Growing **together,**
guided **by love.**

Statutory Assessment Evening

COMMUNITY COMPASSION COURAGE

Growing **together,**
guided **by love.**

Good Level Of Development in Early Years

Aims of the meeting:

- **To give a clear overview of what is meant by GLD.**
- **To provide strategies and practical activities across the EYFS curriculum that will enable you to support and extend your child's learning at home and prepare them for Year 1.**

Growing **together,**
guided **by love.**

Good Level Of Development in Early Years

GLD – Good Level of Development – a performance measure used by the Department of Education to monitor the National, Local and School achievement of Reception aged pupils.

To achieve GLD, pupils are expected to reach the Early Learning Goals across the different areas of the Early Years Framework.

Growing **together,**
guided **by love.**

Good Level Of Development in Early Years

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Growing together,
guided by love.

Good Level Of Development in Early Years

Communication and Language:

- Have regular back-and-forth conversations
- share stories
- sing rhymes
- introduce new vocabulary during daily activities (like cooking, shopping, or walking).
- read books together
- ask questions about the pictures
- encourage children to predict what might happen next

Literacy:

- Practice phonics by sounding out letters and simple words together
- Encourage mark-making and writing (such as shopping lists, birthday cards, or drawing pictures with labels)

Growing together,
guided by love.

Good Level Of Development in Early Years

Mathematics:

- Count objects out loud
- look for numbers in the environment
- play board or card games that involve counting and matching
- Talk about shapes, sizes, and everyday patterns
- help children understand quantities (such as sharing snacks equally).

Personal, Social, and Emotional Development (PSED):

- Support independence by letting children dress themselves
- tidy up
- manage their own belongings
- Play turn-taking games to help them build sharing skills to manage their feelings, and talk about emotions.

Growing together,
guided by love.

Good Level Of Development in Early Years

Physical Development:

Build gross motor skills through active outdoor play

- running
- Jumping
- Balancing
- ball games.

Support fine motor skills with

- threading,
- Playdough
- cutting with safety scissors
- drawing

Growing together, guided by love.

Good Level Of Development in Early Years

Things to Remember:

Many ELG's are language based – so lots of conversations will help. Get talking, asking and answering questions.

Each ELG is based on evidence over a prolonged period of time.

Please spend time playing with your child to build on these skills.

Most importantly, GLD and ELG's do not define your child!

Growing **together,**
guided **by love.**

Phonics Screening Check

Children in Year 1 throughout the country will all be taking part in a phonics screening check during June. Children in Year 2 may also take the check if they did not achieve the required results when in Year 1 or have not taken the test before.

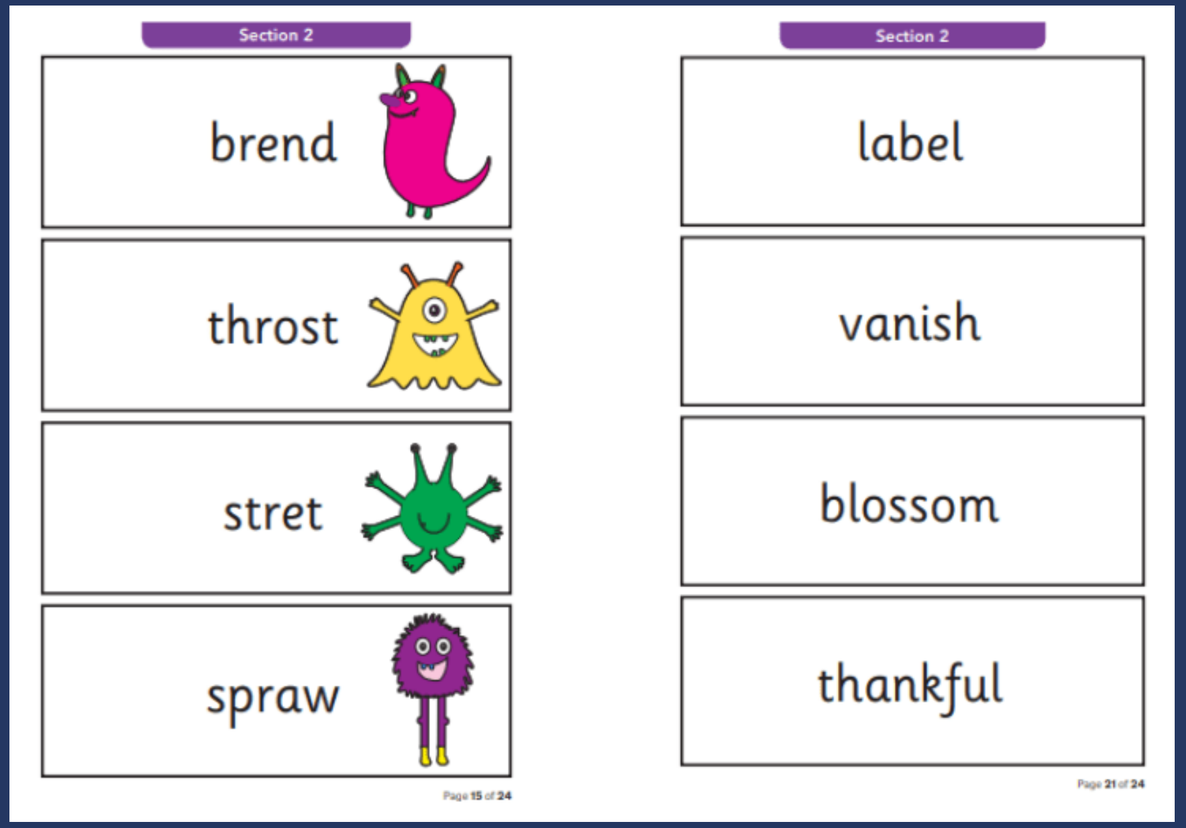
The test contains 40 words. Each child will sit one-to-one and read each word aloud to a teacher. The test will take approximately 10 minutes per child, although all children are different and will complete at their own pace!

