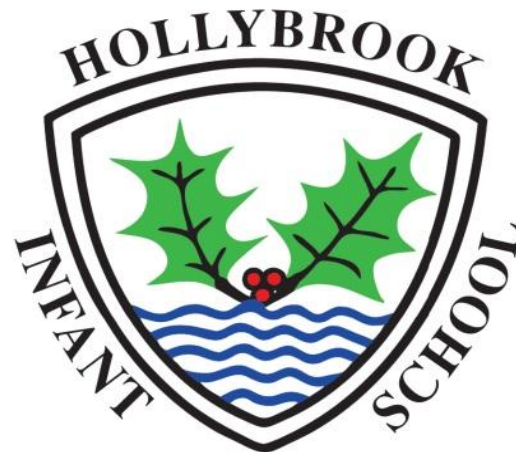


# End of KS1 tests

May 2016



# Recent changes in Education

- ▶ New National Curriculum introduced in 2014
- ▶ Levels, which were used previously to report attainment, have been scrapped
- ▶ This year an ‘Interim Assessment Framework’ will be used to make a judgement at the end of key stage one
- ▶ For reading, writing and maths children will be judged as either:
  - Working towards the expected standard
  - Working at the expected standard
  - Working at greater depth within the expected standard

Test month will be:

May 2016

It is vital that children are in school for the whole month. Absolutely no holidays should be taken this time.

We have also been select by the Government to administer the Maths Tests early to help them formulate the scores for the rest of the country. Our children will be taking these in April.

These tests are a **National requirement** and must be completed.

We wish to make them as **non threatening** as possible for your children.

We will be preparing the children for the tests, exposing them to test style questions in advance so that they are not surprised or confused when the tests come around.

Please support us with this by **not panicking** your child about the tests, and making a big deal about them- in school we refer to them as quizzes which they are used to completing

# Test papers

- Reading paper 1
- Reading paper 2
- SPaG paper (Spelling, Punctuation and Grammar)
- Spelling test
- Maths – Arithmetic
- Maths – Reasoning

These tests are timed, so the children need to practise recalling information at speed... particularly for the Maths papers.

# Test questions

There will be a variety of question types:

- ▶ Multiple choice
- ▶ Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'
- ▶ Matching, e.g. 'Match the character to the job that they do in the story'
- ▶ Labelling, e.g. 'Label the text to show the title'
- ▶ Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'
- ▶ Short answer, e.g. 'What does the bear eat?'
- ▶ Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons'

# Example questions - Reading Paper

After a while, Frog spotted something on the water. It was a large basket.

Frog lifted the basket into the boat. One end of the boat tipped up in the air. The other end sank down into the water. The water started to come in.

Monster scooped out the water as fast as he could. But the boat was sinking.

"Monsters don't swim," said Monster.

"Don't worry," said Frog. "We haven't far to go."



**10** Frog spotted something on the water.

What does the word *spotted* mean in this sentence?

Tick **one**.

