

# PARENT LIAISON

14<sup>th</sup> June 2023

What and how do we assess children for  
Reading, Writing and Maths?

# MATHS

Following 3 assessment points across the year, there are progress meetings where each child's progress is reviewed and actions set to address any gaps in learning.







# MATHS


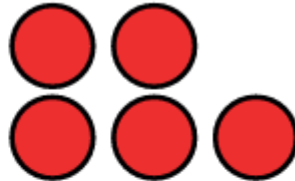
## Year 1

Examples  
of test  
questions

1 Match each **picture** to its **number**.

Picture	Number
	<input type="text" value="7"/>
	<input type="text" value="14"/>
	<input type="text" value="23"/>
	<input type="text" value="32"/>

3

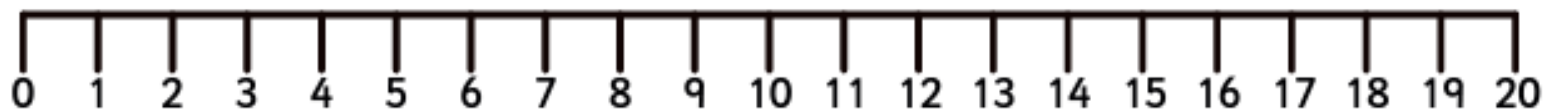
? =  + 

= 2 + 5

## Year 1

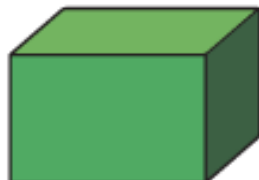
Examples  
of test  
questions

$$12 + \boxed{\phantom{00}} = 20$$



Tim builds a tower using a **cuboid** and a **pyramid**.

Tick (✓) the **two** shapes Tim uses.

☐☐☐☐☐

# Year 1

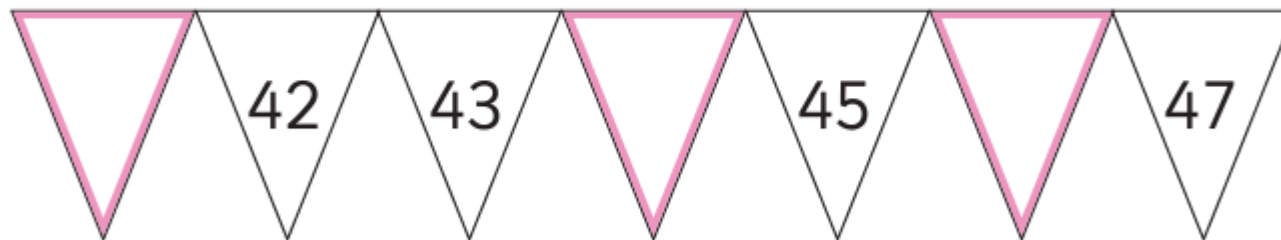
Examples  
of test  
questions

Write  $+$  or  $-$  or  $=$  in each box.

$$10 \quad \square \quad 6 \quad \square \quad 4$$



Count in **ones**.



Circle the coin that has the **highest** value.



How to help at  
home:

**Develop  
confidence with  
money**

**Counting –  
backwards and  
forwards**

# Year 1

Examples  
of test  
questions

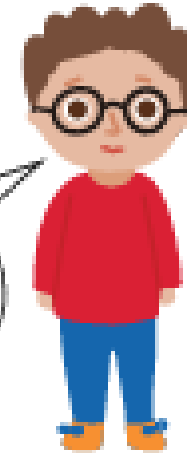
Jas says:



**Jas**

I have  
9 cousins.

Dan says:



**Dan**

I have  
4 more cousins  
than Jas.

How many cousins does Dan have?

cousins

## Year 2

Examples  
of test  
questions

$$\frac{1}{2} \text{ of } 80 = \boxed{\phantom{000}}$$

$$100 - 1 = \boxed{\phantom{000}}$$

$$19 - 3 = \boxed{\phantom{000}}$$

$$60 + \boxed{\phantom{000}} = 89$$

## Year 2

Examples  
of test  
questions



Tick **one**.

quarter to 9

☐

quarter to 4

☐

quarter past 9

☐

quarter past 4

☐

How to help at home:

Develop confidence with time (how long is a minute/half an hour? Etc)

Develop confidence with the order of months – how many days in each month?