The list of words the children read is a combination of 20 real words and 20 alien words (nonsense words).

Growing **together,**
guided **by love.**

Phonics Screening Check

The test is split into 2 sections and the children will need to use their phonics knowledge to segment and blend digraphs, trigraphs and split digraphs. The alien words will be shown to your child with a picture of an alien. Alien words are included because they will be new to all children.



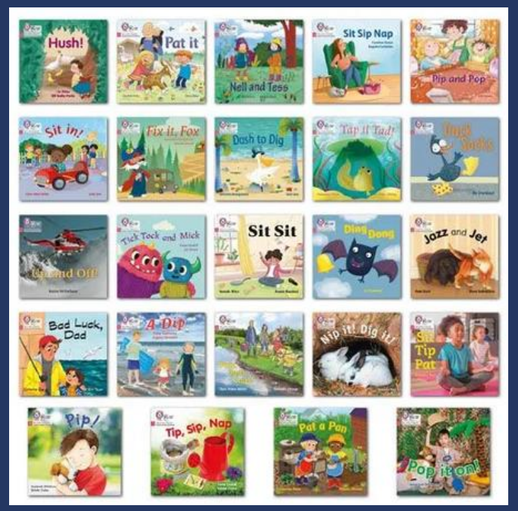
Growing **together,**
guided **by love.**

Phonics Screening Check - How can I help at home?

Playing phonics games with your child

Phonics flashcards





Phonics / Reading homework

Blending sounds / Oral blending together

Growing together,
guided by love.

KS1 SATS

In May, Year 2, children will take part in the Key Stage 1 national curriculum assessments, commonly known as SATs. These tests are designed to support teachers' assessments of your child's progress and attainment in core subjects, helping to identify strengths and any areas for further development. KS1 SATS tests have been made optional for schools. Many schools still choose to use them to help inform teacher's end of year assessments - the Federation has opted in for the KS1 SATS.

Subjects assessed:

- English Reading
- English grammar, punctuation and spellings
- Maths (arithmetic and reasoning)

Unlike the KS2 SATS, these are not timed and are conducted in a more informal classroom setting to help put children at ease.