smelt

heard

felt

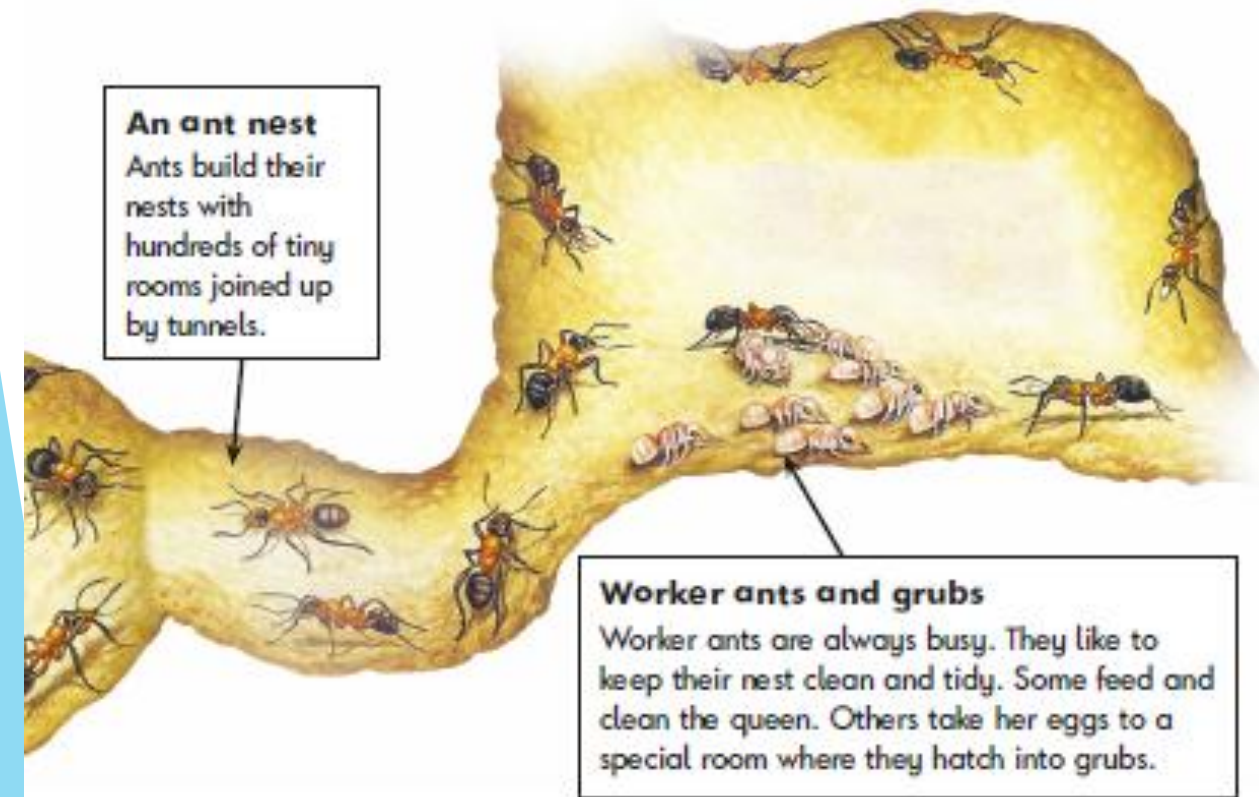
saw

**11** Why did the boat start to sink?

---

---

# Example questions - Reading Paper



3

What joins the rooms in an ant nest together?

---

4

Give two jobs that the worker ants do.