Match each label to the correct part of the date.

One is done for you.

**date**

Tuesday

28th

April

2020

**label**

day of  
the month

day of  
the week

year

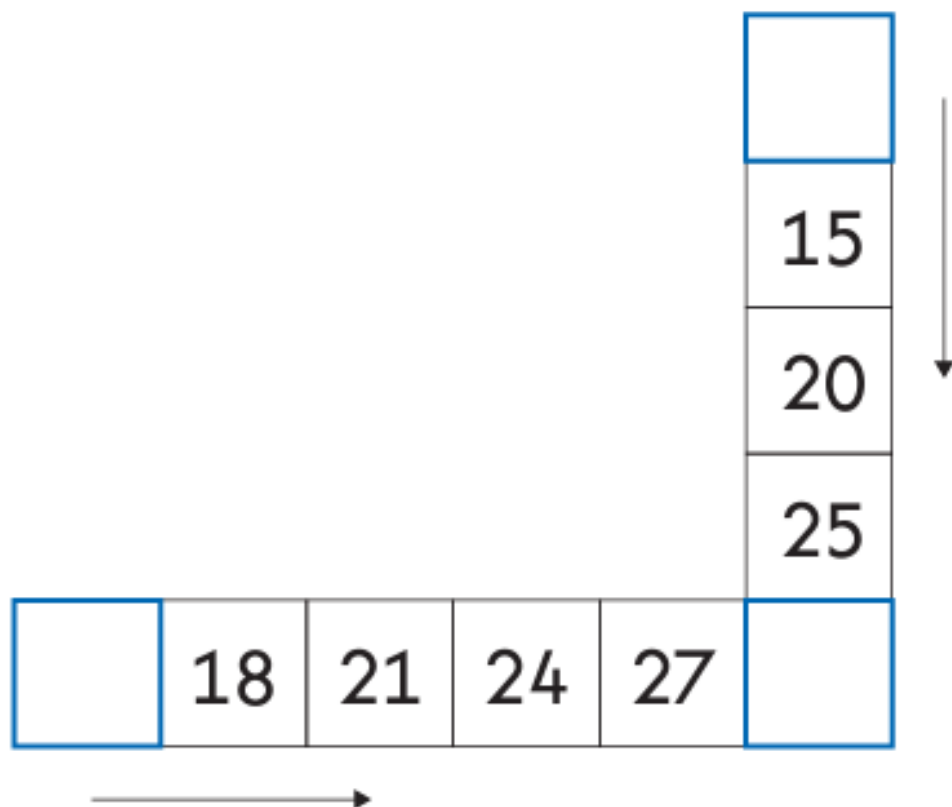
month



Here are two number patterns.

There are **three** missing numbers.

Write them in the empty boxes.



Ben has **20** stickers.

Sam has **30** stickers.

Ajay has **50** stickers.

How many stickers do they have **altogether**?

stickers

## Year 2

Examples  
of test  
questions

Look at these number cards.



Choose **three** of the number cards to make this subtraction correct.





$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

How to help at home:

Real life Maths e.g Cooking  
(measuring ingredients)

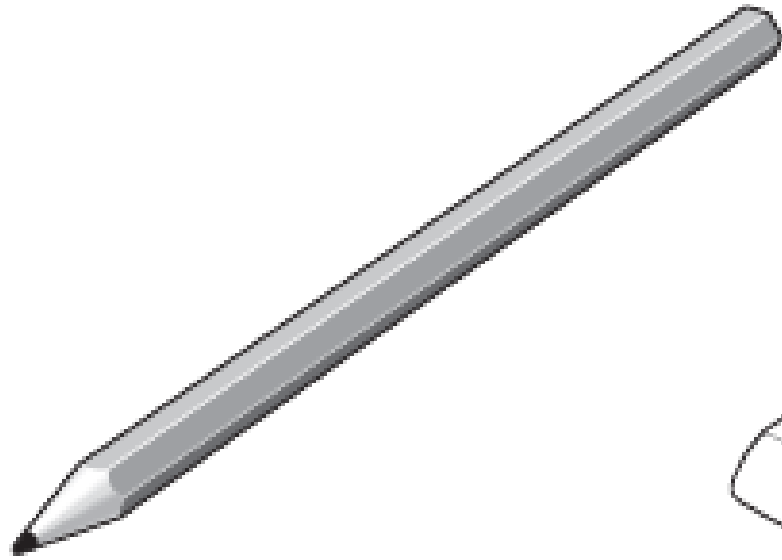
Draw a line to match each measurement to the correct unit.

