



# Key Stage 1 National Curriculum Assessments

A School Presentation to Parents

Talbot Primary School

Information and Guidance on the Expectations for 2021-22

# Assessment and Reporting

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- Children are now described as working towards, working at and working at greater depth according to the Year 2 expectations of the curriculum.
- Your child will be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.
- In Year 6, they will also sit KS2 SATS to assess at the end of their primary school experience.

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# ARE

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What is meant by 'ARE'?

- ARE stands for Age Related Expectation.
- Children are assessed as *Below ARE*, *Working at ARE* and *Working at Greater Depth* across the school.
- At the end of Year 2, they will be assessed as *WTS: Working Towards the Standard*, *EXS: Working at the Expected Standard* and *GDS: Greater Depth Standard*.
- There is also *PKF: Pre Key Stage 1 Framework*, for those children who are not working securely on the curriculum and *P-Levels* for children below this.
- By the end of Year 2, children should be *Working at the Expected Standard*.
- They are expected to make 3 terms progress across the year e.g. If they ended Year 1 as Year 1 ARE they should end Year 2 as EXS. We give every support to allow all children to achieve their full potential through quality first teaching and extra interventions. This continues throughout the school.

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# The Tests

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At the end of Year 2, children will take assessments in:

- Reading;
- Maths.

The tests are due to **take place in May**. Teachers can decide which date in May, and how the children will do them. It will be possible for them to take them in small groups rather than in “test” conditions.

Children will not be allowed to use resources to help them.

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# Assessment

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- SATs are used to inform teacher judgement, but they are just part of the evidence.
- The test scores should reflect where we have assessed your child to already be working.
- To make these judgements we use class work, discussions with the children, exercise books and previous tests.
- Assessment in Year 2 is about building a picture of the child and everything they can do - we want them to do the best they can!

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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. The test should take approximately 30 minutes to complete but is not strictly timed.
- 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. The test should take approximately 30 minutes to complete but is not strictly timed.
- 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.

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# Sample Questions

## Fiction

So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



**6** Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster liked boats.

A boat drifted towards them.

They were by the sea.

It was a sunny day.

**7** Why was Monster worried?

\_\_\_\_\_

## Non-Fiction



Ants are insects that you can often see in a garden, in a park or just on the pavement. They usually live underground.

### Practice questions

**a** What kind of animal is an ant?

\_\_\_\_\_

**b** Find and copy **two** places you might see ants.

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

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



# Sample Questions

## Fiction

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and hung her over the king's head. The king and his court wouldn't sing at all.

As for the blackbird, when he was trapped, he was angry. He took half a walnut from the tree and the other half, he made a nutcracker and was marching towards the palace.

- Questions 1 – 8 are about *The Blackbird and his Wife* (pages 4 – 7)**
- 1** Why did the king want to have the blackbirds? (page 4)  
\_\_\_\_\_
- 2** Why was the blackbird's wife sad? (page 4)  
\_\_\_\_\_
- 3** What instrument did the blackbird play on the way to the palace? (page 4)  
\_\_\_\_\_
- 4** The king treated the animals badly. (page 5)
- a) What had the king done to the fox?  
\_\_\_\_\_
- b) What had the king done to the ants?  
\_\_\_\_\_

## Non-Fiction

### What is a plastic?

Plastic is a material we all use every day. The first plastics were made more than 100 years ago from parts of plants.



Plastics can be useful for people but bad for the planet. Here are some of the reasons.

| Good points | Bad points |
|-------------|------------|
|-------------|------------|

Plastics can be shaped into almost anything.  
Plastics are light and cheap to make  
Plastics can be produced in different colours.  
Plastics do not rot.

**the problem with plastics**  
Some plastics can last for a long time  
It is very difficult to get rid of them  
They end up in rubbish dumps for hundreds of years  
They are messy, ugly and harmful to our planet.

- Questions 9 – 18 are about *Plastics and the Environment* (pages 8 – 9)**
- 9** When were plastics first made? (page 8)  
\_\_\_\_\_
- 10** Tick **two** good points about plastics. (page 8)
- Plastics can be...
- Tick **two**.
- nice to smell.
- any shape.
- grown.
- eaten.
- many colours.





# Sample Questions

Questions are designed to assess the comprehension and understanding of a child's reading.

There are a variety of question types:

## Multiple Choice

**1** When Bella was learning to fly, she...

Tick **one**.

was lazy.

did not try hard.

did not give up.

found it easy.



1 mark

# Sample Questions

## Ranking/Ordering

7

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



1 mark

# Sample Questions

## Matching/Labelling

Here is some more information about Africa.  
Match each sentence to the correct heading in the booklet.  
The first one has been done for you.

Creation stories describe how and why the world was made.

**Introduction**

Africa has deserts, forests and mountain areas.

**Clothes**

Traditional African clothes are made from local materials.

**Music and Dance**

Some African people play 'talking drums'.

**Story Time**

## Short-Answer Questions

4

What job did Tony Ross want to do before he became a writer and illustrator?

---



1 mark

# Sample Questions

## Find and Copy Questions

**16** Look at the paragraph beginning *The greedy man began to climb the vine...*

**Find** and **copy one** word that means the same as *sparkle*.

---



1 mark

## Open-Ended Questions

**6** At the end of the story, Bella was happy. Why?

---

---



1 mark

# 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. It begins with 5 aural questions and 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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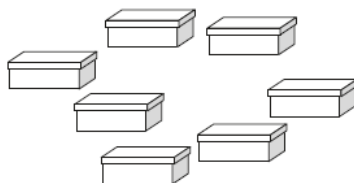
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# Sample Questions

## 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  |        |

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# Sample Questions

## Maths Paper 2: Reasoning

27 Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show  
your  
working

raisins

2 marks

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# How to Help Your Child

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- 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!
- We would recommend that you don't put pressure on your child or draw attention to the SATs. We will not be telling the children that they are doing their SATs and do not use the terminology SATs with them.
- Ensure your child has the **best possible attendance at school and that they are punctual.**
- Support your child with any homework tasks. As a year group, we do not give much home work but reading (including questions), common exception word spellings or Spelling Shed and TT Rockstars or Numbots should be completed at home each week.
- Extra reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

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# How to Help Your Child with Reading

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Listening to your child read can take many forms:

**School policy is to read at least 3 times a week at home**

- Focus on 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. Make links between books.

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Visit the local library - it's free!

# How to Help Your Child with Writing

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- Practise and learn spellings - make it fun! We will be sending a list of common spelling mistakes for these children, please practise these at home.
- 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

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- Play times tables games - particularly TT Rockstars.
- 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.

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There is a HUGE amount to be covered in the Year 2 curriculum. We cannot emphasise enough what a difference supporting your child at home will make.



Thank you very much for attending  
this very important meeting for  
your child.

Any questions?

