Key Stage 1
Information for Parents

April 2023

Our SHINE Curriculum

Service, Gratitude, Excellence, Compassion, Integrity, Respect

S Share

Share our worries and respect each other; share and be proud of our progress; share our ideas

H Helping each other

Demonstrate compassion and service

I Inspire

Inspire each other through good deeds and by showing gratitude for what we have been blessed with; we connect with the importance of inspiration people and their stories

N Never give up

Understand and do what is right (integrity) and never give up; strive to develop our knowledge (even by making mistakes)

E Excellence

Show enthusiasm and love for learning; we are positive and happy

HUJJAT PRIMARY SCHOOL

Key Updates:

Supporting children in:

Phonics (Year 1)
Mathematics (Key Stage 1)
Writing (Key Stage 1)
Reading (Key Stage 1)

Phonics

How do we teach children to read?

- Daily phonics, in Year 1 additional phonics are taught as part of our catch-up plan. This will happen until the class are once again 'on track'
- Regular exposure to taught sounds
- Phonics as a route to decoding; to be able to blend to read and segment to spell.
- Learnt in 'phases' as a whole class
- 4 new sounds per week and a review lesson
- Keep up sessions that may be 1:1 or group as needed
- After 5 weeks of teaching the children are assessed on the sounds they have been learning, their blending skills, reading of words with key sounds and tricky words that have been introduced.
- 3 reading practice sessions with a decodable book

Phonics Screening Check

In June of Year 1, children will undertake a statutory assessment called the phonics screening check. This consists of 40 words (20 real and 20 nonsense). For the past few years, the pass mark has been 32 out of 40. If they don't pass, they retake the check later in the year. They are currently working on the Little Wandle lessons that will support them to complete this assessment.

Children require 95% word understanding in order to have meaningful, comfortable comprehension. Previously, children would take home a colour banded or levelled book and pick any book from that band. This has been replaced by decodable books linked to phonics phases. The children will only read books with sounds they have previously learnt to enable fluency. Once they have 'graduated phonics' they will take home books as before.

Children focus on different skills: -Decoding -Prosody (expression) -Comprehension. They will bring home a decodable book that contains words with the same focus sounds as the book they have been reading in school. They will keep this book for a week. You can use the prompts inside the front and back cover to support your child as they read.

Phonics Screening Check - Typical Questions

Phonics Screening Practice List

Real Words	
chill	blank
start	scribe
best	phone
grit	whisk
shin	dentist
gang	starling
week	day
hooks	slide
strap	newt
trains	finger

Phonics Screening Practice List

Nonsense Alien Words	
steck	bim
hild	vap
quemp	spron
geck	blurst
ulf	voo
chom	snemp
tord	fape
thazz	jound
blan	stroft
tox	terg

Additional Information:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809986/2019_phonics_pupils_materials_standard.pdf

Phonics Check 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/715823/2018_phonics_pupils_materials_standard.pdf.pdf

Phonics Check 2018

Mathematics

Place value:

Working below:

- partition a 2-digit number into tens and ones to demonstrate an understanding of place value, though the may use structured resources to support them

e.g. by stating the different in the tens and ones between two numbers i.e. 77 and 33 has a different of 40 for the tens and a different of 4 for the ones; by writing number statements such as 35 < 53 and 42 > 36.

Expected:

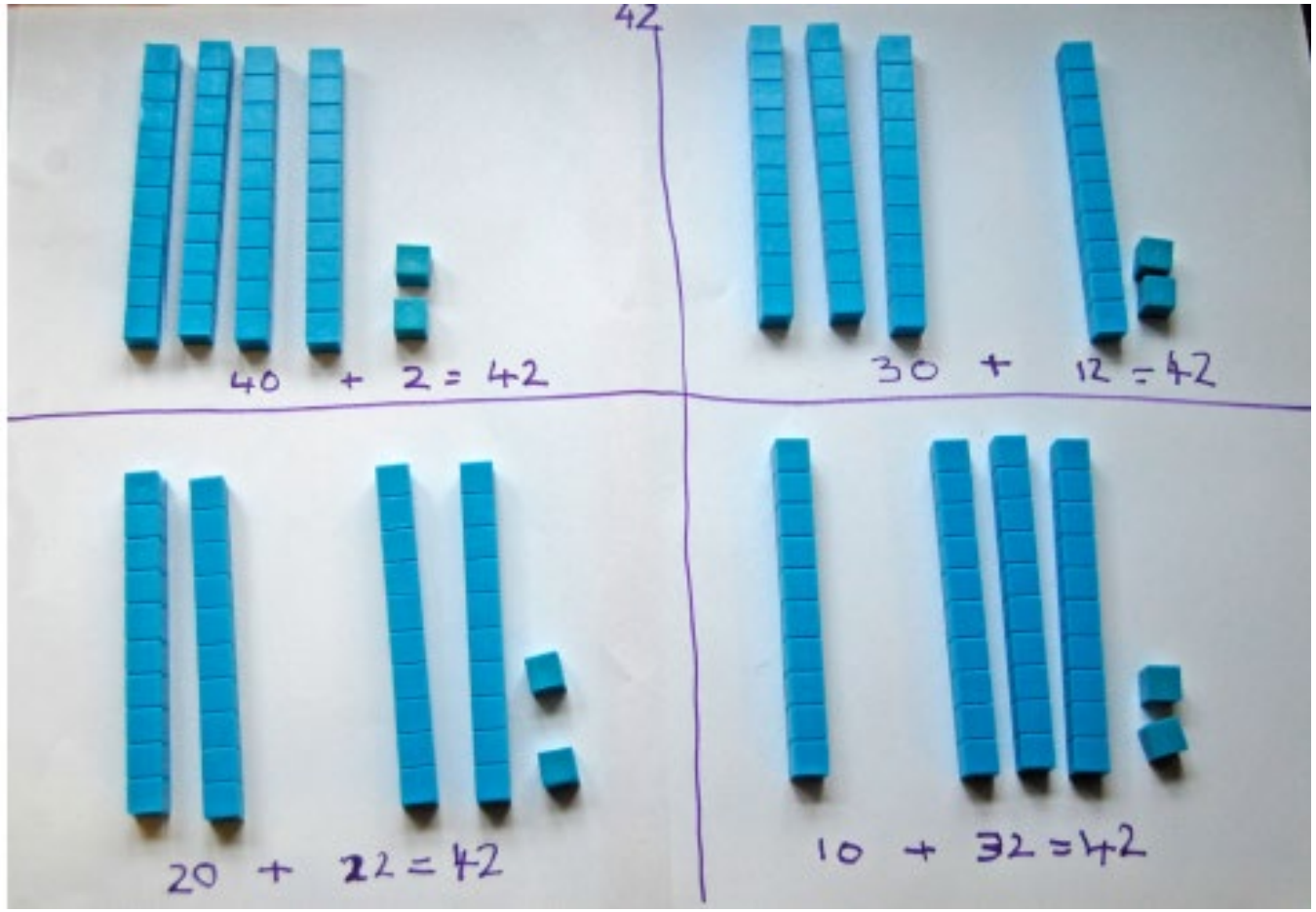
- partition any 2-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus

e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones which is the same as 23 ones

Partitioning:

Partition any two-digit number into **different combinations** of tens and ones, explaining their thinking verbally, in pictures or using apparatus

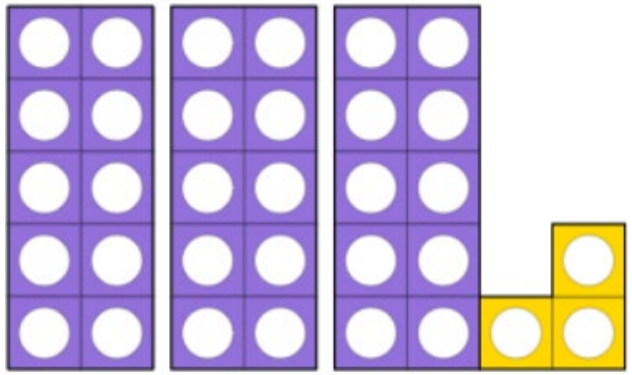
e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones



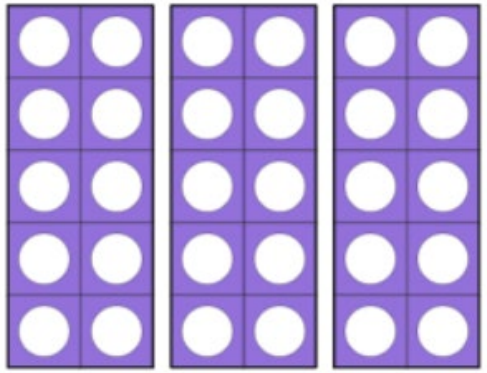
The pupil said, "42 is the same as 40 and 2," and showed this with the base ten equipment. She then said, "I can also show 42 as 30 and 12, 20 and 22, and 10 and 32." She demonstrated this with the equipment.

Partitioning numbers in different ways:

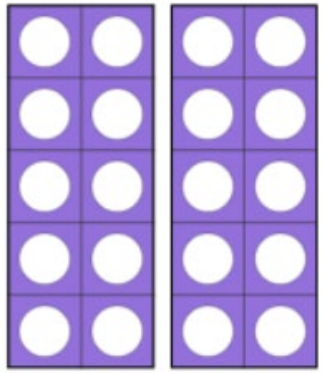
33

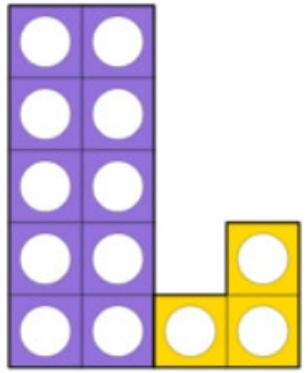


Build it.
Draw it.
Write it.
Say it!

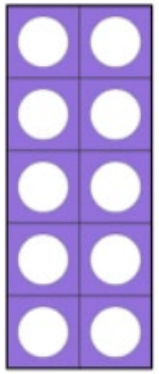


30 + 3

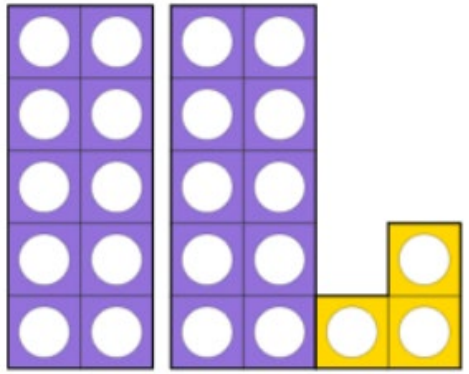




20 + 13

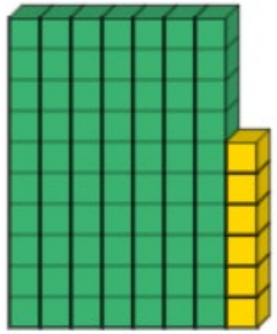


10 + 23

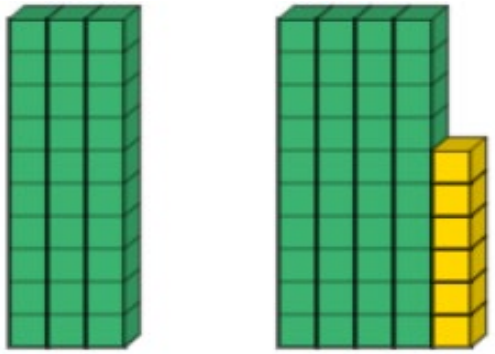


Partitioning numbers in different ways:

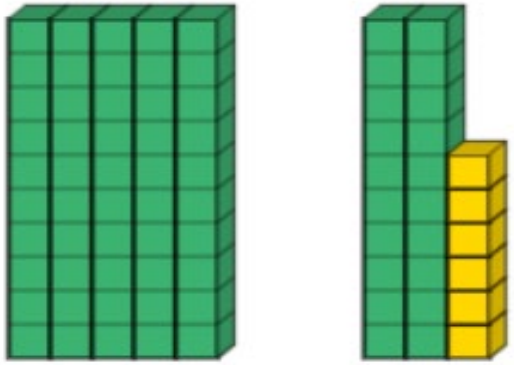
Build it.
Draw it.
Write it.
Say it!