One is done for you.

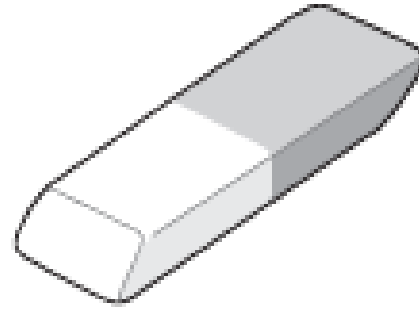
measurement	unit
 the <b>length</b> of a pencil	kg
 the <b>mass</b> of a bag of potatoes	°C
 the <b>capacity</b> of a cup	cm
 the <b>temperature</b> outside	ml

## Year 2

Examples  
of test  
questions



pencil  
15p



rubber  
25p

Kemi has **£1**

She buys a **pencil** and a **rubber**.

How much **change** does Kemi get from **£1**?

How to help at home:

Develop confidence with money:

Pocket money  
Shopping

# Year 3

## Examples of test questions

Circle **all** the numbers that are multiples of **3**

21

23

25

27

29

Complete the sequence by counting in **hundreds**.

532

632

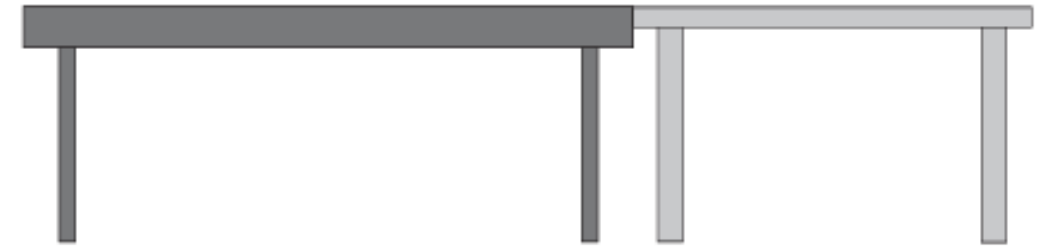
732

### ***Year 3 Reasoning pupil booklet sample 1***

A table is **90** cm long.

It is put next to another table.

The other table is **65** cm long.



What is the total length of the two tables?

cm

# Year 4

## Examples of test questions

$$63 \div 7 =$$

Write **51** out of **100** as ...

a fraction

a decimal

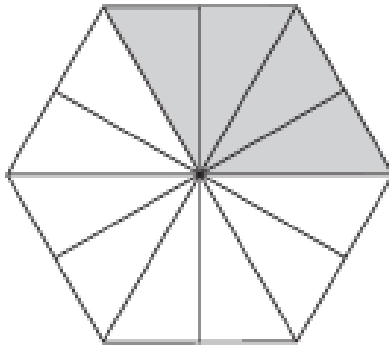
Multiply **57** by **8**

A 10x10 grid with a red rectangle highlighting a 2x4 area in the bottom-left corner. The red rectangle is positioned such that its top-left corner is at the intersection of the first vertical line and the eighth horizontal line from the top, and its bottom-right corner is at the intersection of the fifth vertical line and the tenth horizontal line from the top. This highlighted area covers 8 grid squares.

# Year 5

Examples  
of test  
questions

Circle **all** the fractions that show how much of the shape is shaded.