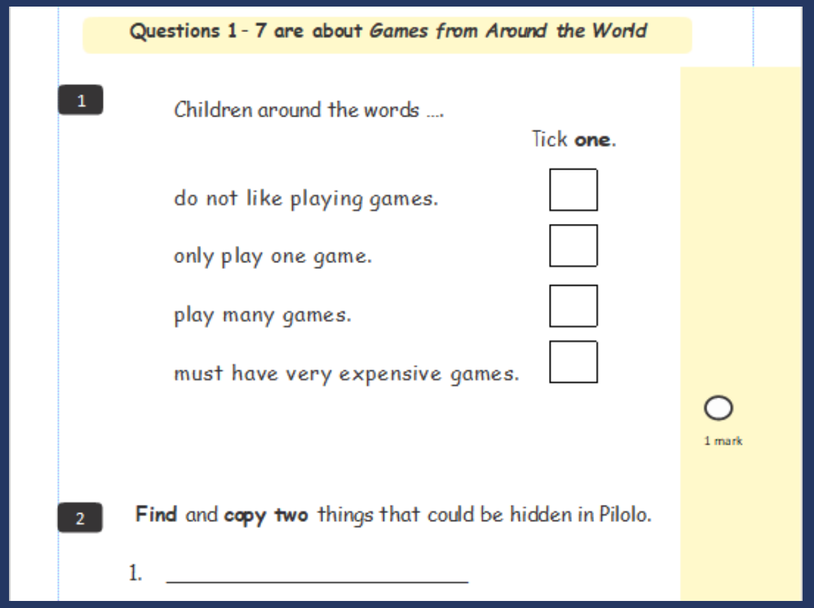
Growing **together,**
guided **by love.**

KS1 SATS - Reading

The Reading Test consists of:

- **Paper 1 - a combined reading prompt and answer booklet. It takes around 30 minutes but not strictly timed.**
- **Paper 2 - an answer booklet and separate reading booklet.**

The texts will cover a range of poetry, fiction and non-fiction.



Questions 1 - 7 are about *Games from Around the World*

1 Children around the words ....

Tick **one**.

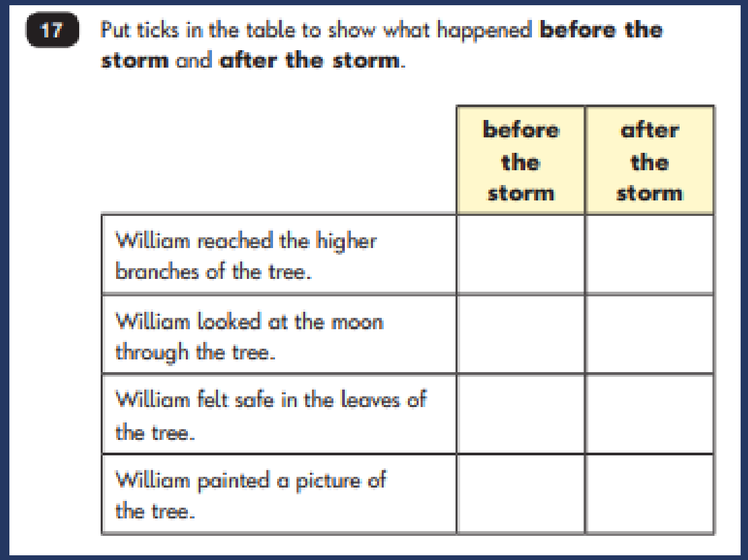
- do not like playing games. ☐
- only play one game. ☐
- play many games. ☐
- must have very expensive games. ☐

1 mark

2 **Find** and **copy two** things that could be hidden in Pilolo.

1. _____





17 Put ticks in the table to show what happened **before the storm** and **after the storm**.

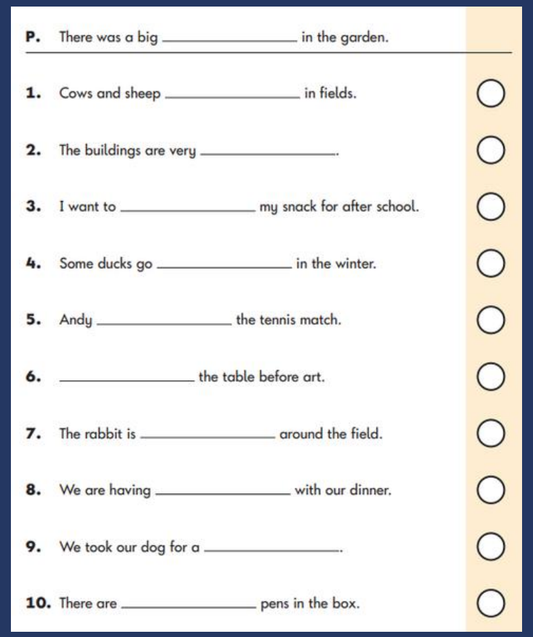
	before the storm	after the storm
William reached the higher branches of the tree.		
William looked at the moon through the tree.		
William felt safe in the leaves of the tree.		
William painted a picture of the tree.		