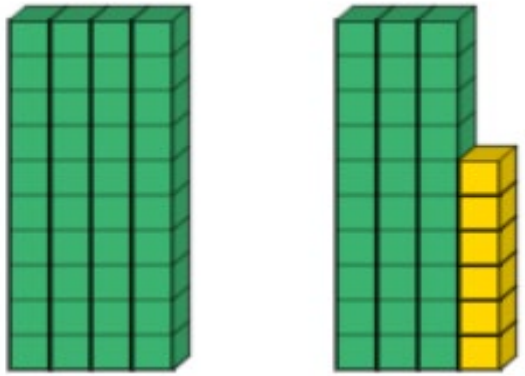
30 + 46



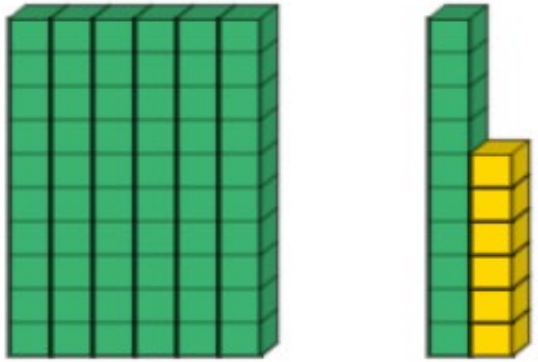
50 + 26



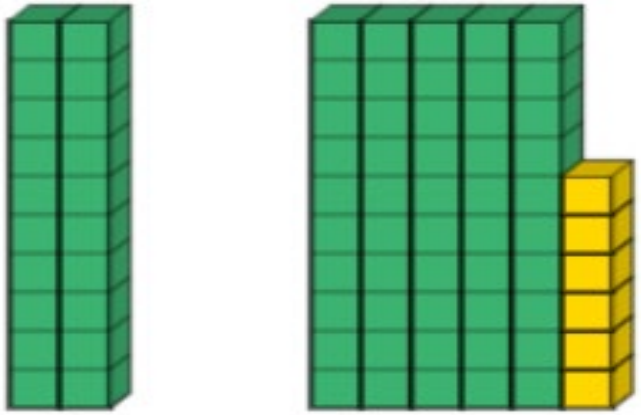
40 + 36



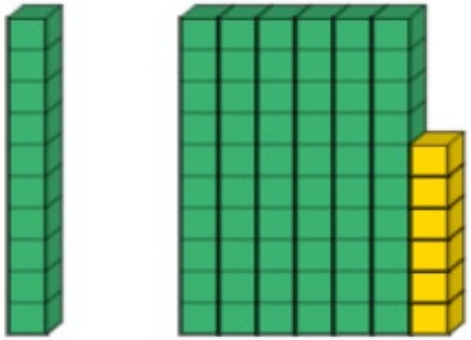
60 + 16



20 + 56



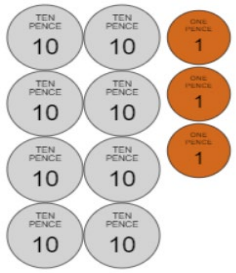
10 + 66



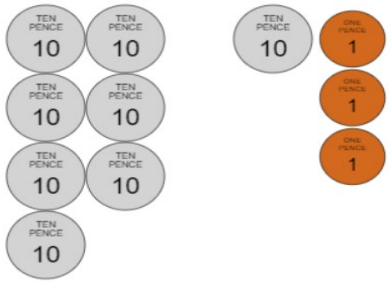
Partitioning money in different ways

Build it.
Draw it.
Write it.
Say it!

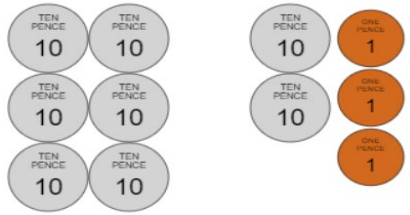
83p



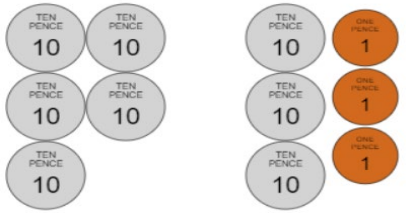
70p + 13p



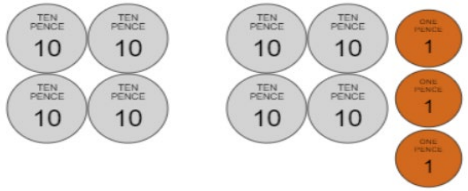
60p + 23p



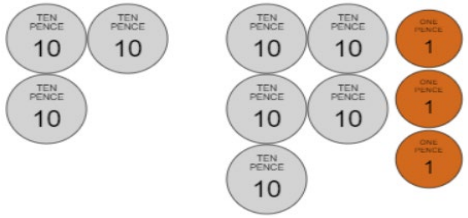
50p + 33p



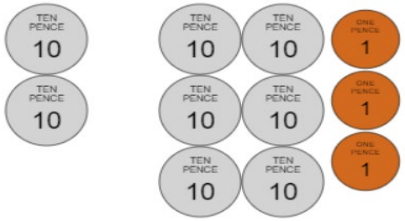
40p + 43p



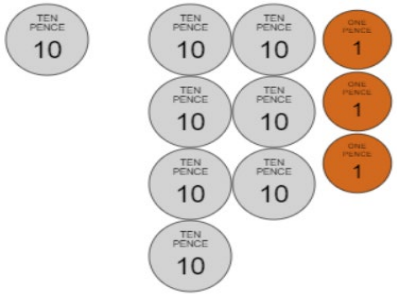
30p + 53p



20p + 63p



10p + 73p



Partitioning length in different ways

Build it.
Draw it.
Write it.
Say it!

50cm + 3cm

40cm + 13cm

30cm + 23cm

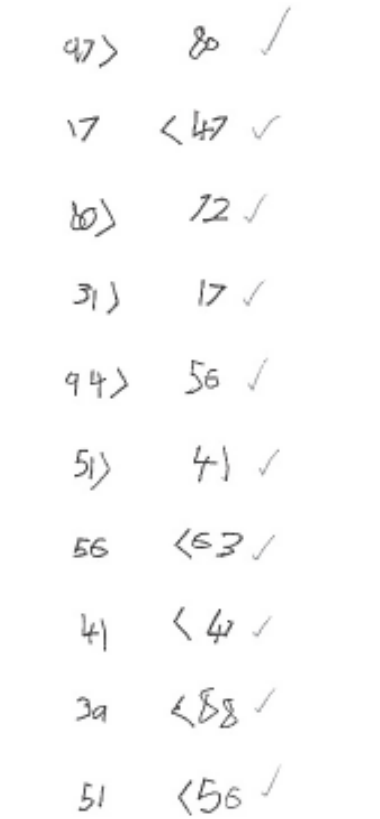
20cm + 33cm

10cm + 43cm

Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them, e.g. by **stating** the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by **writing number statements** such as 35 < 53 and 42 > 36

Context	Pupils had been developing their understanding of place value through a range of activities, representing numbers using equipment such as bead strings, coins, bundles of straws and using base ten apparatus. They had also explored the meanings of '<' and '>' signs. The first example demonstrates the ability to read, write and compare numbers, using the inequality symbols. The teacher also noted that the pupil used dienes apparatus for some of the examples and was able to talk about the value of each digit, demonstrating understanding of place value. In the other example the teacher has selected numbers where the digits are the same, providing the opportunity for pupils to demonstrate their understanding of place value when the same digit is placed in different positions.

Surprisingly this is working towards. The actual NC requirement for Year 2 is: compare and order numbers from 0 up to 100; use <, > and = signs. This should surely be working at the expecte standard? It is expected in the performance descriptrs.



"I am learning to use < and > signs."

Multiplication and division:

Working below:

- count in 2s, 5s and 10s from) and use this to solve problems

e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives.

Expected:

- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity

e.g. knowing they can make 7 groups of 5 from 35 blocks and writing 35 ÷ 5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins.

Greater depth:

- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts

e.g. pupils knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18 x 5 cannot be 92 as it is not a multiple of 5.

Year 1:

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Year 2:

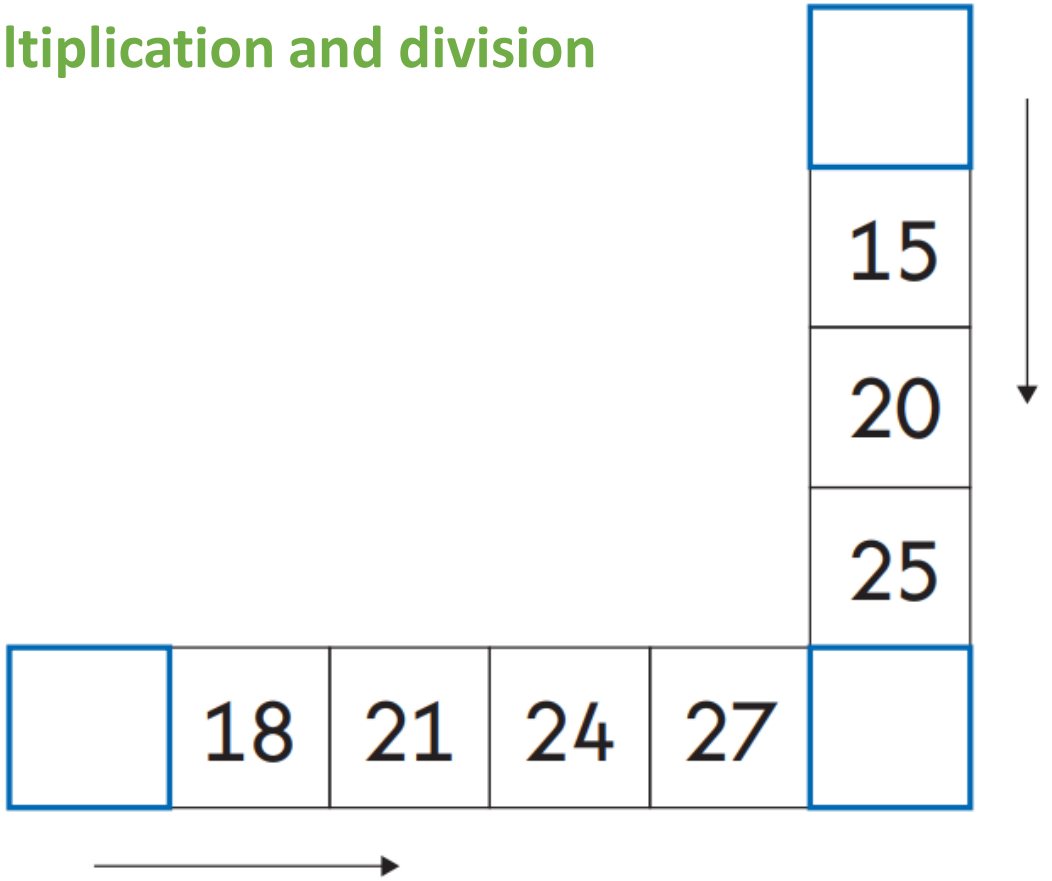
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

Multiplication and division

14 Here are two number patterns.

There are **three** missing numbers.

Write them in the empty boxes.



2 marks

Multiplication and division:
Arrays of visual representation

What do you notice?

What else?

How many rows?

How many in each row?

How many altogether?

Multiplication and division:
Arrays of visual representation

What do you notice?

What else?

How many rows?

How many in each row?

How many altogether?

Multiplication and division:
Arrays of visual representation

What do you notice?

How many donuts are there altogether?

2 x 2 = 4

Multiplication and division:
Arrays of visual representation

What do you notice?

How many donuts are there altogether?

3 x 2 = 2 x 3

Multiplication and division:
Arrays of visual representation

What do you notice?

How many donuts are there altogether?

4 x 2 = 2 x 4

Multiplication and division:
Arrays of visual representation

What do you notice?

How many donuts are there altogether?

5 x 2 = 2 x 5

Multiplication and division:
Arrays of visual representation

Make this donut array using your counters.

How many groups of 2 donuts?

$4 \div 2 = 2$

We can take away 2 groups of 2.
4 divided by 2 equals 2.

Multiplication and division:
Arrays of visual representation

Make this donut array using your counters.

How many groups of 2 donuts?

6 ÷ 2 = 3

How many groups of 3 donuts?

6 ÷ 3 = 2

We can take away 2 groups of 3.
6 divided by 3 equals 2.

Multiplication and division:
Arrays of visual representation

Make this donut array using your counters.

How many groups of 2 donuts?

$8 \div 2 = 4$

How many groups of 4 donuts?

$8 \div 4 = 2$

Multiplication and division:
Arrays of visual representation

Make this donut array using your counters.

How many groups of 2 donuts?

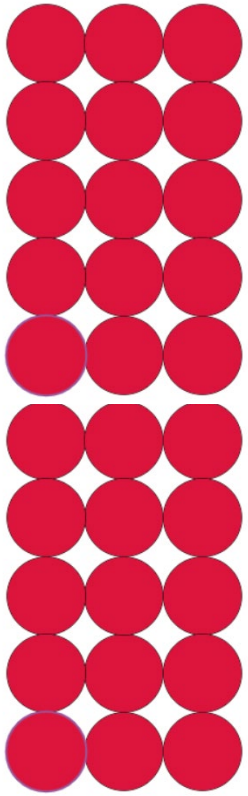
$10 \div 2 = 5$

How many groups of 5 donuts?