$\frac{3}{8}$

$\frac{1}{6}$

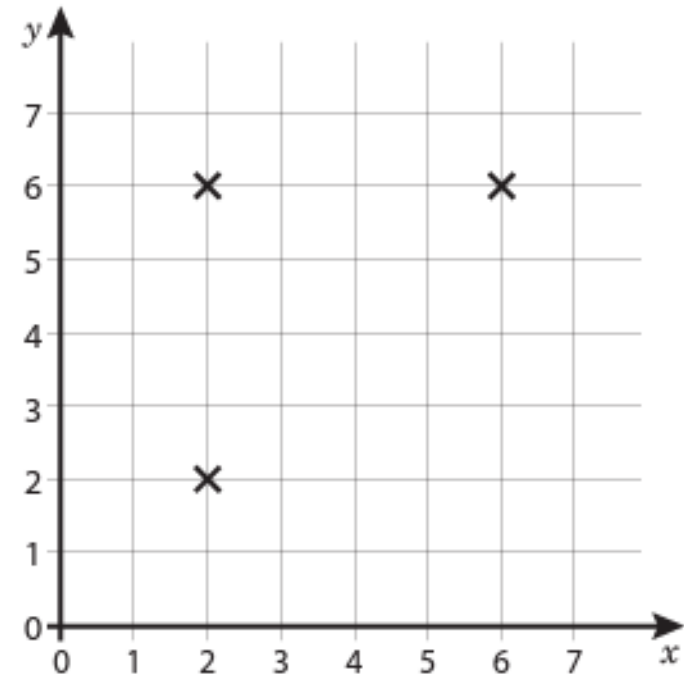
$\frac{1}{3}$

$\frac{4}{12}$

$\frac{1}{4}$

$\frac{2}{6}$

Three corners of a square have been marked with crosses on this grid.



What are the coordinates of the fourth corner?

(   ,   )

# Year 5

Examples of test questions

Write **65%** as a fraction.

		5	8	3	6	4	
	-		4	1	5	2	

Divide 28 423 by 100

Write your answer as a decimal number.

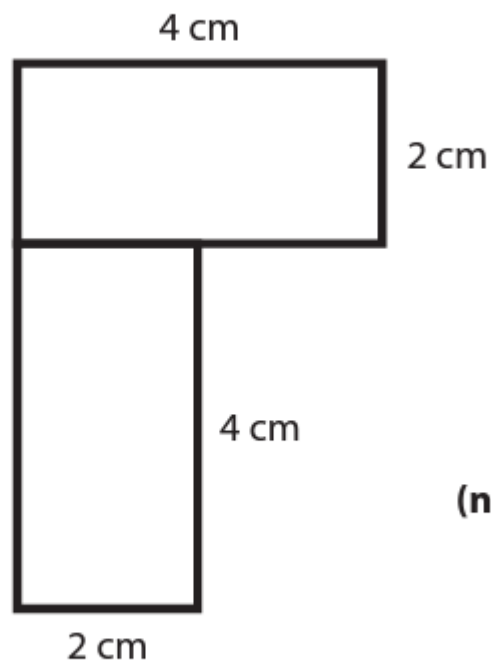
Write in the missing decimal to complete the number sentence.

$$8.08 + \boxed{\phantom{000}} = 9$$

Year 5

Examples  
of test  
questions

Calculate the total area of this shape.



(not to scale)

$\boxed{\phantom{000}} \text{ cm}^2$



# Year 6

Examples of test questions

2	1		6	7	2

$$\frac{4}{9} + \frac{2}{3} =$$

			6	0	7	
				8	3	
×						

$$\frac{7}{10} \text{ of } 30 =$$

$$8 - 5.123 =$$

$$\frac{1}{8} \div 2 =$$

$$15\% \text{ of } 3,200 =$$

7	3		3	0	6	6

## Year 6

Emma has a 5 litre bag of compost.



She uses 2.75 litres.