Growing **together,**
guided **by love.**

KS1 SATS - SPAG

The SPAG Test consists of:

- **Paper 1 – spelling. Children have sentences with missing words. They are asked to write the missing word.**
- **Paper 2 – testing children's knowledge of grammar, punctuation and vocabulary**



P. There was a big _____ in the garden.

1. Cows and sheep _____ in fields.

2. The buildings are very _____.

3. I want to _____ my snack for after school.

4. Some ducks go _____ in the winter.

5. Andy _____ the tennis match.

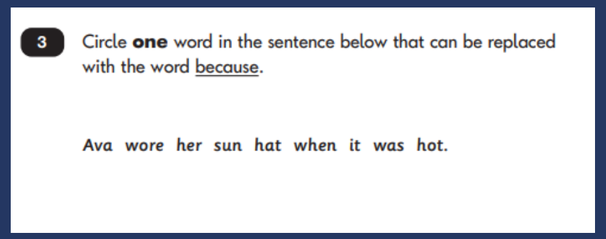
6. _____ the table before art.

7. The rabbit is _____ around the field.

8. We are having _____ with our dinner.

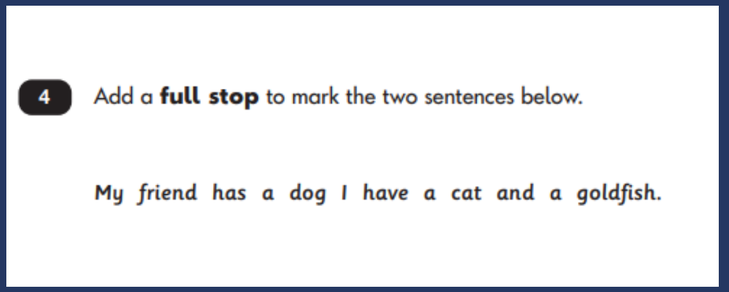
9. We took our dog for a _____.

10. There are _____ pens in the box.



3 Circle **one** word in the sentence below that can be replaced with the word <u>because</u>.

Ava wore her sun hat when it was hot.



4 Add a **full stop** to mark the two sentences below.

My friend has a dog I have a cat and a goldfish.

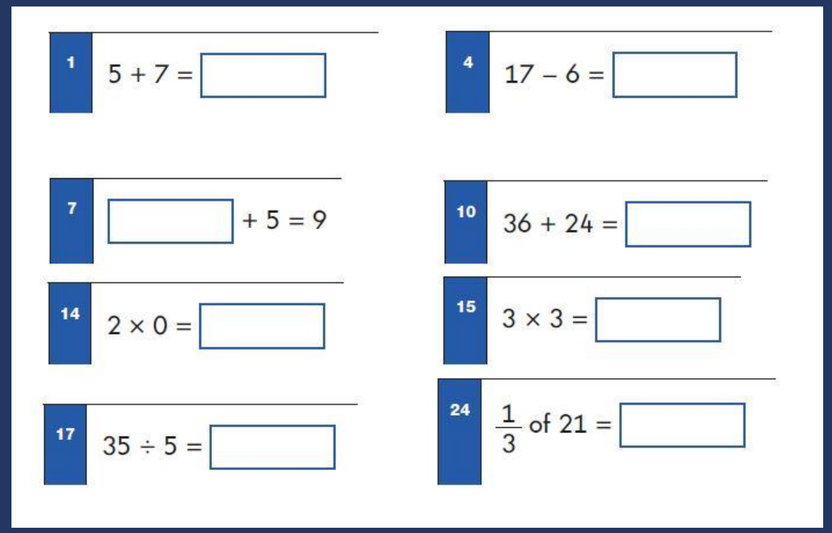
Growing **together,**
guided **by love.**

