



# KS1 National Curriculum Assessments Questions/Answers

<b><i>Are the children supported when reading questions?</i></b>	There is a small 'practice' part of the reading paper that will be read together with the children and from then on, they can not be supported, but we encourage them to keep going and do their best. In the maths papers, we can read most parts of the questions to children if they ask for help but are unable to explain what words or symbols mean. We are unable to read numbers or signs (e.g. addition sign).
<b><i>Are the scores adjusted dependent on the age of the child?</i></b>	No – the 'standardised score' is equated from the 'raw score' and has no bearing on the age of the child who completed it.
<b><i>Do all children sit Papers 1 and 2?</i></b>	For Reading and Maths, there are 2 papers. All children who sit the first paper will also be given the opportunity to sit the second.
<b><i>Do the children need to achieve all the statements to receive that level, e.g. Greater Depth?</i></b>	Yes, children need to have shown independently that they can achieve every statement in that judgement in order to be awarded that judgement.
<b><i>Does it matter which maths strategy the children use in the papers?</i></b>	No, as long as it is a suitable method which results in an accurate answer.
<b><i>How many papers do the children complete each day?</i></b>	We will be guided by the children and do not want to overload them. We have the month of May to complete the papers so we will spread them out and ensure the children are operating at their best. Children will not be expected to take papers 'back to back' or to sit for long periods of time without breaks.
<b><i>If a child is a reluctant reader, will they be prepared to ask for help?</i></b>	For the maths papers, we will tell all children to ask for help if needed, before the start of each paper.
<b><i>Is it the teacher's judgement overall assessment that matters?</i></b>	Yes, it is the teacher's judgements that carry the most weighting at KS1 so if your child does not perform to the best of their ability on the test, it does not prevent us from assessing them fairly, provided that we have evidence that they have achieved statements independently in class work.
<b><i>Is there any relationship between the Yr 2 assessments and the Yr 6 assessments?</i></b>	Schools/the Government use children's performance in the Year 2 assessments to set them targets for the end of Year 6. The Government then use this to track progress and the school(s) is/are held accountable for this.
<b><i>What happens if there is a question in the test that the child has not covered in class?</i></b>	When children sit the assessments we should have covered the whole of the Year 2 curriculum, giving them the skills or subject knowledge needed to answer the questions.
<b><i>I have heard the term SATs – what are they and what is the objective of the SATs?</i></b>	The SATs are Standard Attainment Tests. This is another name for the assessment papers children will take at the end of Key Stage 1. They enable the government to measure the progress and achievements of children at school and to compare schools. They also provide teachers with an idea of what children can do independently and can support our teacher assessment judgements. They help to prepare children to sit tests later on during their school careers.
<b><i>What are the Common Exception Words that the children should be able to read and spell by the end of KS1?</i></b>	See the word mat on the following page.
<b><i>Are there any examples of the conjunctions my child should be able to use in their writing?</i></b>	See some examples of the following page. There are not specific examples that the children MUST use in their writing, but they need use a range in order to be assessed at the expected standard or beyond.
<b><i>What is the 'punctuation taught at Key Stage 1'?</i></b>	See the list at the bottom of the following page.

# Common Exception Words

## Year 1

a	his	push	was
are	house	put	we
ask	I	said	were
be	is	says	where
by	love	school	you
come	me	she	your
do	my	so	
friend	no	some	
full	of	the	
go	once	there	
has	one	they	
he	our	to	
here	pull	today	

## Year 2

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	cold	great	Mrs	steak
beautiful	could	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	who
busy	eye	last	path	whole
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	



Here are some examples of coordinating and subordinating conjunctions that may be used to join ideas in writing at KS1.

## Punctuation taught across Key Stage 1

- Separation of words with spaces
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Capital letters for names and for the personal pronoun *I*
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
- Commas to separate items in a list (e.g. Whilst at the farm shop, Katy bought **apples, oranges, grapes and bananas** before rushing to catch the bus!)
- Apostrophes to mark where letters are missing in spelling (e.g. **it's, I'm, he'd**) and to mark singular possession in nouns (e.g. the **girl's** name)