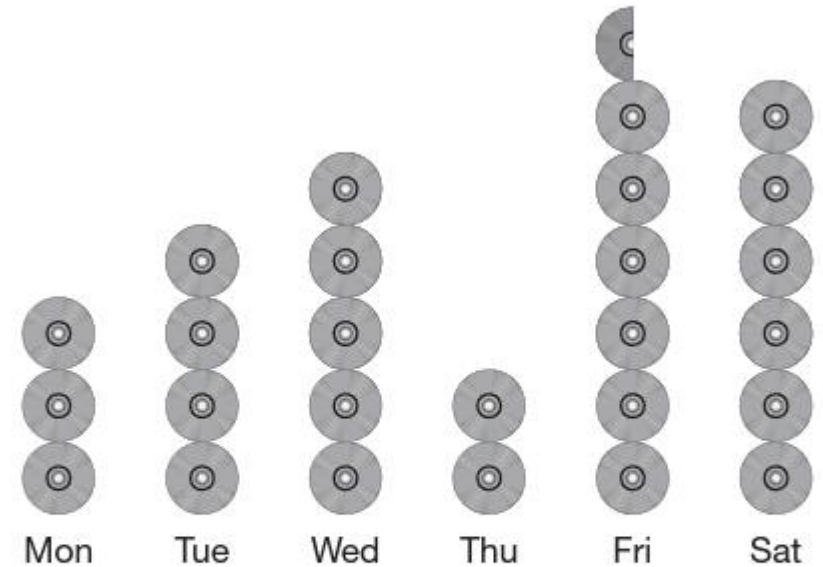
How much compost does Emma have left?

litres

How to help at home:

Develop confidence with units of measurement around the home.

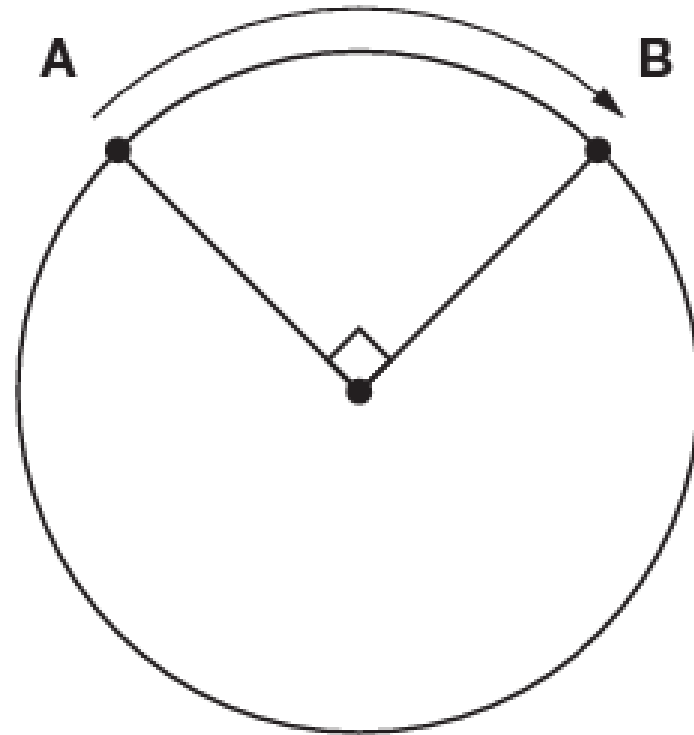
This pictogram shows how many DVDs a shop sells in one week.



On **Monday**, 24 DVDs were sold.

How many DVDs were sold on **Friday**?

The **circumference** of this circle is 60 centimetres.



Not  
actual  
size

What is the distance around the edge of the circle from **A** to **B**?