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

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

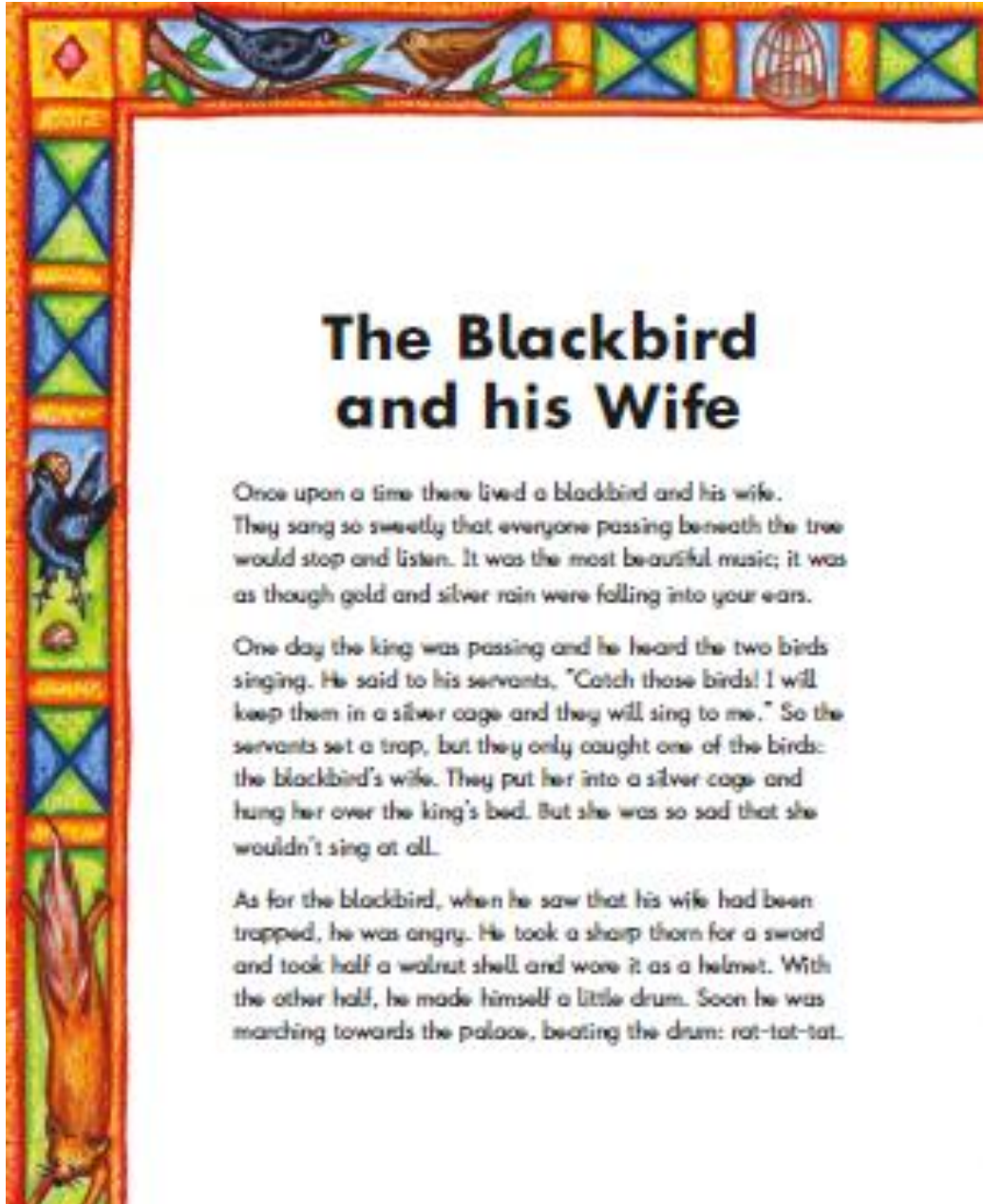
5

What happens to the eggs in the special room?

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# Example questions - Reading Paper 2



## The Blackbird and his Wife

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 bed. But she was so sad that she wouldn't sing at all.

As for the blackbird, when he saw that his wife had been trapped, he was angry. He took a sharp thorn for a sword and took half a walnut shell and wore it as a helmet. With the other half, he made himself a little drum. Soon he was marching towards the palace, beating the drum: rat-tat-tat.

Questions 1 – 8 are about  
*The Blackbird and his Wife* (pages 4 – 7)

(page 4)

- 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 5)

- 4 The king treated the animals badly.

- a) What had the king done to the fox?

---

- b) What had the king done to the ants?

---

# Example questions - Spelling Paper

## Spelling

P. There was a big \_\_\_\_\_ in the garden.

---

1. Hannah ran \_\_\_\_\_ than Lee.

2. Yesterday it was very \_\_\_\_\_.

3. I had a big smile on my \_\_\_\_\_.

4. There was a large \_\_\_\_\_ of children at the party.

5. You pick things up with your \_\_\_\_\_.

6. The \_\_\_\_\_ in the box are different colours.

7. Our new \_\_\_\_\_ is black with white paws.

8. I \_\_\_\_\_ my friend for her help.

9. We are going on holiday on \_\_\_\_\_.

10. I am not allowed to eat too many \_\_\_\_\_.

# Example questions - SPaG Paper

3 Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

Aisha found some red blue and purple beads in the box.

7 What type of word is brave in the sentence below?

The brave mouse marched up to the lion.

Tick **one**.

an adverb

an adjective

a verb

a noun

4 Draw lines to match the groups of words that have the same meaning.

One has been done for you.

I will

it's

you have

I'll

it is

didn't

did not

you've



# Example questions - SPaG Paper

Write **s** or **es** to make each word a plural.

fox \_\_\_\_\_

card \_\_\_\_\_

match \_\_\_\_\_

18

Joe wanted to buy a present. He asked his mum if Gran would like flowers.

Write Joe's question to his mum in the speech bubble. Remember to use correct punctuation.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her new running shoes.

# Example questions - Arithmetic Paper

9

$$8 + 5 + 4 = \boxed{\phantom{00}}$$



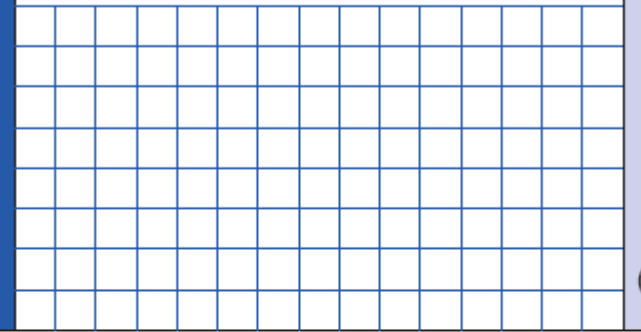
17

$$35 \div 5 = \boxed{\phantom{00}}$$



23

$$65 + \boxed{\phantom{00}} = 93$$



10

$$36 + 24 = \boxed{\phantom{00}}$$



18

$$\frac{1}{4} \text{ of } 20 = \boxed{\phantom{00}}$$



24

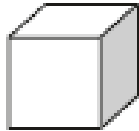
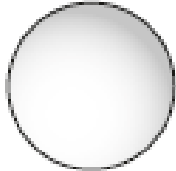
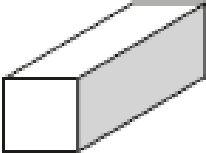
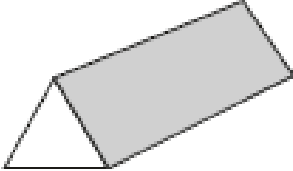

$$\frac{1}{3} \text{ of } 21 = \boxed{\phantom{00}}$$



# Example questions - Reasoning Paper

One shape is in the **wrong** place on the sorting grid.