$10 \div 5 = 2$

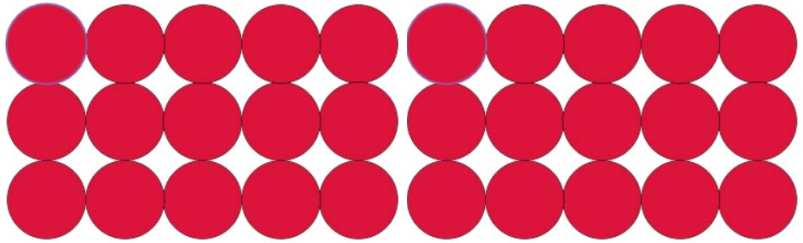
Multiplication and division:
Arrays of visual representation

In your books draw this array



It shows:
3 x 10 = 30

Now draw this array

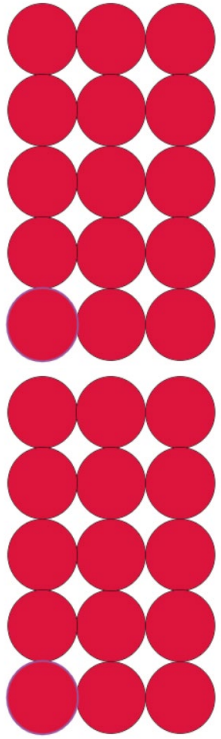


It shows:
10 x 3 = 30

3 x 10 = 10 x 3

Multiplication and division:
Arrays of visual representation

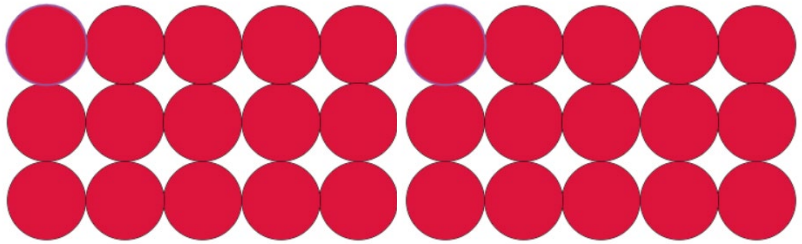
In your books draw this array



How many groups of 3
can you make?

30 ÷ 3 = 10

Now draw this array

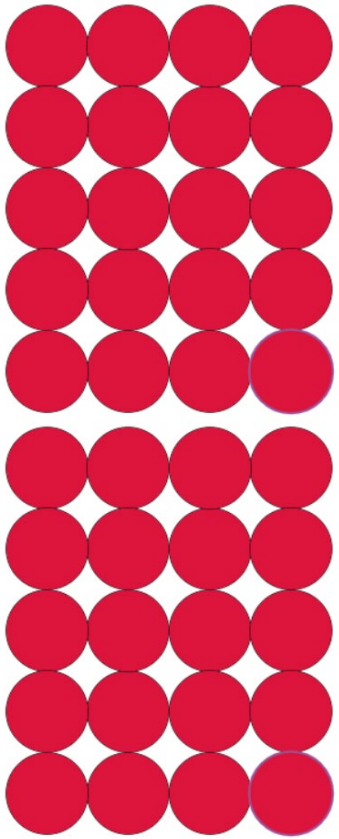


How many
groups of 10
can you make?

30 ÷ 10 = 3

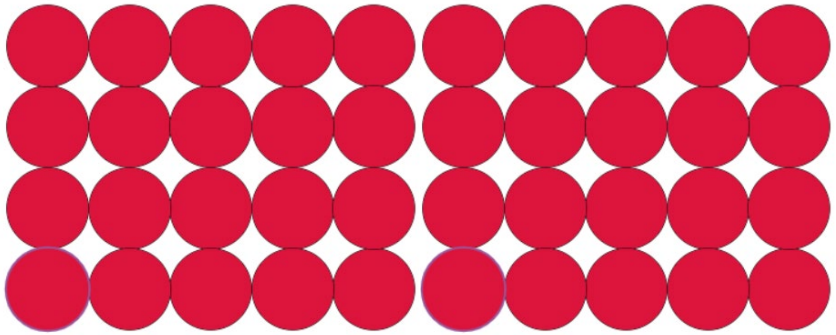
Multiplication and division:
Arrays of visual representation

In your books draw this array



It shows:
4 x 10 = 40

Now draw this array

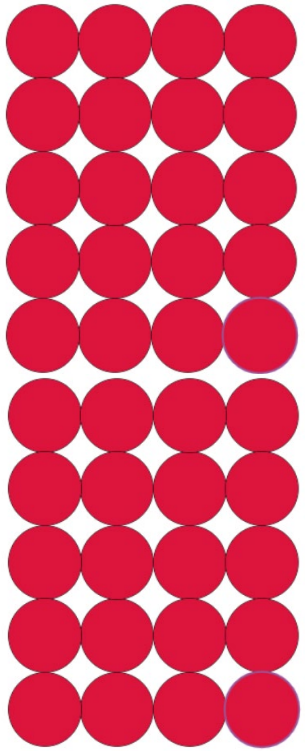


It shows:
10 x 4 = 40

4 x 10 = 10 x 4

Multiplication and division:
Arrays of visual representation

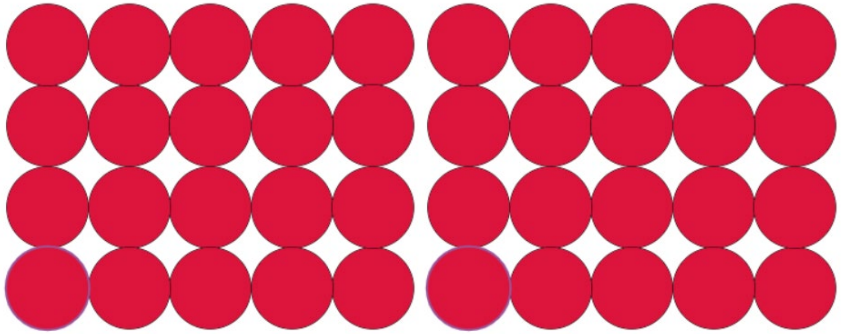
In your books draw this array



How many groups of 4
can you make?

40 ÷ 4 = 10

Now draw this array



How many
groups of 10
can you make?

40 ÷ 10 = 4

Multiplication and division:
Arrays of visual representation

What do you notice?
What else?

What multiplication and division statements can you make?

What do you notice?
What else?

What do you notice?
What else?

Multiplication and division:
Arrays of visual representation

Make this waffle array with your counters

Draw it in your book

Write the two multiplication statements and the two division statements that it shows.

Multiplication and division:
Arrays of visual representation

Make this skittle array with your counters

Write the two multiplication statements and the two division statements that it shows.

Draw it in your book

Multiplication and division:
Arrays of visual representation

Draw it in your book

Write the two multiplication statements and the two division statements that it shows.

Which of these in correct? Which is incorrect?

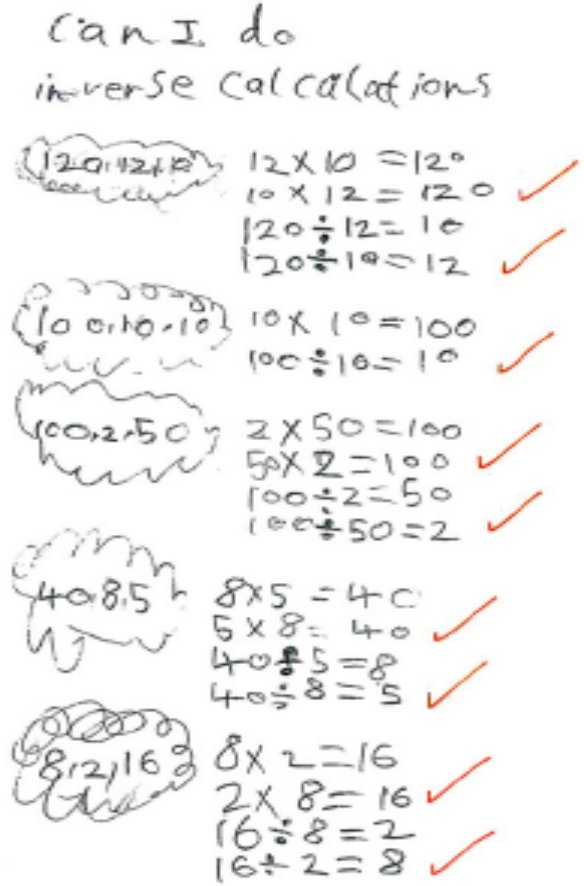
5 x 4 = 4 x 5

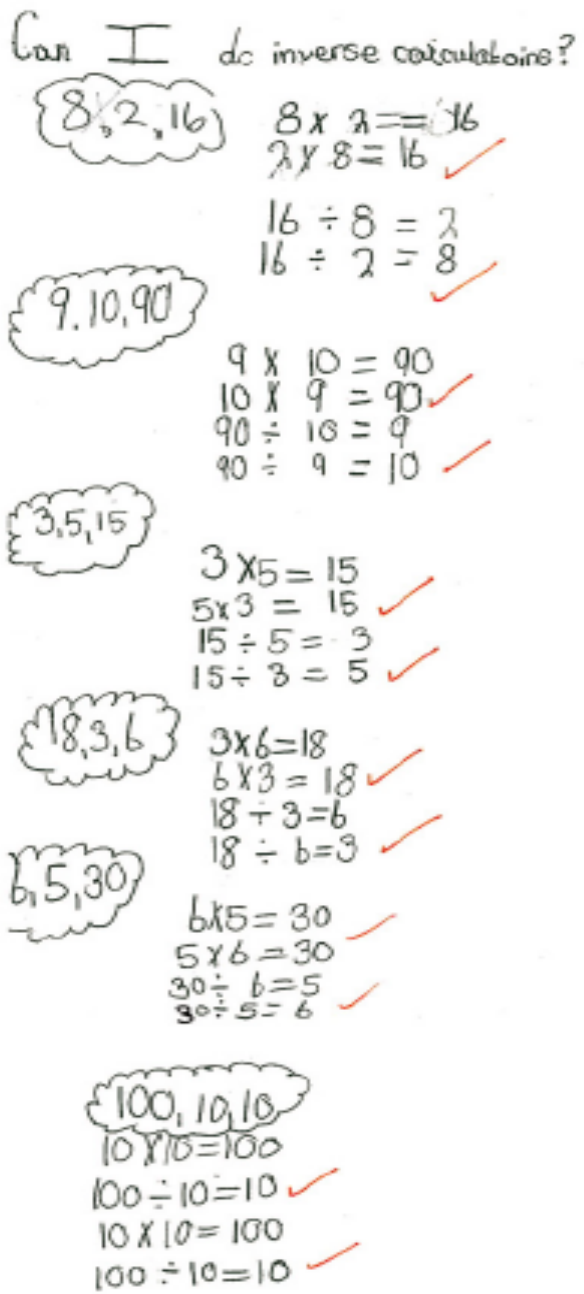
20 ÷ 5 = 5 ÷ 20

Addressing misconceptions:

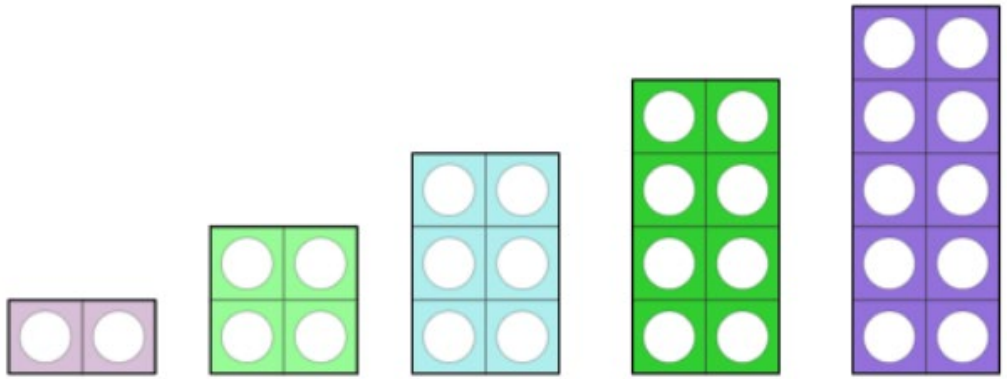
It is 20 ÷ 5 not the other way round

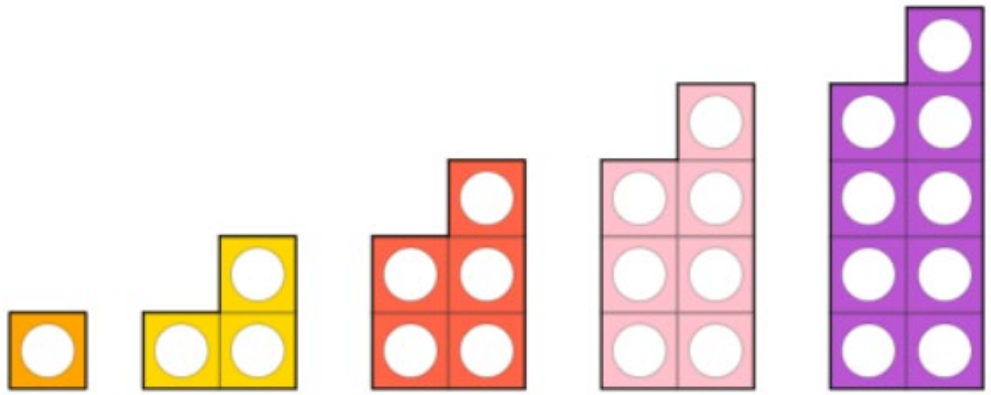
Multiplication and division:
Inverse Calculations
Odd and even numbers





