

KEY STAGE 1 NATIONAL CURRICULUM ASSESSMENTS

End of Year 2 Assessments:

- At the end of Year 2 all schools report the standards each child is working at in Reading Writing, Maths and Science. To help inform those judgements, pupils sit national curriculum tests in English and mathematics, commonly called SATs.
- School will report if your child achieves Expected, Working Towards Expected or Greater Depth in Reading, Writing and Maths.
- School reports if you child has or has not met the expected standard in Science.
- Class assessments, work completed in books and formal assessments – SATS are all used to help teachers to make these judgements.

Reporting:

- End of Year assessment results will be reported to parents in end of Year Reports in July.
- The results will also be sent to your child's new school.
- Schools also report results nationally and to the local authority.

The SATS Assessments:

- At the end of Year 2, children will take assessments in Reading and Maths
- They allow teachers to see how your child is performing against national expected standards and identify their needs as they move into key stage 2.
- All assessments will take place during May this year.
- Writing and Science are assessed from learning completed in school and evidence in their books. There is no test for these.

SATs:

- SATs take place in classrooms.
- Children will complete them in small groups.
- SATs are not strictly timed.
- Children will only complete one SAT assessment each week and have normal timetable the rest of the time.
- It is very relaxed – children are told they are doing some special work to send to their new teacher in Edge Hill.
- We never use the word TEST with children or tell them they are doing tests so please do not use this word at home either.
- Children often are not aware that they have completed them.
- Children will have seen similarly structured questions and complete in-school assessments termly already.

Reading 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-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.

Maths 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 $1/4$, $1/3$, $1/2$, $2/4$, $3/4$, 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.

Writing 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.

How to help your child with Reading:

Listening to your child read can take many forms:

- First and foremost, focus developing an enjoyment and love of reading.
- 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 - it's free!

How to help your child with Maths:

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- 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.

How to help your child with Writing:

- Practise and learn 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!

You can help your child further by:

- Ensuring your child has the best possible attendance at school.
- Reading home reader books weekly.
- Completing any weekly homework set and additional SATs activities that will be set over the Easter holidays.
- Reassure your child if they get worried about any of SATs they are completing.
- Make sure your child gets a good night sleep before school and a healthy breakfast every morning.

**We are here to help – any questions please just ask
Mrs Williams or class teachers.**