Draw a cross (X) on it.

Shapes with a square face	Shapes without a square face
	
	
	

Sam is collecting cards.

He wants to collect **100** cards altogether.

Last week he collected **50** cards.

This week he collects **30** cards.

How many **more** cards does he need?



# Example questions - Reasoning Paper

Amy buys an ice-cream for 90p.



Tick (✓) **three** coins to show how Amy can make **90p**.

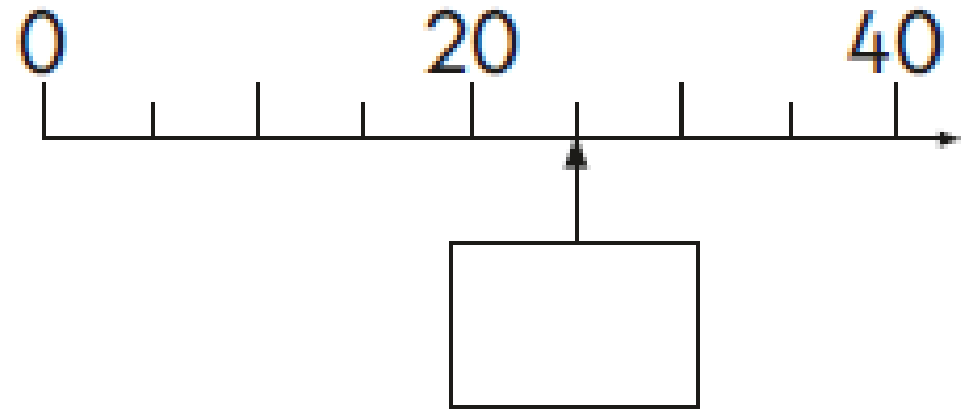


Tick (✓) **four** coins to show another way to make **90p**.



Look at the number line.

Write the correct number in the box.



# Example questions - Reasoning Paper

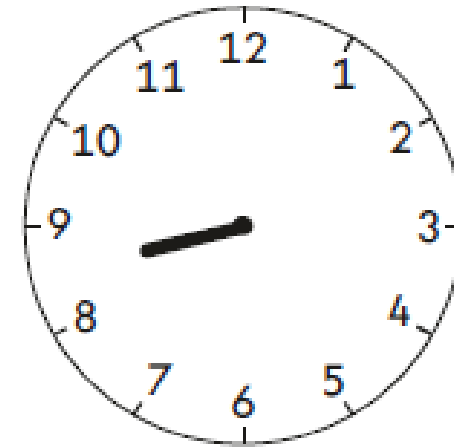
Amy writes an answer to the calculation below.

$$57 - 31 = \boxed{26}$$

Now write an addition to check Amy's answer.

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

Draw the minute hand on the clock to show **twenty-five past eight**.



Look at these fractions.

$$\frac{1}{2} \quad \frac{1}{3} \quad \frac{2}{4} \quad \frac{3}{4}$$

Circle the **two** fractions that are **equal**.



# Things you can do to help 😊

The main thing is to not worry your child about these things. Do some of the following things as part of your daily routines, in short but regular bursts. Use lots of praise, and try to boost your child's confidence.

- ▶ Read every day with your child and talk to them about what they have read to check their understanding.
- ▶ Ask why questions.
- ▶ Support your child with practising the common exception words (see list) and using these correct spellings when they write.

# Things you can do to help 😊

- ▶ Practise extra mental maths skills (with quick recall):
  - ▶ 2, 3, 5 and 10 times tables
  - ▶ Counting in 2, 3, 5 and 10 patterns (forwards and backwards)
  - ▶ Number Bonds (to 10, 20 and 100!)
  - ▶ Mental addition and subtraction
  - ▶ Adding / subtracting 10 to/from any 2-digit number.

Start easy, and then get harder.

Get your child to test you... do they notice when you get it wrong?

# Things you can do to help 😊

Correct your child when they speak:

Grammatical errors (*“Can I toilet?” “I runned outside.”*)

Pronunciation errors (*“I fink I’ve got it.”*)

Use the correct terminology where possible.

Make sure your child is in school every day, so that they do not miss anything.

Try to keep routines normal around this time, no late nights!

All of the information today is subject to change. The government and local authority are still likely to make slight changes, but we wanted to inform you of what we know as soon as possible.

- ▶ If any child has a specific learning need, an application can be made requesting support.

# Thank you for coming 😊

We really appreciate your support.

We are approaching these changes with excitement, and will be working really hard to make sure that your children will be prepared.

We will inform you of any changes, and hope that you feel more informed.

If you have any queries, or need any support please do ask.