Multiplication and division:
Odd and Even Numbers' Investigation

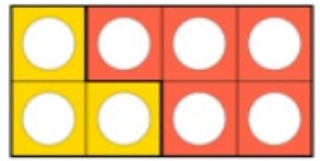


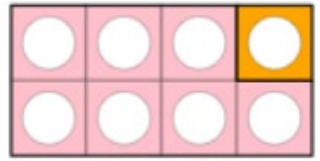


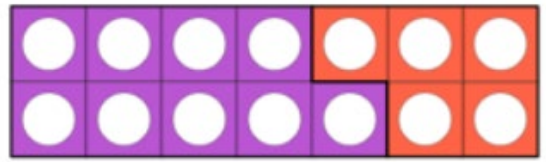
What happens if you subtract one odd number from another odd number?
Will that always happen?
Prove it!

An odd number is an even number add one, or an even number subtract one.

What happens if you add two odd numbers together?
Will that always happen?
Prove it!

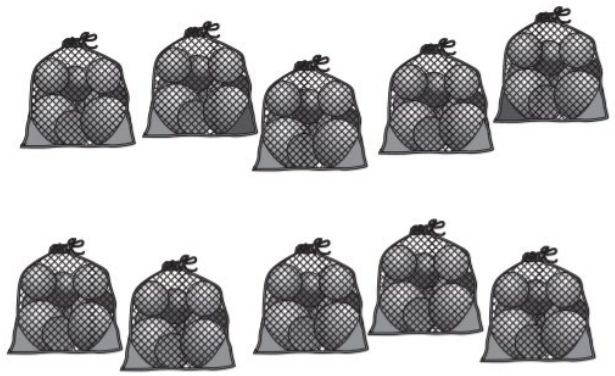






Multiplication and division:
Arrays of visual representation

10 Sita puts **10** balls in each bag.



How many balls are in the bags **altogether**?

balls

15

A classroom has **6** tables.

Each table has **5** children sitting at it.

Complete the number sentence to show how many children there are **altogether**.

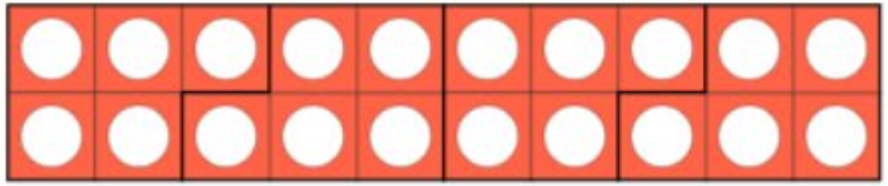
□ × □ = □ children

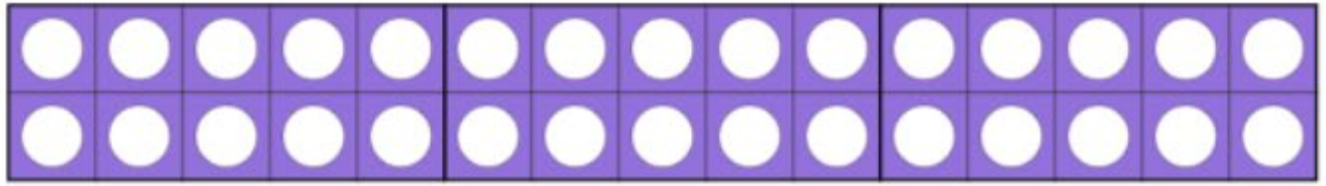
How can you move your children on from working towards to working at?

- describe it in his or her own words;
- represent it in a variety of ways (e.g. using concrete materials, pictures and symbols – the CPA approach);
- explain it to someone else;
- make up his or her own examples (and nonexamples) of it;
- see connections between it and other facts or ideas;
- recognise it in new situations and contexts;
- make use of it in various ways, including in new situations.

Unfamiliar Word Problems

solve unfamiliar word problems that involve more than one step e.g. ‘which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?’

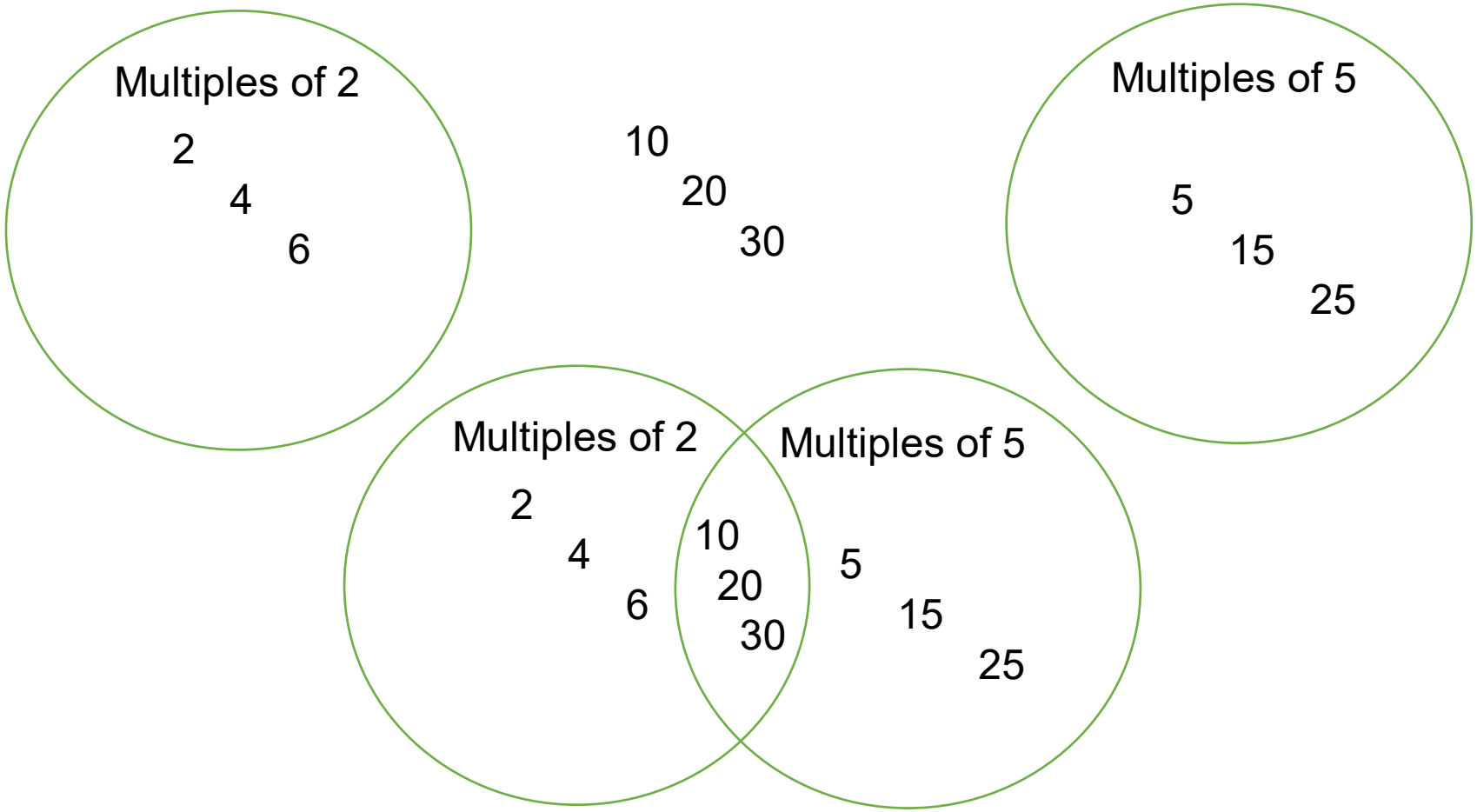




This links well with counting in steps or 5 and 10 and knowing these multiplication facts.

Multiples

Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts, e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18 × 5 cannot be 92 as it is not a multiple of 5



Mathematics Skills - Application

18 Ben has **40** cards.

He shares them equally between **4** party bags.

How many cards does he put in each bag?

cards

1 mark

A wall has **5** bricks in each row.

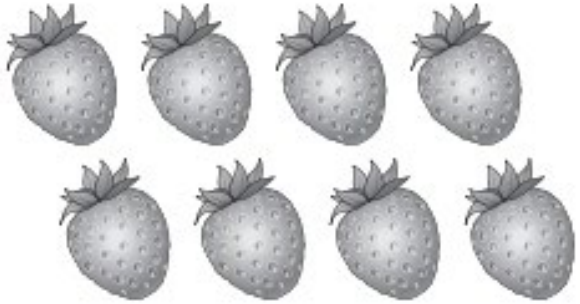
How many bricks are there in **6** rows?

bricks

1 mark

Mathematics Skills - Application

29



Sita has **8** strawberries.

She eats $\frac{3}{4}$ of them.

How many does she eat?

strawberries

1 mark

Mathematics Skills - Application

In each case choose a number that could reasonably be correct.

Then explain why you chose that number.

19 x 5 =	84	(95)	93

Its 95 because it ends in a five or 0 when you count in fives.

19 x 2 =	35	33	(38)

Its 38 because if counting in 2s it shall be even.

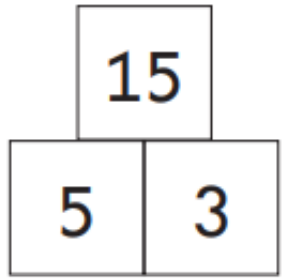
19 x 10 =	(190)	185	192

I think its 190 because when you count in tens its all ways ends in a 0.

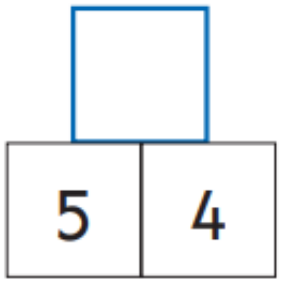
31 Kemi says,

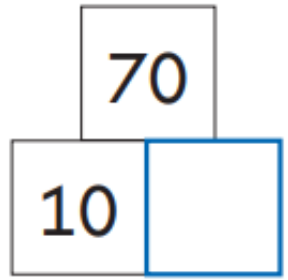
I **multiply** the two numbers on the bottom row.

The answer is on the top row.



Write the **two** missing numbers below.





2 marks

Mathematics Skills - Application

S	T
C	

$\frac{1}{2}$ of the sweets in the tin were chocolates.

$\frac{1}{4}$ were toffees.

The rest were strawberry creams.

There were 4 strawberry creams.

How many sweets were in the tin?

What if there were 10 strawberry creams?

What if there were 15 strawberry creams?

What if there were 16 strawberry creams?