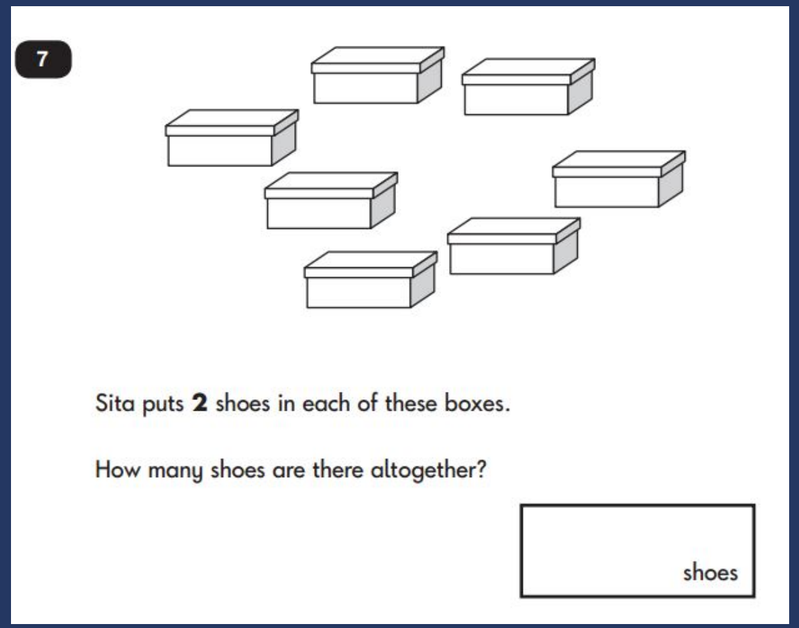
KS1 SATS - Maths

The Maths Test consists of:

Maths consists of two papers:

- **Paper 1 – arithmetic – testing calculation methods for all four operations**
- **Paper 2 – reasoning – testing children's ability to apply calculations to a range of areas of maths**



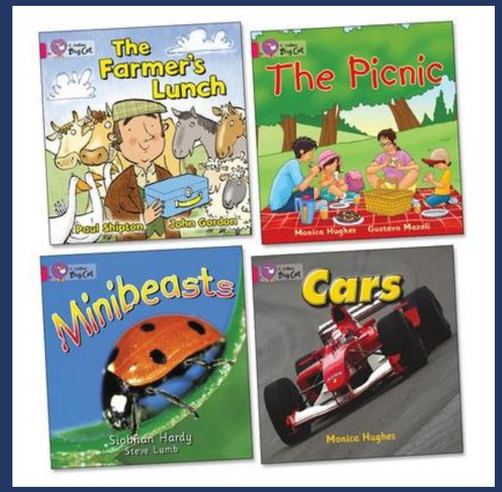


Growing **together,**
guided **by love.**

KS1 SATS - How can I help at home?

Reading at home - little and often!

Numbots



Attendance

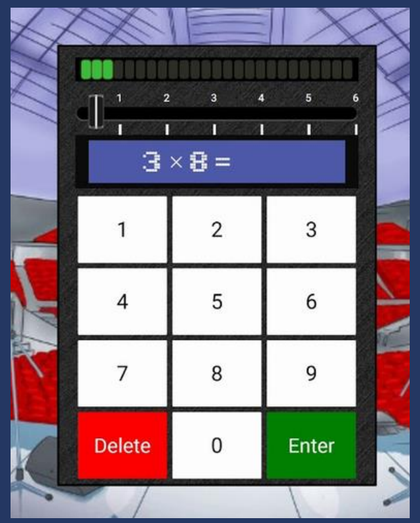
Reassure - just try their best!

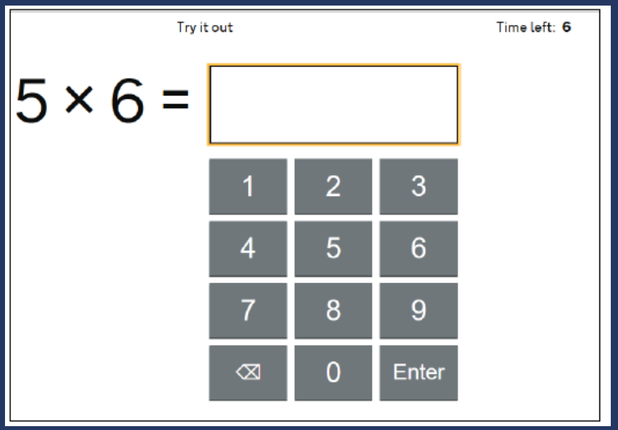
Growing **together,**
guided **by love.**

Year 4 Multiplication Tables Check

- The Multiplication Tables Check determines if Year 4 children can fluently recall their multiplication tables. The check takes place in June. There is no set day to administer. All Year 4 children are required to take the check. There is no pass mark.

There is a 'Try it Out' area which gets the children used to the format - in school children regularly practise using TTRS Soundcheck which mimics the MTC. The check is fully digital. Answers are entered using a keyboard or number screen pad. Usually takes around 5 minutes.





Growing **together,**
guided **by love.**

Year 4 Multiplication Tables Check

The children will have 6 seconds from the time the question appears to input their answer. There is a total of 25 questions with a 3 second pause in between questions. There will be 3 practice questions before the check begins.