# READING



# Year 1

9 I take my \_\_\_\_\_ to the beach to build sandcastles.



STOP

10 Grandma \_\_\_\_\_ me a present for my birthday.

have

gave

take

like

11 The teacher said, "\_\_\_\_\_ and boys, it is storytime."

Children

Groups

Friends

Girls

12 Ali feels \_\_\_\_\_ today because he could not sleep last night.

hungry

happy

better

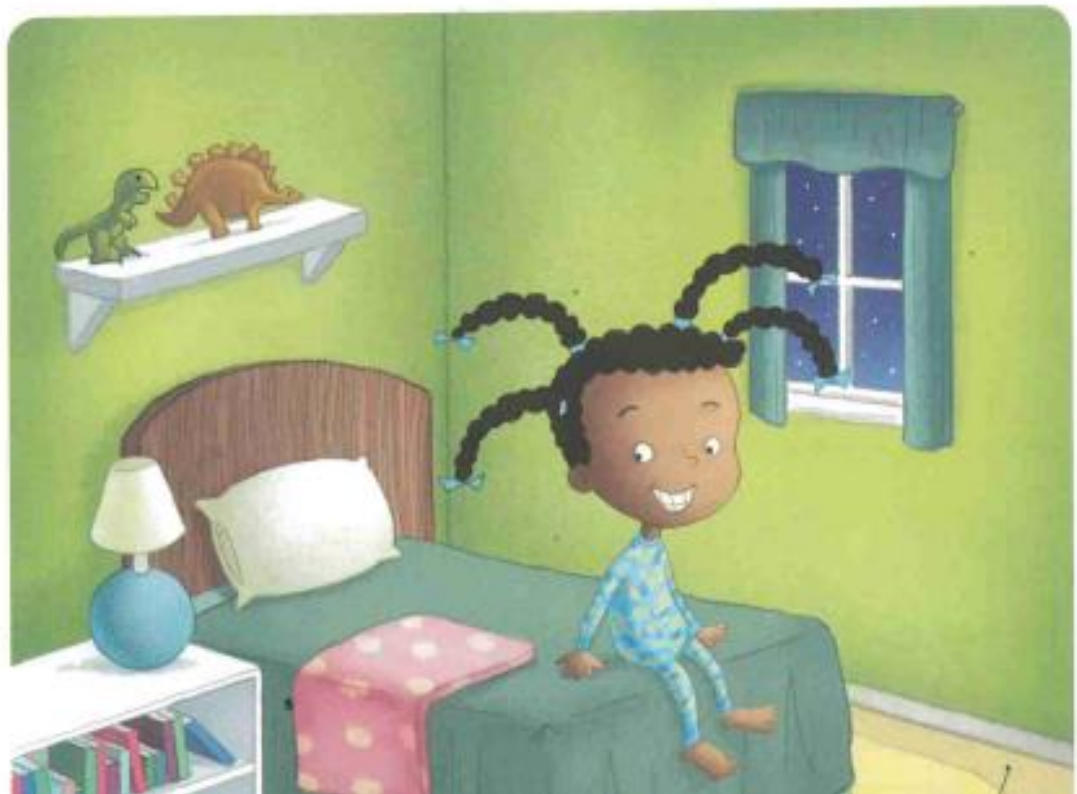
tired



A Good Night's Sleep

After a busy day of school, work or play, everyone needs a good night's sleep in bed.

Most beds are made of two parts. The soft part, where people lie, is called a mattress. The mattress usually sits on top of a strong piece of wood or metal. When sleeping, people often use a duvet or blankets to keep warm and a soft pillow to rest their head. But not all beds are the same – they come in all sorts of different sizes and materials!



1

Who needs a good night's sleep?

nobody ☐

many people ☐

some people ☐

everybody ☐

2

Why is a mattress good to lie on?

It is strong. ☐

It is warm. ☐

It is soft. ☐

It is quiet. ☐

3

What is the bottom part of a bed often made from?

Tick (✓) **two**.

wood ☐

paper ☐

metal ☐

card ☐

straw ☐

# Year 2



When they went to the seaside to visit Gran, Lenny made sure there was an extra bucket and spade for Duck. They paddled together and built sandcastles.

When it was time to go home, somewhere in the rush of packing, Duck got lost.



Who lived at the seaside?

Tick **one**.

Dad

☐

Duck

☐

Lenny

☐

Gran

☐

Write **two** things Lenny took to the seaside.

1. \_\_\_\_\_

2. \_\_\_\_\_

# Festivals

## What are festivals?

Festivals are special days or times of the year when people celebrate. People might have time off work or school. At festivals, people dance and sing. Sometimes, they wear beautiful costumes and take part in parades. Often, you will see fireworks at festivals.



a parade

People all over the world celebrate many different festivals. Below, you can read about some of them.

## Harvest festivals

Harvest festivals are held in many countries. They celebrate the food that has been grown and harvested to last throughout the winter.

In this country, harvest festivals take place at the end of September. Many schools make displays of food and flowers. They also give food to charity.

Sometimes, bakers will make special harvest loaves. These loaves are shaped like wheat to celebrate the harvest. Wheat is important because it is used in many types of food, including bread.



a harvest loaf



a food box  
for charity

Why do bakers sometimes make bread in the shape of wheat?

Tick **one**.

to celebrate New Year

☐

because children in schools enjoy eating it

☐

to celebrate a harvest

☐

because it makes the bread taste better

☐

What **two** things can you see at **both** the Chinese New Year and Hogmanay festivals?