Mathematics Skills - Application

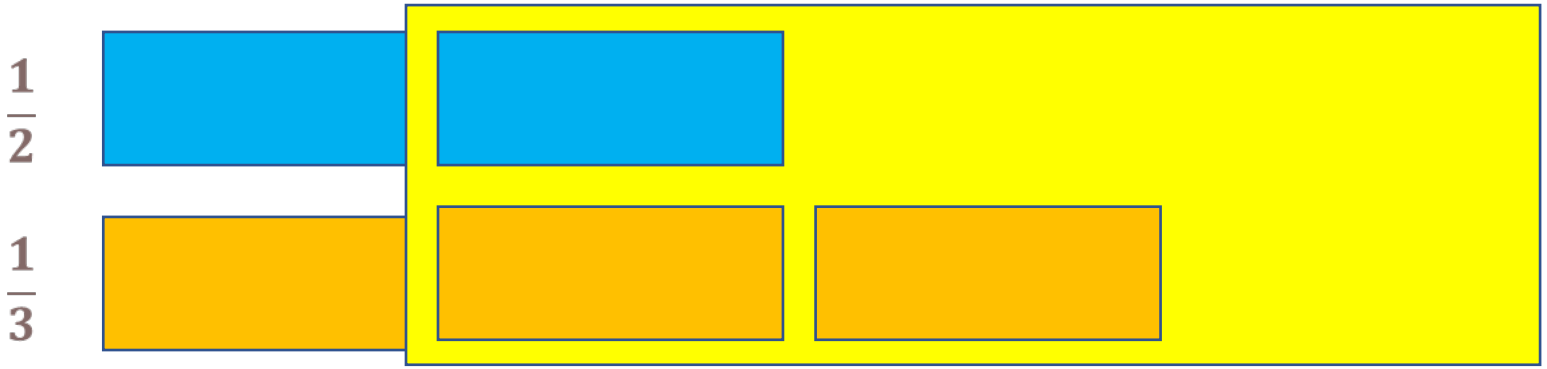
Here are 2 ribbons.

They are partly covered by paper.

A fraction of each piece is showing.

Which is the longest ribbon?

How do you know?



Mathematics Skills - Application

1/4	6
1/2	

A shop keeper sold ¼ of his balloons in the afternoon and ½ of the remainder in the evening.

If he had 6 balloons left, find the number of balloons he had at first.

What if he had 15 balloons left?

What if he had 21 balloons left?

What if he had 30 balloons left?

Mathematics Skills - Application

Mastery

Use < > and = signs to make these number sentences correct.

3 tens ☐ 30 ones

2 tens ☐ 9 ones

4 tens ☐ 33 ones

Mastery with Greater Depth

Use < > and = signs to make these number sentences correct.

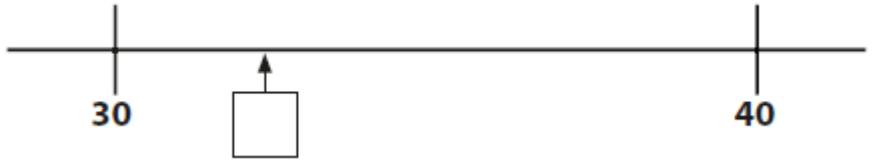
3 tens and 2 ones ☐ 2 tens 12 ones

4 tens and 3 ones ☐ 3 tens 14 ones

5 tens and 4 ones ☐ 4 tens 11 ones

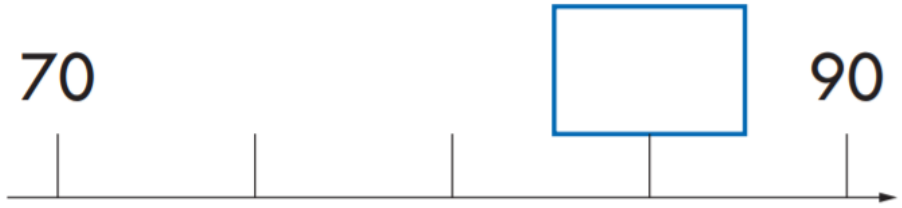
Mathematics Skills - Application

Identify, represent and estimate numbers within a structured environment
(e.g. estimate 33 on a number line labelled in multiples of ten)



20 Here is part of a number line.

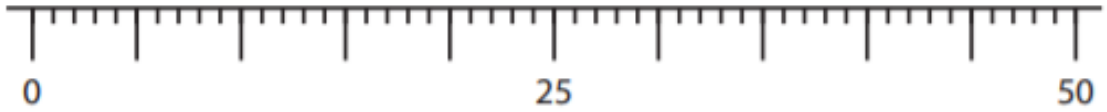
Write the correct number in the box.



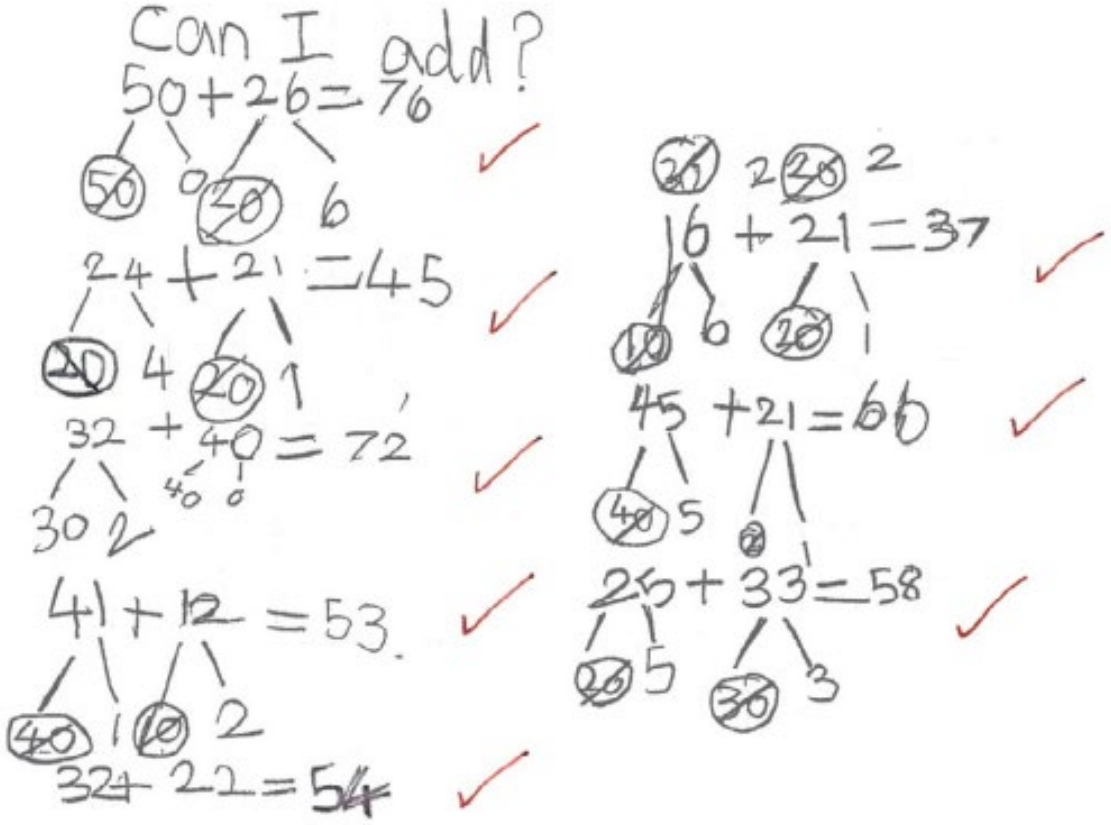
Mastery

Place these numbers on the number line:

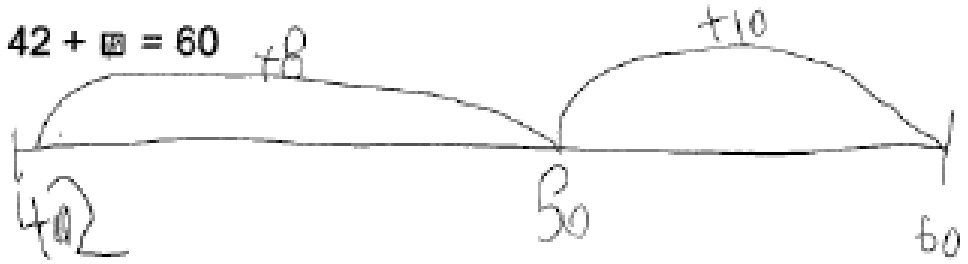
10, 48, 30



Mathematics Skills - Application



"42 add 8 would equal 50, then add the 10 would equal 60, so it is 18."



72 – 38 = 34

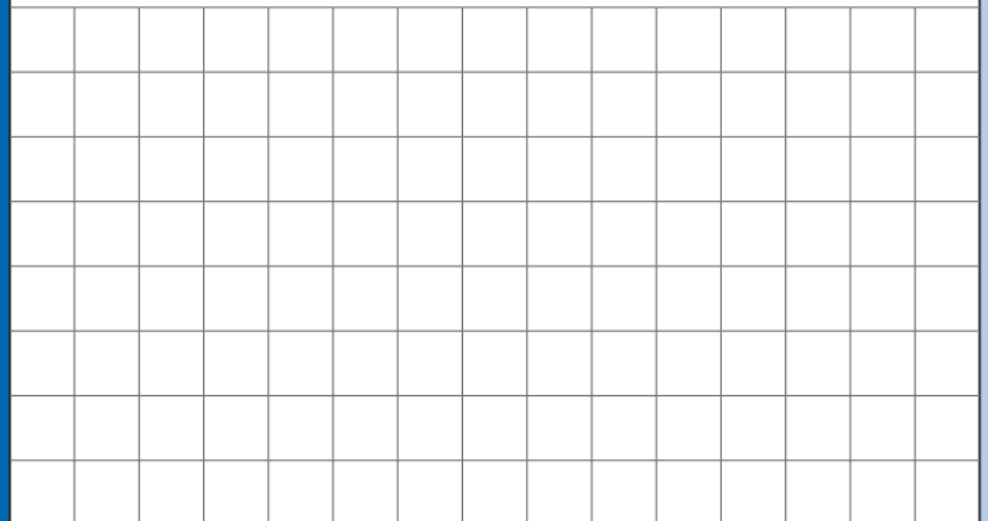
72 – 30 = 42

42 – 8 = 34

"I know 72 take away 30 is 42. 42 take away 8 equals 34."

Mathematics Skills - Application

11 $31 + 46 =$ ☐



1 mark

8 Kemi has **25** red beads and **6** green beads.

How many beads does Kemi have **altogether**?

☐ beads

1 mark

17 Look at these numbers.

36	42	6

Use these numbers to complete the number sentences below.

Use all three numbers each time.

☐ + ☐ = ☐

☐ − ☐ = ☐

1 mark

Additional Information:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805141/STA198207e_2019_ks1_mathematics_Paper1_arithmetic.pdf
Mathematics Arithmetic 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805143/STA198208e_2019_ks1_mathematics_Paper2_reasoning.pdf
Mathematics Reasoning 2019

Structure of the Test:

Paper 1: arithmetic (25 marks)
Paper 2: reasoning (35 marks)
35+ needed for working at standard/ 53+ for greater depth standard

English

KS1 Statutory Teacher Assessment 2023	
Reading TAF	Writing TAF
Reading Test / Class learning	Class learning

Narrative writing is defined as:

An account of connected events – real or imagined

A narrative is an account of connected events, real or imagined, usually in chronological order. Pupils use narrative as a tool to help them organise thoughts and to explore new ideas and experiences. Narratives can vary significantly in type; many share a common purpose but often require a set of skills and authorial knowledge specific to each narrative form. Narratives are written in constructive format, and often include plot, character(s), structure, setting, and theme. Narrative form can include stories, letters, poetry, recounts, reports, diaries etc.