Each child will be randomly assigned a set of questions. There will only be multiplication not any division. The 6, 7, 8, 9 and 12 times table are more likely to be asked. Reversal of questions (e.g. 6 x 8 and 8 x 6) will not be asked in the same check. Children will not see their individual scores.

Growing together,
guided by love.

Year 4 Multiplication Tables Check - Access Arrangements

Some children will be eligible for access arrangements including:

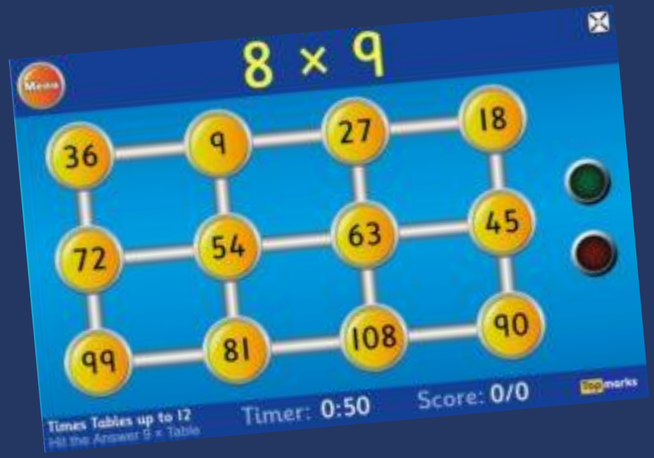
- colour contrast
- font size adjustments
- ‘next’ button
- removing on screen number pad
- an adult to input their answers
- audio version
- audible time alert

Growing **together,**
guided **by love.**

Year 4 Multiplication Tables Check - How can I help at home?

Songs / Rhymes / Games

Times Table Rockstars - especially Soundcheck!





Topmarks - Hit the Button

Reassure - just try their best!

Growing **together,**
guided **by love.**

KS2 SATS

SATS Week across the country begins Monday 10 May to Thursday 13 May 2027. Pupils will complete the tests papers in:

- **Reading**
- **Grammar, Punctuation and Vocabulary**
- **Spelling**
- **Arithmetic**
- **Maths Reasoning (2 papers)**

Writing is teacher assessed.

KS2 SATs Dates 2027

THIRD SPACE LEARNING

Monday 10 May 2027	English GPS Papers 1 and 2
Tuesday 11 May 2027	English reading
Wednesday 12 May 2027	**Maths Paper 1 (arithmetic) and Paper 2 (reasoning)**
Thursday 13 May 2027	**Maths Paper 3 (reasoning)**
Tuesday 6 July 2027	Results released to schools

Growing together,
guided by love.

KS2 SATS - How do the tests take place?

The tests take place in normal school time, under test conditions. Pupils are not allowed to talk and the tests are sent away for marking externally.

The tests vary in length:

- **Reading 60 minutes**
- **Grammar 45 minutes**
- **Spellings 15 minutes**
- **Arithmetic 30 minutes**
- **Maths Reasoning 2 papers of 40 minutes each**

Growing together,
guided by love.

KS2 SATS - How are the SATS graded?

The marked tests will provide the following information:

- A raw score (the number of correct marks)
- A scaled score
- An indication of whether the standard has been met

Scaled Scores

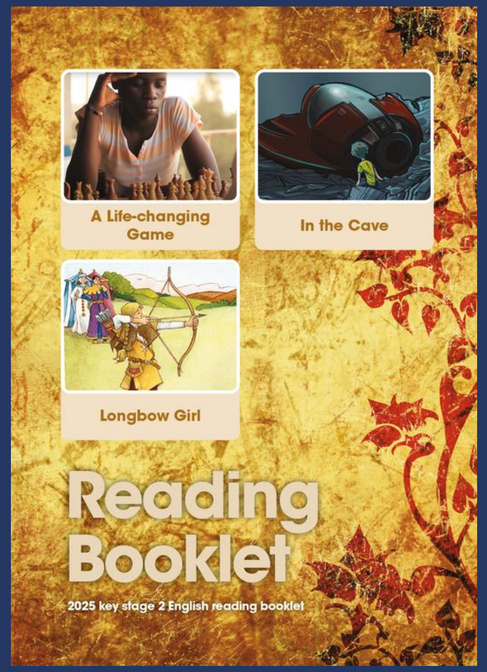
A score of 100 represents the national standard. The lowest is 80 and highest is 120. After each test is marked, this will show whether a pupil is working at standard.

