

KS1 Assessment

Objectives

- Understand the expectations of the New Curriculum 2014
- Understand the current assessment requirements at the end of year 2
- A look at Phonics at Year 1
- A look at spelling expectations
- Our approach and ethos
- Help you to support your child's learning and development

The New Curriculum, 2014

- Higher expectations of achievement
 - 5 year olds are now expected to count to 100
 - 9 year olds expected to know all times tables to 12x12
- Core subjects – English, Maths, Science are assessed at the end of Key Stage 1.
- English – Writing; Reading; Spelling, Grammar and punctuation.

Assessment Requirements Y2 – Maths

- Paper 1 Arithmetic (20 mins, not strictly timed)
 - number sentences + - x ÷
 - including fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and $\frac{1}{3}$)
 - Mental calculation with space for jottings
- Paper 2 Reasoning (35 mins, not strictly timed)
 - Shapes, word problems, measure, odd/even, pattern and missing numbers
 - Can have a ruler for paper 2
 - Questions will be read to class within guidelines

Assessment Requirements Y2 – Reading

- Paper 1 (30 mins)
 - Introduce ‘useful words’ and practice questions together with whole class
 - text with questions on same page
- Paper 2
 - reading booklet with separate answer booklet
 - All given the opportunity to try but will be allowed to stop if judged appropriate by teacher
 - No practice section but same question format

Assessment Requirements Y2 – Writing

- Teacher assessed
- On-going throughout the year
- Normal class work, independent writing
- Children are encouraged to use word banks and dictionaries independently

Assessment Requirements Y2 - SPAG

- Paper 1: Spelling
 - Put words in sentence with missing blank
 - Spelling is also assessed within written work
- Paper 2: Grammar and Punctuation
 - identifying words (adjectives, adverbs, verbs, nouns)
 - identifying sentences (commands, questions, exclamations, statements)
 - editing and correcting sentences

Segmenting – for Spelling

bed = /b/ /e/ /d/

tin= /t/ /i/ /n/

mug= /m/ /u/ /g/

Children need to be able to **hear** a whole word and **say** every sound that they **hear**

Blending – for reading

/b/ /e/ /d/ = bed

/t/ /i/ /n/ = tin

/m/ /u/ /g/ = mug

Children need to be able to **hear the separate sounds in a word and then blend them together to **say** the whole word .**

Phonics Screen

- Assess ONLY children's ability to blend sounds in to words
- Reading is actually about much more than word reading – comprehension is the key
- Real and 'alien' words
- Out of 40 – pass mark not released until after the assessment
- Specific week in June
- Absentees roll over to year 2
- Those who don't meet the required standard resit in year 2

Spelling expectation at year 2

- At the beginning of year 2, we continue to look at alternative spellings of sounds – focussing on spelling. E.g. ay in play, instead of ai
- Progresses on to spelling rules for grammar e.g. adding ies for plurals ending in y
- Expected to spell ‘root word’ and suffix correctly
- Exception words (tricky words)

Year 1 tricky words

- Their, people, Mr, Mrs, your, here, water, where, who, again, thought, work, mouse, many, any, through, laughed, because, different, eyes, friends, once, please

Year 2 tricky words

- 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

Prefixes and suffixes

- ing, ed, er, est, s, es
- Including changing y to i, doubling final consonant, dropping the e
- ment, ness, ful, less, ly
- tion

- Contractions (can't)
- Apostrophe for possession (Bill's socks)
- Homophones (there/their/they're)

Samuel White's Ethos

- Independence
- Problem solving
- Self initiated learning
- Confidence
- Motivation
- ...all to prepare for the real world!
- Topics and stories used across EYFS and KS1

Growth Mindset

- Not limited by ‘natural talent’ or ‘brain power’
- A belief that abilities and skills can be developed through dedication and hard work
- Desire to learn
- Learning from criticism
- Bouncing back from mistakes
- Coping with challenge
- Being inspired by others
- Characters soon to come!

Our approach to assessment tasks

- Making it fun!
 - Quiz
 - Your own office
 - Language of challenge
- Resources provided that we are able to provide e.g. pencils
- Preparation: guided comprehensions

How can you help? Maths

- Real life maths
 - counting the stairs to bed
 - using money at the shops
 - weighing pasta for dinner
 - telling the time
- Practising times tables (x10, x2, x5, x3)
- Ask children to show you HOW they solve problems
- BE POSITIVE about Maths!

How can you help? Reading

- Little and often! High 5 challenge
- Oxford Owl log ins
- Encouraging all reading e.g. menus out at dinner, TV guides
- Reading to your children
- Discussing what you read

How can you help? Writing

- More reading!
- Discuss meaning of new words
- Practice handwriting
- Encourage self-initiated writing at home – bring in to share in school
- Provide experiences: visit topic related places

How can you help? Spelling

- Complete set handwriting/key word homework with your child
- Practice keywords in reading records
- Spelling games
 - Bingo
 - Memory pairs
 - Sparkler writing
 - Guess the word
- Memory strategies
 - Look cover write check
 - Discuss the 'tricky' parts!

Thank you for coming!