

English- Key Stage 1

Writing – a summary of the key expectations

Accuracy and a greater command of a wider variety of a range of grammatical concept are key to the new English curriculum.

Spelling

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly*

Handwriting

- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- form lower-case letters of the correct size relative to one another

Here are some of the words children must be able to spell by the end of Year 2 to reach the expected standard

door because behind climb children

wild most only both old

clothes everybody hour even many great

pretty beautiful after fast father class

plant path busy move improve sure could

eye people water who whole again

half money parents Mr Mrs Christmas

Expectations in KS1 grammar explained

- Children are now expected to be able to include the following features within at least 4 pieces of written work. *Note: statements in red denote new learning or learning that was previously above the expected standard*
- demarcating most sentences with capital letters and full stops **and with some use of question marks and exclamation marks**
- using sentences with different forms in their writing (statements, questions, exclamations and commands) **(new learning)**
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because) **(wider range of conjunctions expected more frequently)**

Extract from a piece of writing 'meeting expectations'

If you go into a snowy forest, you will see the most evil witch you have ever seen. She has a gold crown and it's sharp as shark teeth. She also has shimmering, silver clothes. How shiney she looks! Her heart is frozen ice because she lives in a freezing castle. Her palace is ice because she lives in the snowy forest. The White witch stomps because she is nasty and evil. Is the witch made out of ice? She talks very, very, very nicely but she is so evil, that she will break the whole city!



English tests

- At the end of KS1, children will be tested in English.
- These assessments are made up of:
 - 1) Spelling and Grammar Test
 - 2) Two Reading Tests

Writing is assessed by the teacher based on evidence taken from their books.

What type of word is underlined in the sentence below?

Poppy held the baby rabbit gently in her arms.

Tick **one**.

an adjective

an adverb

a noun

a verb

Read the sentences below.

Growing Beans

Place some damp cotton wool in a jar.

Push a bean seed down against the side of the jar.

Wait for the bean seed to sprout.

Tick the word that best describes these sentences.

Tick **one**.

statements

questions

commands

exclamations

Circle the verbs in the sentence below.

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

SPaG Spelling- Examples

Susan had a large collection of teddies.

The school garden is a peaceful place to sit.

A whale can hold its breath for two hours.

The musician gave concerts all over the world.

Reading

Pupils should: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

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- Key Stage 1

The Maths Curriculum

- The national curriculum for mathematics aims is all about build a depth of understanding – for children to work towards ‘mastering’ the curriculum.

How?

- By becoming **fluent** in the basics e.g. times tables, number facts, measures facts, being able to add, subtract, multiply and divide (arithmetic).
- By learning to:

1) **Reason mathematically**

2) **Solving problems** with increasing sophistication across a wide range of contexts and situations.

- What does this look like?

Arithmetic Test

- Range of difficulty.
- Space to work out each question.
- Emphasis on choosing when to use mental arithmetic and when to use jottings.
- For example:

$$89 + 10 =$$

$$\underline{\quad} + 5 = 9$$

$$8 \times 10 =$$

$$35 \div 5 =$$

$$\frac{1}{4} \text{ of } 20 =$$

$$15 + 3 + 3 =$$

$$50 - \underline{\quad} = 20$$

$$2 \times 0 =$$

$$12 \div 2 =$$

$$\frac{1}{3} \text{ of } 21 =$$

$$43 + 38 =$$

$$3 \times 3 =$$

$$\frac{3}{4} \text{ of } 40$$

Reasoning Tests

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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

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Do these calculations have the same answer?

Write **yes** or **no** next to each box.

One is done for you.

$8 + 2$ and $2 + 8$

yes or **no**?yes

8×2 and 2×8

$8 - 2$ and $2 - 8$

$8 \div 2$ and $2 \div 8$