Writing

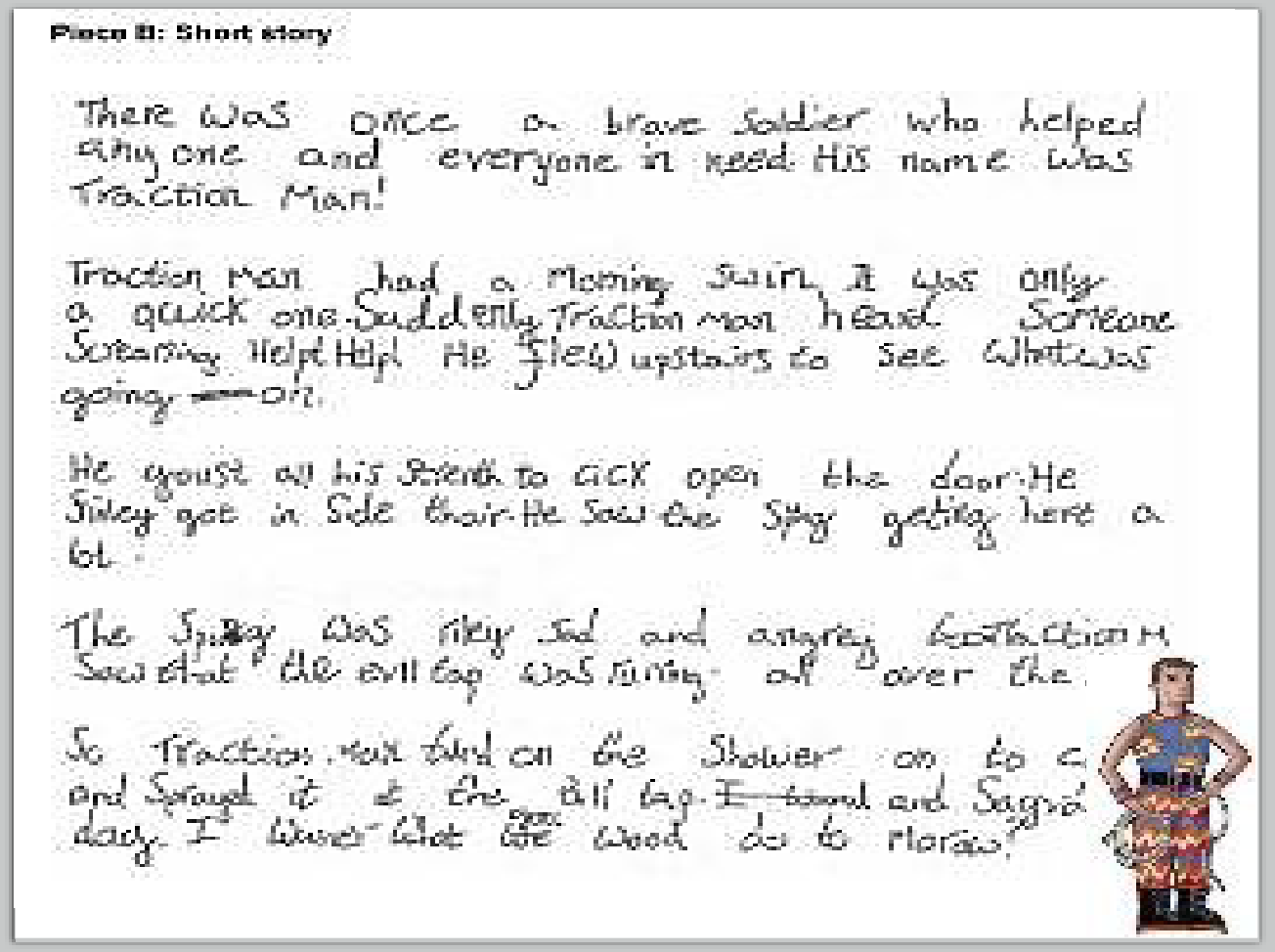
Working towards the expected standard
The pupil can, after discussion with the teacher: • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops • segment spoken words into phonemes and represent these by graphemes, 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.

Working towards descriptors

Jamie WTS

(spelling corrected)

There was once a brave soldier who helped anyone and everyone in need. His name was Traction Man!
Traction Man had a morning swim. It was only a quick one. Suddenly Traction Man heard someone screaming. Help! Help! He flew upstairs to see what was going on.
He used all his strength to kick open the door: He finally got inside there. He saw the sponge getting hurt a lot.
The sponge was really sad and angry too. Traction M saw that the evil tap was running all over the sponge.
So Traction Man turned the shower on to cold and sprayed it at the evil tap and saved the day. I wonder what you would do tomorrow?



- A simple narrative with sentences sequenced effectively
- Storybook language used to secure the form and purpose of the writing (*There was once*
  a brave soldier who helped anyone and everyone in need… Suddenly… He youst all his strength…sayvd the day)
- Words used for effect to add atmosphere, drama and support events (*flew upstairs… kicked open the door… sprayed it at the evil tap)*
- Direct address to the reader at the end inviting them to reflect on the day's events and perhaps invite a sequel (*I wonder what you (he?) would do tomorrow?)*
- Past tense maintained *(there was once… helped… had a morning swim… heard someone… finley got in side thair…)* adapted to present tense for conjecture *(I wuner what you wood do to morrow?)*
- Almost all sentences are correctly demarcated by capital letters, exclamation marks and a question mark is used *(I wuner what you wood do to morrow?)*
- Spacing between words is secure. Lower case letters are well formed and correctly orientated. Some letters, (s) not correct relative to one another
- Spellings are sometimes accurate and where they are not the are mostly phonetically plausible. Most common exception words from Y1 are correct: *there, was, once, a, some, one)* s well as some from Y2 (*every, cold)*.

Working towards descriptors

Context: This letter was part of a topic on Florence Nightingale. Jamie had discussed the ideas as part of whole-class work and with the teacher before writing. The class was given some vocabulary: 'arrived', 'bandages', 'soldiers', 'mother', 'father', 'nurses', as well as the address and date for the letter.

The Baracks Hospital
Satari Turkey
1st December 1854

Dear Mother and Father
I am writing to tell you I have arrived saifly.
When I arrived there was a bad smell. There were no beds and no clean bandages. There were lots of rats scattling around the woonid sois. I worked hard to help the woonid soldiers the nurses helped me too.
As I write the sun is seting. and I am going to say good nite to the soljs.
Lots of love
florence

Piece C: Letter

The Barracks Hospital
Satari Turkey 1st December
1854

Dear Mother and Father

I am writing to tell you I have arrived
Saifly.

When I arived there was a bad Smell. There
were no beds and no clean bandages. There
were Lots of rats scatling around the woonid
Sois. I worked hard to help the woonid Soldiers
the nurses helped me too.

As I write the sun is seting. and I am
going to say good nite to the Soljs.

Lots of love

florence

- Short letter narrates Florence's arrival in Scutari.
- Organised into paragraphs
- The sequence of the narrative is supported by adverbials and subordinate clauses (*When I arrived… as I write)* and the use of tense (*I am writing… I have arrived saifly.. When I arrived…. There were lots of… I worked hard… As I write… I am going to….)*
- Vocabulary choices, including noun phrases and appropriate repetition, support cohesion
  across the letter (arrived saifly… when I arrived… *there were no beds and no clean bandages… worked hard to help [ ] the nurses helped me too… There were lots of rats scuttling… woonid soldiers… the soljs)*
- Details support the purpose *(no clean bandages… lots of rats… sun is setting*
- All but one of the sentences are demarcated with capital letters and full-stops *(a stray full stop is added after 'setting': As I write the sun is setting. And I am going…)*
- Handwriting is spaced, letters well-formed and correctly orientated. There are inconsistencies in relative sizing. Evenness improved in words confidently spelled
- Many words correctly spelled. Phonetic attempts at others. Most common exception words from Y1 are correct *(I, to, you, was, there, were, no, me, love*) as well as *father* from Y2.

Writing

Working at the expected standard

The pupil can, after discussion with the teacher:

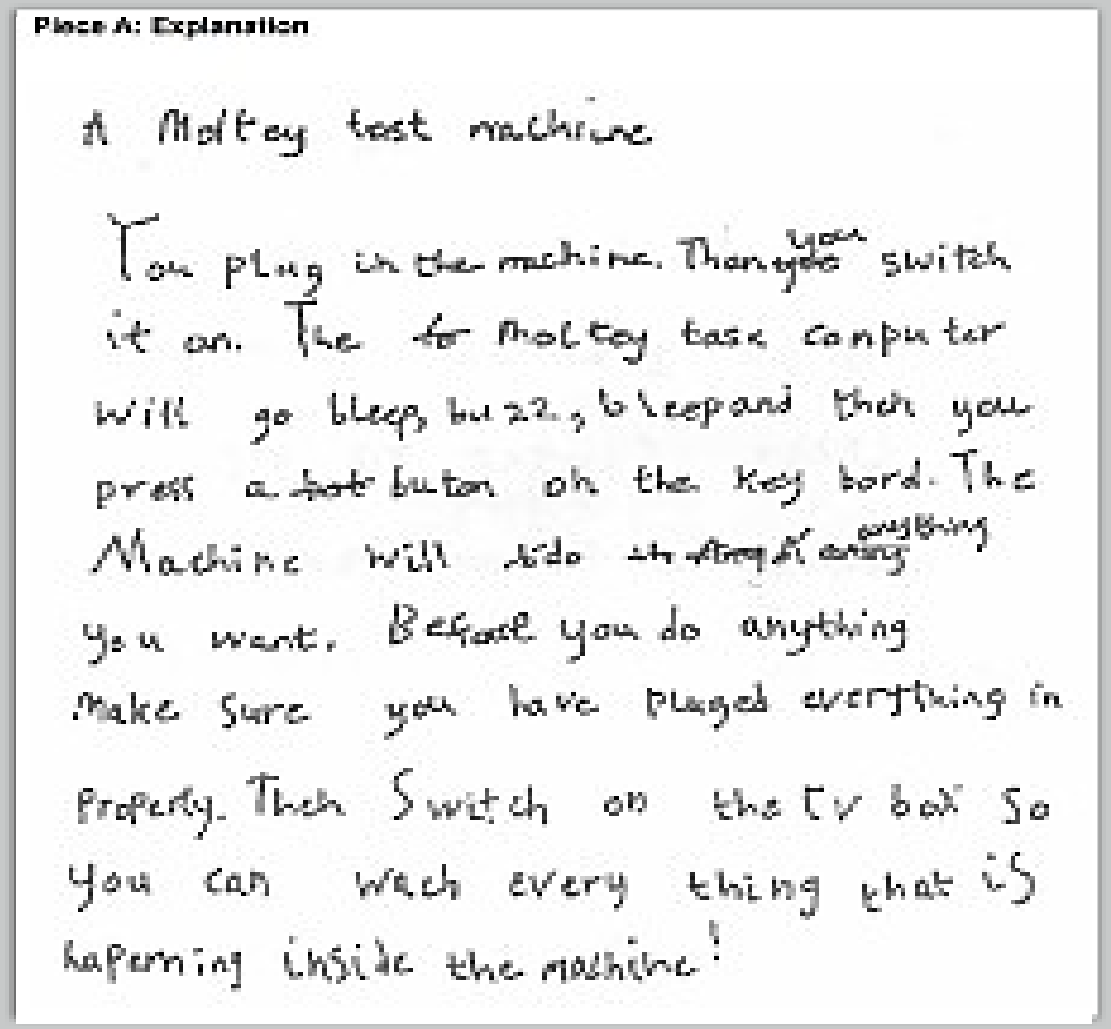
- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present 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.

Coherence

WTS	EXS
… follows a logical sequence	
… has a beginning, middle and end	
…reads more like a list and lacks flow.	…flows well from one idea to the next.
…is randomly organised and skips about.	…takes the reader through the narrative.
…has an illogical ending.	…makes causal links between actions.

Piece A Kim EXS

This work was part of a topic based on The Story Machine by Tom McLaughlin. The class had heard the story and created their own machine which could carry out more than one task. The teacher had modelled how to write an explanation earlier in the week. The class discussed their ideas and then worked independently to describe their own multi-task machine. Kim has edited and proof-read the work.



Piece A: Explanation

A Motley test machine

You plug in the machine. Then you switch it on. The for Motley task computer will go bleep, buzz, bleep and then you press a button on the key bord. The Machine will do anything you want. Before you do anything make sure you have plaged everything in properly. Then Switch on the tv bot so you can wach every thing that is hapening inside the machine!

- A clear and well-sequenced explanation (*Then (then), Before you do anything… then…)*
- Lively characterful writing to engage the reader: *(The moltey task computer will go bleep, buss, bleep…)*
- Modal used to reassure the reader about the machine's usefulness: *The machine will do anything you want)* and there is a warning to the reader to do things correctly (*make sure you have plugged in everything properly)*
- Imperative verbs show the reader what to do *(Make sure… switch)*
- Co-ordinating conjunction 'so' introduced a long clause to close an explanation (*Then switch on the TV box so you can watch everything…)*
- Subordination also used to relate events *(Before you do anything…)*
- Many words spelled correctly. Some phonetically plausible (*moltey, buton, bord, pluged, wach and haperning)*. Many common exception words are correct (you, go, the, every, so, any)
- The pupil has used classroom resources to independently spell machine. Word banks specific to the book have also been used.
- Handwriting meets the statement.

Piece C – Kim EXS

This was part of a topic based on The Story Machine by Tom McLaughlin. The pupils had heard and discussed the story before rewriting it, adding in their own machine (the multi-task machine piece). The piece was initiated by Kim and self-reviewed.

- Appropriate opening to reflect the stimulus text *Meet Fred* which goes beyond the original to appropriately use present tense imperative for a character introduction. The rest of the story is faithfully past tense when it needs to be
- The description of the Multi-task machine goes beyond the stimulus text; the 'problem' of the story remains true to the original
(the machine breaks)
- Adverbials sequence events to support coherence (*One day; Just then…; First…; Soon….; Suddenly… From that day on…)*
- Dialogue used effectively (mum) and Fred's thoughts *('Whatever does that mean? Thought Fred.'* In both cases end punctuation is correct
- Coordination used to join clauses (*One was long one was fat and the other was silver)* and sentence patterning reflects story characteristics
- Past perfect used to support coherence of events *(Soon he had opened…)* and move the story on
- The ending is a bit rushed and muddled (*'He made jumpers, bread and [noun omitted?] but, before he had finished writing*
everything down that he could do, the machine went boom.' But it is a promising attempt at a more complex structure
- Virtually all sentences are correctly demarcated with capital letters and full stops. Question mark and exclamation mark are correct
- May words spelled correctly: *meet, things, really, attic, holes, caught, computer, spotted, white, silver, case, opened, used, machine, thought, tools, together;*
- attempts at others are phonically-plausible, including *verry, darck, sudenly* and *gararge*, evidence that the pupil can segment spoken words into phonemes and represent these by graphemes
- Many common exception words from year 1 and year 2 are correct (*said, his, was, some, one, there, school, eye, love*/s). The year 2 common exception word *'floor'* is not correct
- Handwriting statement is met.

