

End of Key Stage One Assessments 2025



Secret Agent Training



TOP SECRET

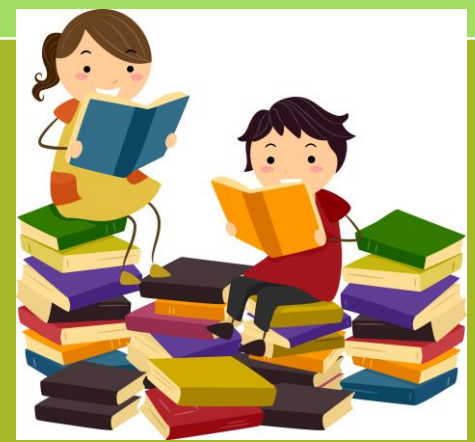
Walter the spy against the pigeon in **Pigeon Impossible**.

Assessment Week

One week to provide additional activities focusing on reading and maths to aid our end of year teacher judgements.

At the end of the year in your child's written report, we will report whether your child is working towards, working at the expected standard for KS1 or working at greater depth within the expected standard.

Reading



During the week, the children will continue to take part in reading groups. This may be with their class teacher or with another class teacher from the year group.

A little like what would have been provided in SATs papers, for some children, they will complete some reading comprehension activities.

Mathematics



Previously, children will take 2 papers in maths:
Arithmetic and Reasoning.

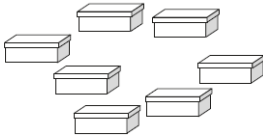
This year, we are going to use the questions
provided in the papers and create our booklets.

15 $3 \times 3 =$

16 $12 \div 2 =$

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7



Sita puts 2 shoes in each of these boxes.
How many shoes are there altogether?

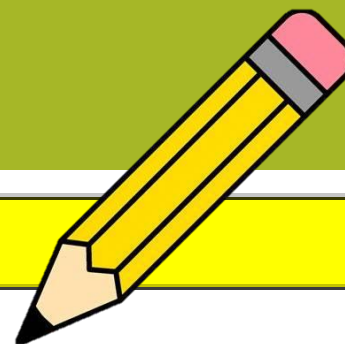
shoes

8 Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

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Working towards the expected standard



Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

There was never a writing SATs paper so evidence in your child's writing book will be used throughout the year to track their progress. These statements are what we look for in writing if your child is working below age related - at the end of year two.

Working towards the expected standard in Writing

End of year
two example

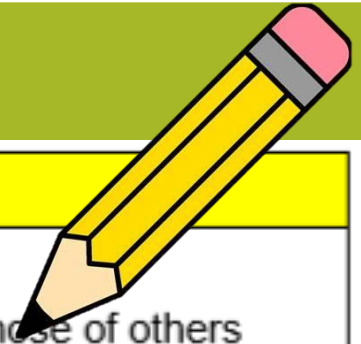
Piece A: Short narrative

Standing on the tall cliff neyer
the see and the air was a see master.
I called the boys over and told
them my friendishly, clever plan.

Fuerst I will need sever both horns.
To make a sever both horn
you need severs from a
part. I slid and then I sor
the seedrigo and then the boys
said drop the both horns.
His tung felt tingly and tickley.

He had swind awye and we
said awer plan wuct.

Working at the expected standard



Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

There was never a writing SATs paper so evidence in your child's writing book will be used throughout the year to track their progress.

These statements are what we look for in writing if your child is working below age related - at the end of year two.

Working at the
expected standard
in Writing

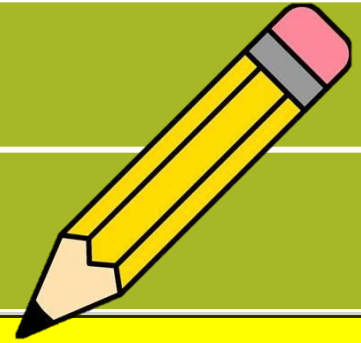
End of year
two example

Piece A: Explanation

A Molley fast machine

You plug in the machine. Then ~~you~~^{you} switch it on. The for Molley task computer will go bleep, buzz, bleep and then you press a ~~bot~~ button on the key board. The Machine will do ~~the thing~~^{anything} ~~any~~^{anything} you want. Before you do anything make sure you have plugged everything in properly. Then Switch on the TV box so you can watch every thing that is haperning inside the machine!

Working above the expected standard



Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly[^]
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

There was never a writing SATs paper so evidence in your child's writing book will be used throughout the year to track their progress. These statements are what we look for in writing if your child is working below age related – at the end of year two.

Working above the expected standard

Piece B: Recount

Porchester Castle

Introduction

Yesterday I went to the old stony Porchester Castle!

On the bus.

First I stepped on the coach with my partner Loox. On the way we sang wheels on the bus, The king is in the castle and a little bit of Call me Maybe. I was really excited because we were nearly there!

Looking at the Outer walls.

Next we arrived ^{and} we saw the keep and it was sooo tall! The other walls were protecting the inside of the castle so attackers won't attack. I felt very edger because I couldn't wait ^{to see} what we were going to do.

Up the spiral.

After that we entered (on the pretend, wooden drawbridge) and the first activity was going up the spiral! When we were climbing, we had to hold our clipboard on our left hand and hold on to a long rope on our right hand. I felt surprised because it was a long way up to the top of the keep!

A the top of the keep.

A few minutes later we arrived at the top of the keep and we drew some of Porchester Castle. It was a great view! How I wished you were there! I was clapping my hands with excitement because I was so happy that I got to the very top of the keep.

Down the spiral.

Later that day I went down the spiral - but on the way we saw where the prisoners used to be and they drew something and their names are still there!! I felt happy because I wanted to explore more around the castle.

Lunch

After going down the spiral we had lunch and I had some sandwiches, grapes, carrots, apple slices and so a brioche. (I also had some water.) I was so hungry and then I sat with my mum making a daisy chain.

At Porchester castle museum.

After lunch, we went to the museum and drew our artefact and wrote some facts about Porchester Ca.
lot

End of year two example

- **How can I help my child?**

Treat the week like any other week in school!

Listen to your child read daily. Ask questions and talk about what they have read. Make sure they understand what they are reading. Remember that good readers become good writers.

Use online activities like [ictgames.com](https://www.ictgames.com), White Rose Maths (parent's section) to practise skills at home.

Play timetable games, telling the time, using money in the shop and helping in the kitchen when measuring out ingredients.

	Session 1	Session 2	Afternoon
Monday	Hook session – name card, Pigeon Impossible	Maths focus	Crack the code activities
Tuesday	Maths focus	Maths focus	Protect the egg – team building activity
Wednesday	Reading focus	Reading focus	Baking/food activities
Thursday	Reading focus	Reading focus	PE activities
Friday	Additional time if needed		

Here is an example of what the week may look like. Each day will have an activity linked to Pigeon Impossible. This will also include writing activities.

Any questions?

Please send an email to school
if you have any questions.

Thank you.