Children will need to achieve a scaled score of 100 to show that they have met standard. If children achieve over 110 this indicates a pupil working at the greater depth standard.

Growing **together,**
guided **by love.**

KS2 SATS - Reading

Pupils will have 60 minutes to complete the test, including reading the texts and writing the answers. The test will have 3 different texts to read, drawing on fiction, non-fiction and poetry. There are a range of answer types, including multiple choice, short one-word answers and longer answers that require written paragraph answers.





Questions 1–15 are about *Space Tourism* (pages 4–6).

1 Look at the introduction.

Why is space tourism *impossible* for most people?

1 mark

2 How would you get from the spacecraft to the space hotel?

1 mark

3 Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1. _____
2. _____

2 marks

4 How much did the first space tourist pay to go into space?

1 mark

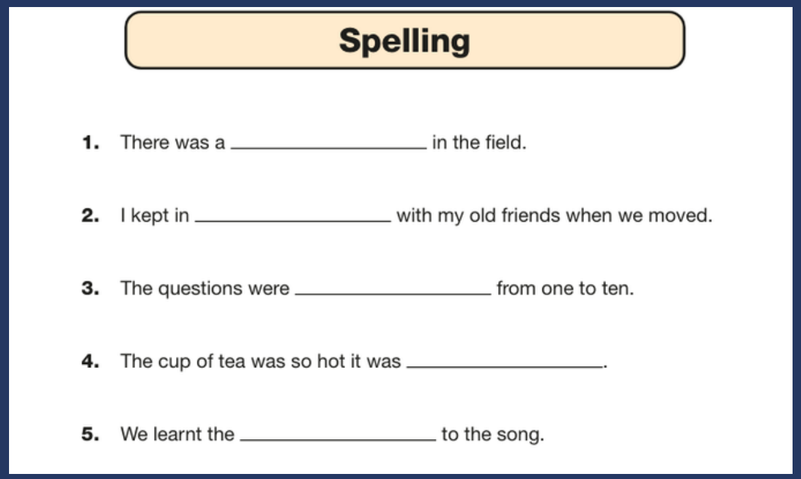
Page 04 of 20

Growing together,
guided by love.

KS2 SATS - GPS

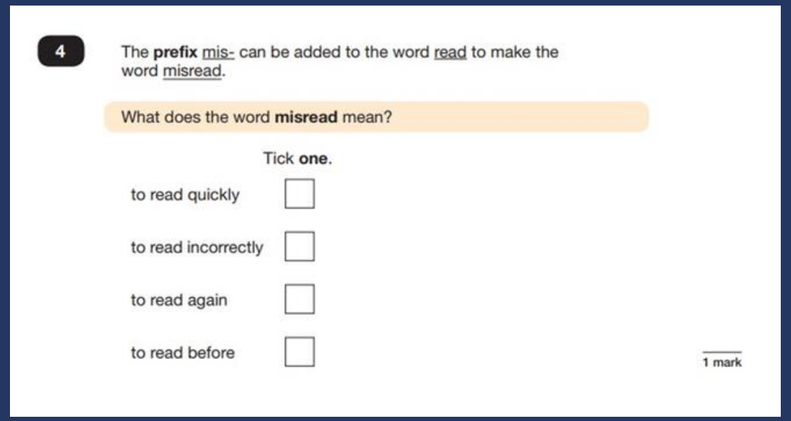
There are two tests: a shorter whole-class spelling test and a longer paper testing grammar, punctuation and vocabulary.

- **The spelling test will last approximately 15 minutes and pupils will need to spell words in context by filling in gaps in the sentences.**
- **The grammar, punctuation and vocabulary test lasts for 45 minutes. Pupils will need to describe grammatical terms and punctuation marks.**
- **There are a range of answer types in the grammar test, including multiple choice and short one-word answers but there are no longer answers required.**



Spelling

1. There was a _____ in the field.
2. I kept in _____ with my old friends when we moved.
3. The questions were _____ from one to ten.
4. The cup of tea was so hot it was _____.
5. We learnt the _____ to the song.



4 The **prefix** mis- can be added to the word read to make the word misread.

What does the word **misread** mean?

Tick **one**.