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

door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas
Words with contracted forms, homophones and near homophones, suffixes: -meant, -ness, - ful, -less, -ly

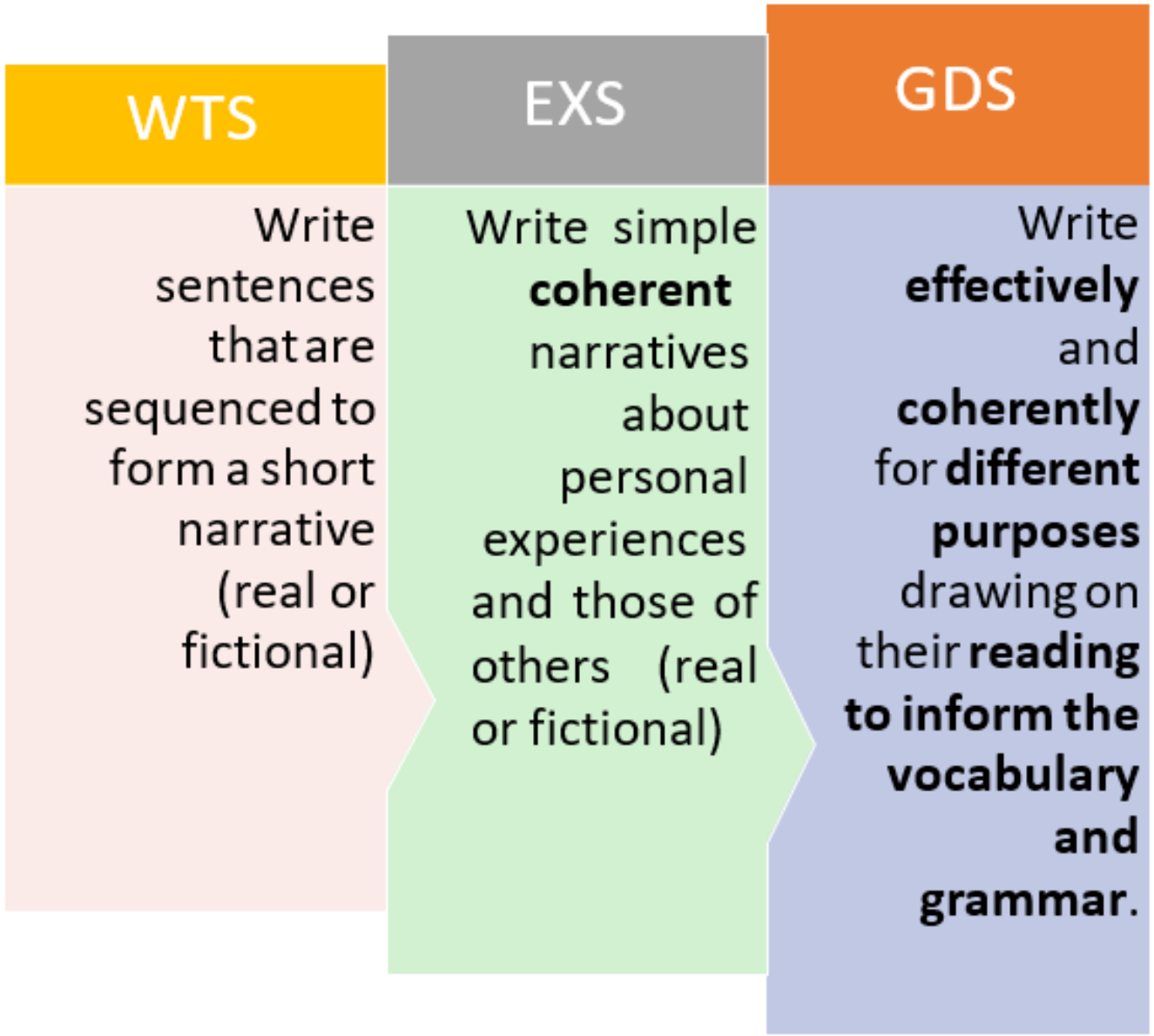
Common Exception Words (Above Year 1; Below Year 2)

Writing

Working at greater depth

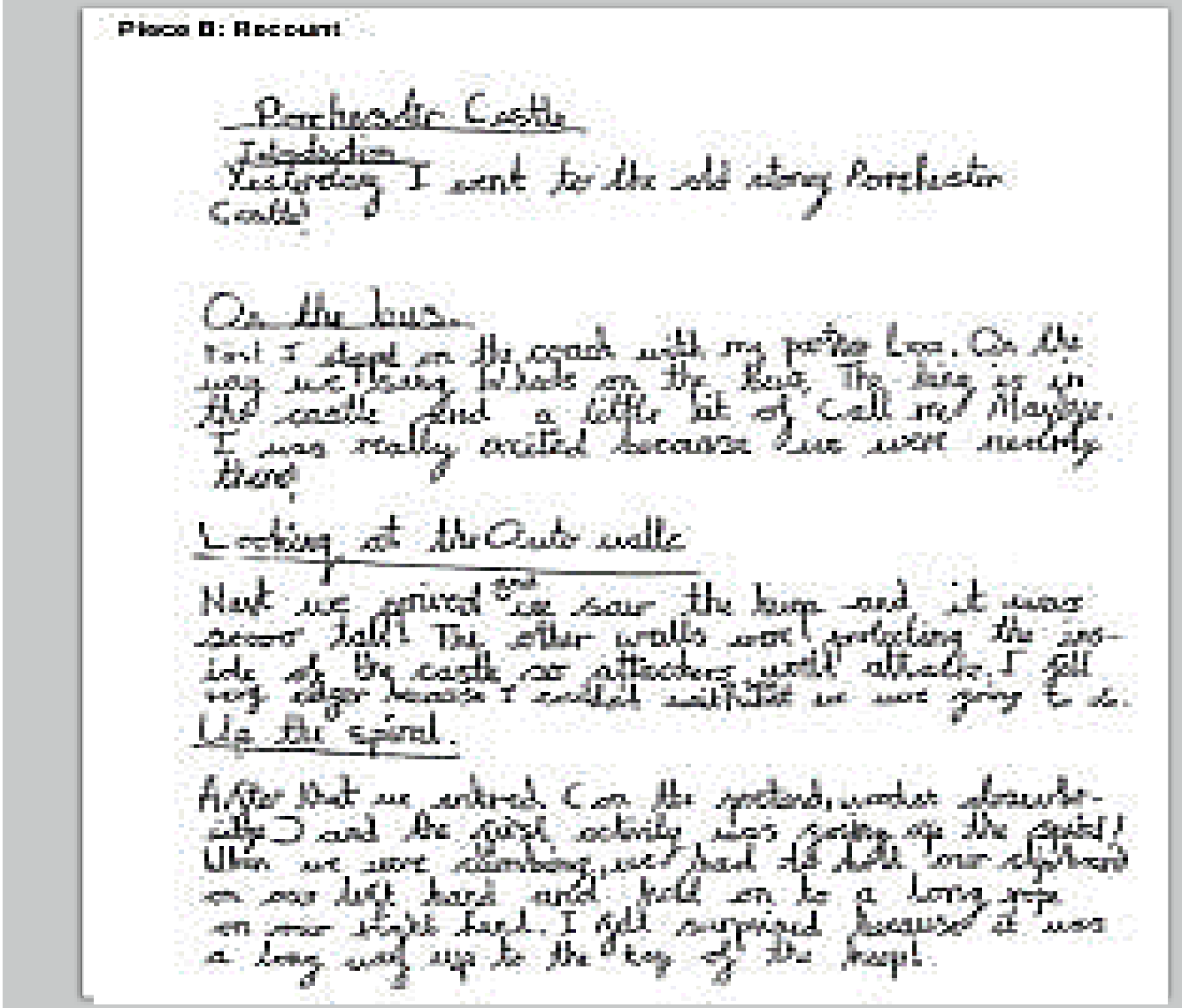
The pupil can, after discussion with the teacher:

- 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.


WTS
EXS
GDS
Write sentences that are sequenced to form a short narrative (real or fictional)
Write simple **coherent** narratives about personal experiences and those of others (real or fictional)
Write **effectively** and **coherently** for **different purposes** drawing on their **reading to inform the vocabulary and grammar**.

Piece B – Ali GDS

Following class discussion of a trip to Portchester Castle, pupils were asked to plan and write a recount of the visit. Pupils had previously learnt about the features of a recount, and devised their own format for this piece.



Piece B: Recount

Portchester Castle

Introduction

Yesterday I went to the old story Portchester Castle.

On the bus

First I slept on the coach with my pretty boy. On the way we heard tribals on the bus. The bus is in the castle and a little bit of call me Maybe. I was really excited because I was nearly there.

Looking at the Outer walls

Next we arrived and we saw the keep and it was secret Jobs. The other walls were protecting the inside of the castle for attackers until attacks. I felt very edgy because I wasn't sure what we were going to do.

Up the spiral.

After that we walked on the spiral, under staircase. 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!

At the top of the keep.

After 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 were 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 near 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 we a brioche. (I also had some water) I was not hungry and then I sat with my team making a daisy chain.

At Porchester castle museum.

After lunch, we went to the museum and drew and sketched and wrote some facts about Porchester Castle. I felt hard at work because I had to lots of facts.

On the way back

Finally we hopped on the coach to go back to school and I felt sad to leave Porchester Castle because every day I want to go to Porchester everyday and everyday we do a new topic!

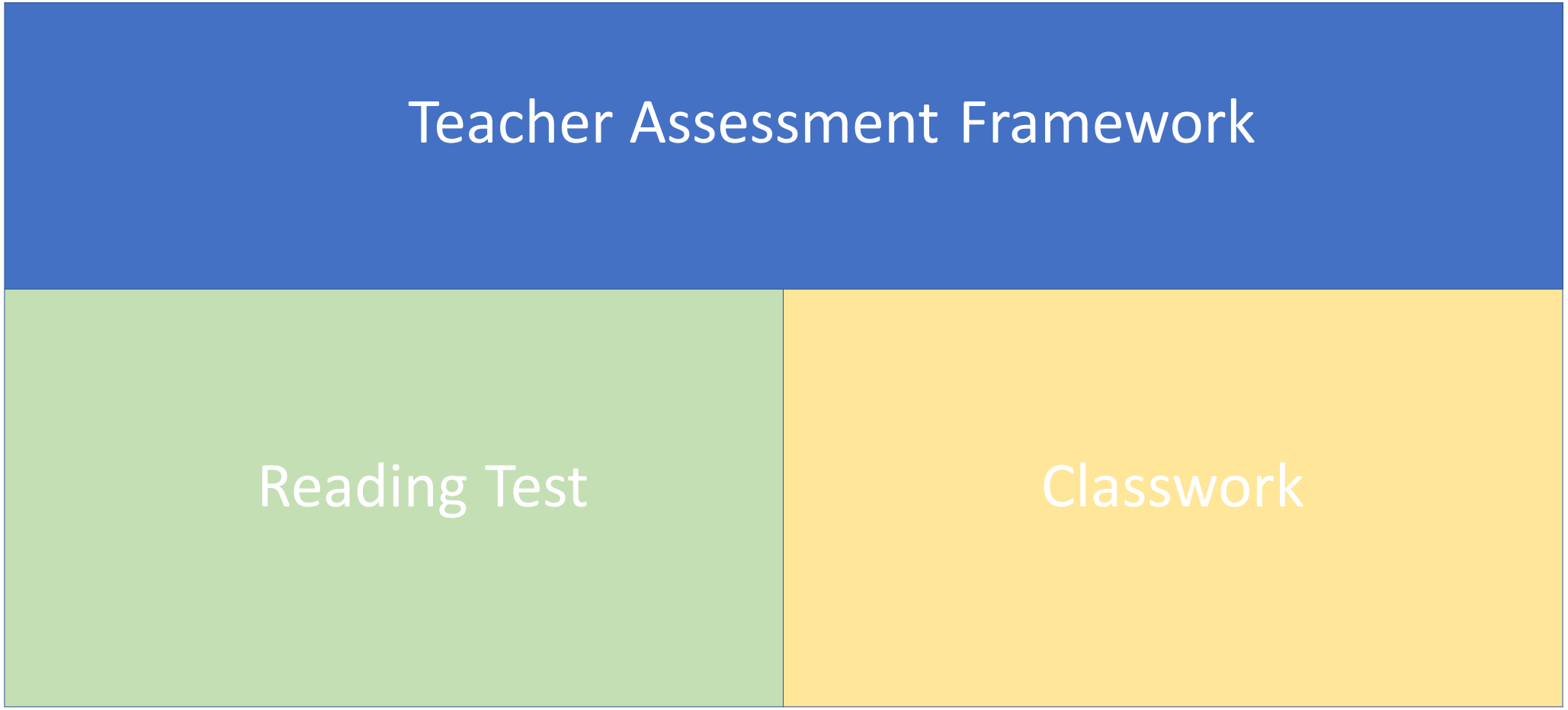
Closing Sentence

I had a great day so I hope you have a favourite day of the year!

