want to be a pilot _____ I grow up.

Circle **one** word in the sentence below that can be replaced with the word but.

Hugo and Lincoln went to Art club and Dylan went home.

Which word can have the letters un in front of it to make another word?

Tick **one**

tie

big

hot

sit

Add **one** exclamation mark in the correct place below.

Our school play was amazing I loved the costumes.

Rewrite the verb in the box to complete the sentence in the correct **tense**.

Elvis _____ across the park to Daisy and jumped up her.

run

Which sentence needs one more **capital letter**?

They moved house last March.

They live in a town called Tamworth.

Their friend is called ben Edwards.

Their school play is on Tuesday.

Add **one** question mark and one full-stop in the correct places below.

Can you swim yet Henry can swim without a float

Add a suffix to the word light in the sentence below to make an **adverb**.

It was raining light _____ at playtime today.

What type of word is **flew** in the sentence below?

The green parrot flew to the top of the tree.

an adjective

a noun

an adverb

a verb

What can you do to help support your child?

- Ensure completion of home learning:
 - support them through it;
 - discuss it with them;
you will notice an increase in home learning in the run up to the SATs.
 - *Ensure the correct method is followed (provided in the home learning)*
- Read with your child each night;
 - discussion,
 - asking delving questions (question stems)
 - asking them to make inferences that are not immediately obvious,
 - ask for opinions and why they are held,
 - what in the text informs their opinion?
- Practise recalling number facts e.g. number bonds, doubles.
- Encourage use of a thesaurus and dictionary to broaden vocabulary.