- to read quickly ☐
- to read incorrectly ☐
- to read again ☐
- to read before ☐

1 mark

Growing **together,**
guided **by love.**

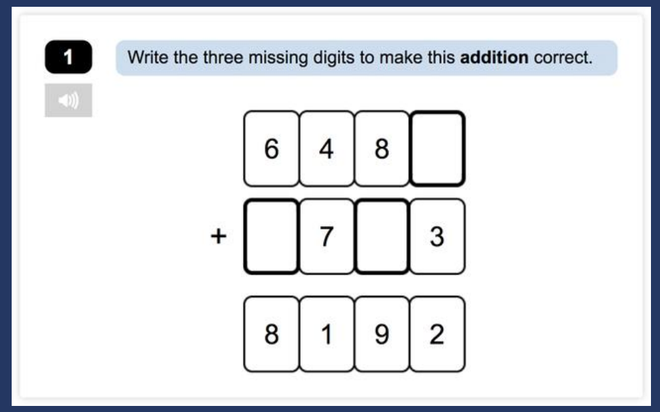
KS2 SATS - Maths

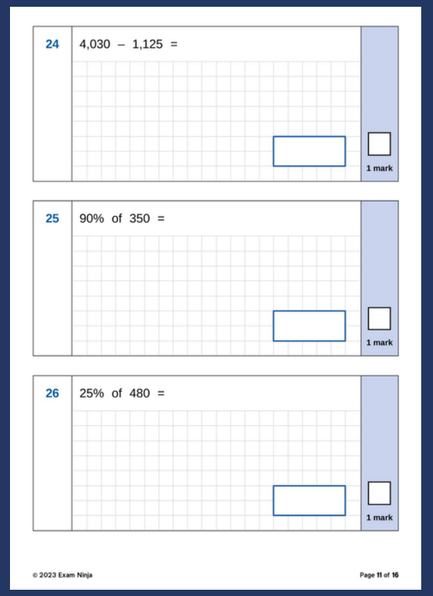
There are 3 tests: one arithmetic paper and two reasoning papers.

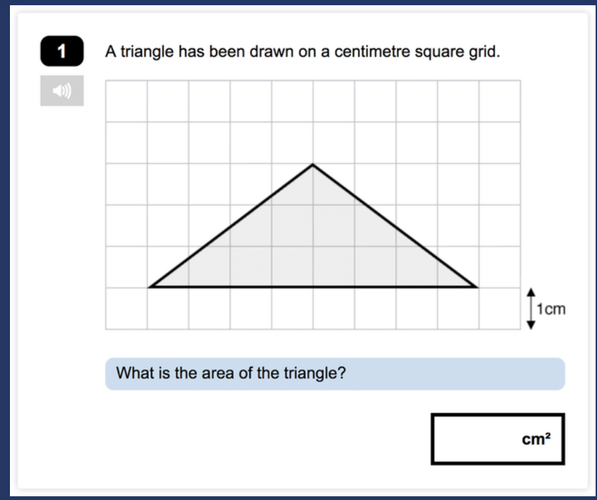
- Paper 1 (Arithmetic): lasts 30 minutes and assesses pupil's knowledge of methods of calculations, fractions, decimals and percentages. It covers content from all of KS2.

- **Paper 2 & 3 (Reasoning): lasts 40 minutes each and focuses on problem solving, fluency and applying mathematical reasoning.**

Questions increase in difficulty as the paper progresses.







Growing **together,**
guided **by love.**

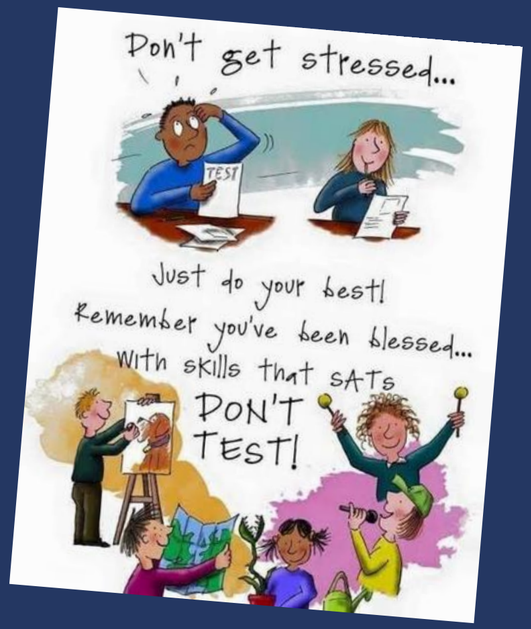
Year 6 SATS - How can I help at home?

Homework activities



Statutory Spelling practise

Continued times table practise



CGP book homework

Growing **together,**
guided **by love.**

Any questions?