TOP TIPS FOR GDS WRITING

- Read extensively ***to*** the children
- Develop a culture of Reading for Pleasure (RfP)
- Enlist parent support
- Choose high quality texts which cover a range of purposes (as well as narrative)
- Read for information, learning and deepening knowledge *right across the curriculum*
- Revisit and re-read texts
- Once familiar with texts, occasionally talk about the purpose and audience, vocabulary and grammatical choices
- Teach about grammar through a discussion of writers' effects
- Offer opportunities for writing that focus upon *what* the writing is for (purpose) and *who* the writing is for (audience)
- Let your more able writers get on with writing more quickly – do they really need to go through all the scaffold that others need?

English



Reading

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same graphemephoneme correspondences (GPCs)*
- read many common exception words*.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

Accuracy

Fluency

Comprehension

Reading

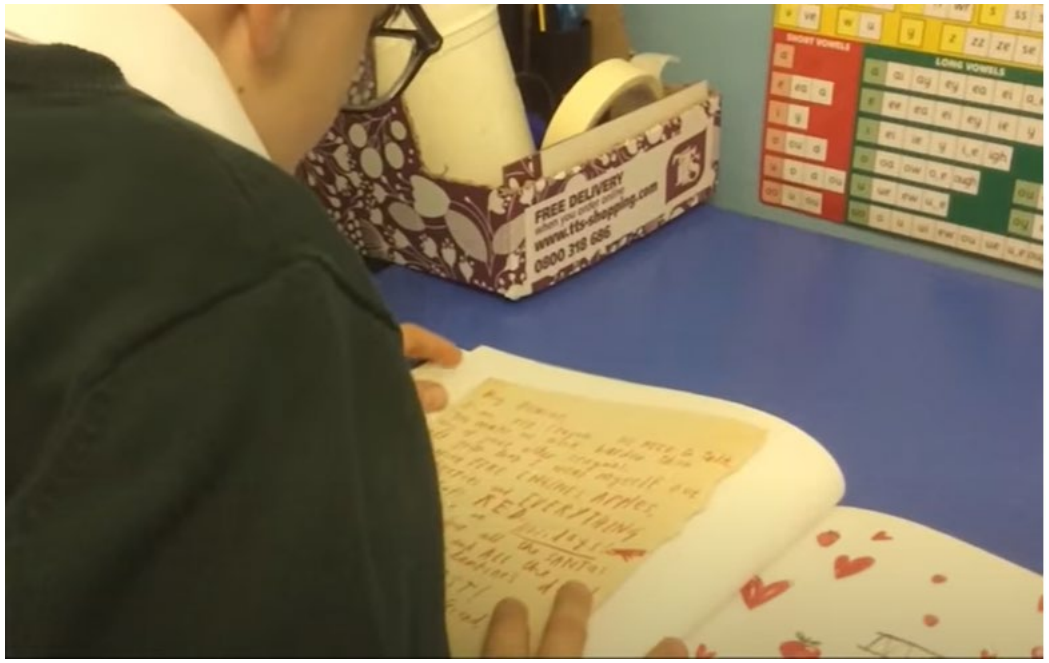
Exemplification

•Video 18:20 minutes long

•**Flashcards** (phonemes, phonically decodable words and then CEW)
•**4.24 The Day the Crayons Quit**

•**7:34 The Dog from Outer Space** In a book closely matched to the GPCs, read aloud many words quickly and accurately and without overt sounding and blending, Sound out many unfamiliar words accurately.

•**13:13 Who's Afraid of the Big Bad Book** in a familiar book that is read to them, answer questions in discussion with the teacher and make simple inferences.



https://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-towards-the-expected-standard

Reading

Working at the expected standard

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[1] books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words[2]
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Exemplification

Reading

Pupil C reads 'Winter's Child' by Angela McAllister, an age- appropriate book selected by his teacher, and discusses it with her. He has not read this book before.

Commentary

- First time Pupil C has read 'Winter's Child', which is an age-appropriate book. His reading shows the successful application of his phonic knowledge.
- He reads accurately all words with 2 or more syllables in 'Winter's Child', some of which also contain common suffixes, for example: 'heavy', 'shining', 'longest', 'muttered', 'worried', 'wonderful', 'gently', 'beckoned' and 'beneath'.
- He reads all the words in 'Winter's Child' automatically and accurately with no need for overt sounding and blending, as well as the year 2 common exception words that occur, for example: 'could', 'climb', 'only', 'behind' and 'father'.
- He is also able to read the somewhat unfamiliar word 'sleigh' accurately and without hesitation, even though the 'eigh' spelling for the long 'a' sound is not taught until Years 3 and 4.
- He reads the text fluently which allows him to concentrate on his comprehension.

https://youtu.be/3QrjmYK5mTA

Reading

Commentary – comprehension

- Can explain what has happened so far in what he has read and he understands the sequence of events.
- Recognises how the feelings of the main character, tom, change from the beginning of the story to later, as winter delays the arrival of spring.
- Good intonation reflects his ability to infer how the different characters are feeling at different points in the story and his wider understanding of the text.
- He captures longing and wistfulness maturely and sensitively when he reads, "'goodbye,' said the boy. 'Let's play tomorrow.'"
- He understands how punctuation such as question marks and exclamation marks affect how texts should be read.

  This is effectively demonstrated in his reading of "i want winter to go on forever!"
- He identifies that 'winter's child' is entertained by tom's question about where he lives and reads, "everywhere and nowhere" in a way that reflects this amusement.
- He checks his reading for sense, re-reading and correcting any inaccurate reading when necessary to, ensure the order of his words matches that on the page and gives the correct meaning, for example, "together they filled the snow with…hushed…snow-hushed air with tinkling notes"

Reading

Commentary – comprehension

- Discussion with his teacher and his answers to her questions show understanding of what he has read and his ability to draw some inferences. For example, pupil C infers that the boy's father will feel sad and afraid that his son has gone somewhere, and he retrieves
  The information that tom will see 'winter's child' again "with the first snowflake"
- He infers, with support from his teacher, that the distant voice heard was that of winter, calling his child home
- Pupil C is also able to make plausible predictions about what might happen, based on
  What he has read, such as if the spring does not come soon, "nana might die … because she's cold."
- Pupil c meets all the statements for 'working at the expected standard'. Although his reading is fluent and expressive, he does not make links easily between this book and others he has read.

Reading - Inference

Around 20 years ago, a group of people in a country called Austria wanted to do something interesting with vegetables. They decided to turn them into musical instruments and play them in a band.

12 The people in the band wanted to make musical instruments out of vegetables because they...

Tick **one**.

- liked the taste of different vegetables. ☐
- wanted to use leftover vegetables. ☐
- grew more vegetables than they could eat. ☐
- wanted to do something different with vegetables. ☐

1 mark

Reading - Inference

Today, the 11 people in the vegetable band perform all around the world. They hold about 20 concerts every year.

People who come to watch are amazed by how interesting these unusual instruments look and how great they sound. After a concert, everyone can try soup made from the leftovers.

15 What happens to the leftover vegetables?

They are...

Tick **one**.

- given to other bands. ☐
- sold in the market. ☐
- made into soup. ☐
- kept for another concert. ☐

1 mark

Reading - Inference

20 Put ticks in the table to show which statements are **true** and which are **false**.

	True	False
You should blow this instrument to make a sound.		
You should put the top on the pepper before shaking it.		
You must use a green pepper to make this instrument.		

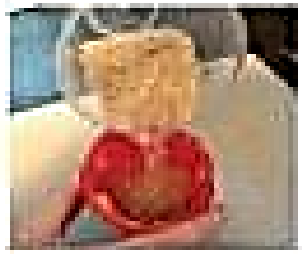
1 mark

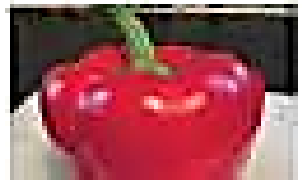
End of test

Make your own pepper shaker

You could try making a vegetable instrument of your own. These instructions tell you how.

1. Choose one pepper – it doesn't matter what colour you use.
2. Ask an adult to cut off the top of the pepper using a knife.
3. Clear out the seeds from inside.
4. Add some uncooked rice so that it rattles.
5. Pop the top back on. Otherwise, you might make a mess!
6. Shake it to make a sound.





Reading - Inference

Once there was a boy called William, who lived in a house underneath a tall tree.

William's mummy sometimes took him to the window at bedtime to see the big yellow moon through the top of the tree.

"When I'm big," said William, "I'm going to climb right up that tree and sit next to a bird's nest and look at the stars."

"It's a very old tree," said William's daddy. "It's more than a hundred years old. Someone must have planted it in the old days, and looked after it to help it grow straight and strong. When that tree was a new shoot, there weren't any cars or aeroplanes. And people didn't have electricity. They cooked their food on wood fires."

"They didn't have electric lights, either," said Mummy. "Children had candles to light them to bed."

Q10. Why hadn't William climbed the tree yet?

Reading

Working at greater depth within the expected standard
The pupil can, in a book they are reading independently: • make inferences • make a plausible prediction about what might happen on the basis of what has been read so far • make links between the book they are reading and other books they have read.

GDS Exemplification

Reading

Word reading
Pupil G's reading is quick and accurate. She checks that she is reading all the words in a sentence and that what she reads makes sense, re- reading when needed. Her confidence and fluency in reading the
complicated sentences found in 'The Beginning of the Armadillos'
indicate she is already a reader for whom decoding holds few barriers.

Reading comprehension
Pupil G is able to make inferences from the text, based on her reading. She appreciates the humour of how the story has been written and infers that Tortoise and Hedgehog have deliberately confused Jaguar so that they won't get eaten. She draws on her knowledge that Kipling wrote the stories for his children, (gained from her teacher earlier in their discussion) to infer he wrote the story in this way to make his children laugh. She uses her understanding of language to work out the meaning of metaphors such as "you are making my spots ache". She infers that this means "Making him so puzzled he doesn't know what to do or where to go."

https://www.gov.uk/governmen_t/publications/ks1-english-reading-exemplification-_working-at-greater-depth-_within-the-expected-standard

Reading – Book Talk

How is the character feeling at this point of the story?
Why is she feeling that way? How do you know?
How would you describe it?
Have you ever felt that way?
Does the story have a happy or sad ending? What was the main idea of the story?

What made you want to keep reading this book?
Was there anything that put you off reading this book?
Did this book remind you of any other book you have read or films that you have seen?
Did it remind you of something or someone else?
Was there anything that puzzled you about the book? Did anything surprise you in this book?
Were you unsure of any of the words?

Questions to delve deeper:

What was your favourite part and why?
Would you like to have been a character in the book? Do any of the characters change during the story?
Does any character learn a lesson?
Does the setting matter or could this story have taken place somewhere else?
When did the story take place? What clues can you find in the pictures or text?
Do you like the way the story ended? How could you change it?

Reading

Selected or constructed response	Question types	Example questions
Selected response 30 – 50%	Multiple choice	What is Lucy looking for in the story? Tick one of the boxes below.
	Ranking / ordering	Number the events below to show the order in which they happen in the story.
	Matching	Match the character to what they do in the story.
	Labelling	Label the text to show the title…
Short response 30 – 60%	Find and copy	Find and copy one word that shows…
	Short response	What does the bear eat?
Extended response 5 – 15%	Open-ended response	Why did Lucy write the letter to her grandmother? Give two reasons.

Structure of the Test:

Reading Test 40 marks

26+ needed for working at standard/ 37+ for greater depth standard

Next Steps:

Please read with your child regularly and try to fill in the Reading Records on GC

Encourage your child to speak with you daily about their learning

Support your child with their home learning

Practise spellings and arithmetic weekly

For any queries, please speak with your child's class teacher, and then phase leader

Please complete our feedback form, so we can plan other workshops for you.