1. \_\_\_\_\_

2. \_\_\_\_\_



## Akimbo and the Elephants

by Alexander McCall Smith



Imagine living in the heart of Africa. Imagine living in a place where the sun rises each morning over blue mountains and great plains with grass that grows taller than a man. Imagine living in a place where there are still elephants.

Akimbo lived in such a place, on the edge of a large game reserve in Africa. This was a place where wild animals could live in safety. On its plains there were great herds of antelope and zebra. In the forests and in the rocky hills there were leopards and baboons. And, of course, there were the great elephants, who roamed slowly across the grasslands and among the trees.



Akimbo's father worked here. Sometimes he drove trucks; sometimes he manned the radio or helped to repair the trucks. There was always something to do.

If Akimbo was lucky, his father would occasionally take him to work. Akimbo loved to go with the men when they went off deep into the reserve. They might have to mend a game fence or rescue a broken-down truck, or it might be a routine patrol through the forest to check up on the animals.

Sometimes on these trips, they would see something exciting.

'Look over there,' his father would say. 'Don't make a noise. Just look over there.'

And Akimbo would follow his father's gaze and see some wild creature eating, or resting, or crouching in wait for its prey.

One day, when they were walking through the forest together, Akimbo's father suddenly seized his arm and whispered to him to be still.

'What is it?' Akimbo made his voice as soft as he could manage.

'Walk backwards. Very slowly. Go back.'

It was only as he began to inch back, that Akimbo realised what had happened. There in a clearing not far away were two leopards. One of them, sensing that something was happening, had risen to its feet and was sniffing at the air. The other was still sleeping.

Luckily, the wind was blowing in the wrong direction, or the leopard would have smelled their presence. If that had happened, then they would have been in even greater danger.

Look at this part of the story from page 7:

One day, when they were walking through the forest together, Akimbo's father suddenly seized his arm and whispered to him to be still.

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The next few questions are about this part of the story.

What did Akimbo's father do when he first noticed the leopards?  
Write **two** things.

1. \_\_\_\_\_

2. \_\_\_\_\_

Look at this part of the story from page 8 to answer this question:

Akimbo loved their vast, lumbering shapes. He loved the way they moved their trunks slowly, this way and that, as they plodded across the plains between the stretches of forest.

**Underline one word** that shows how elephants move from place to place.

**How to help at home:**

**When you read together, discuss the meaning of vocabulary. Don't assume children know the meaning of words.**

# The First Storm

*This is the beginning of a longer story about a boy and his grandfather.*

*In this part of the story, the boy's grandfather tells him a tale about a monster called Tām-lāai and a brave bee called Nāam-pèng.*

My grandfather and father were Bee Men. They could talk to bees. They understood them and their ways.

On moonless nights, they would climb the smooth bark of the Bee Tree to collect wild honey. The bees told them everything: where to hunt for wild beasts, when the forest fruits had ripened, and when the rains would come.

Grandfather always told me that we could learn much from bees.

On cool winter evenings when the rain would rise up from the valleys and spit and fizzle in the fire, I'd pull a blanket around me and sit close to him.



'Tell me the story of Nāam-pèng,' I'd say.

Grandfather would smile. 'Nāam-pèng? Who's he?'

'Nāam-pèng, the bravest bee.'

'Pah!' Grandfather would say. 'He was only a small bee. Hardly worth a mention.'

'Please tell me,' I'd beg.

'Ah, well,' he'd say. 'Ah well.'

I'd pull my knees up under my chin and stare into the fire, and watch the flames leap, dance and tell the story too.

'Long, long ago,' Grandfather would begin, 'when the world was bright and new, a Great River came flowing down from the White Mountains. This river brought forests filled with tigers and elephants and leopards and mousedeer and weaver birds and...' Grandfather would take a deep breath, '...so many animals, I would not live long enough to name them all. These forests reached up to the sky and caught the rain clouds in their branches, and soon there were many rivers flowing into the Great River, all of them full of fish.'

'But a monster came, didn't it?' I'd say. I loved this part.

Grandfather nodded. 'But one day a monster came. Tām-lāai came in the dark before the dawn, striding through the forests, eating the animals and trees. He devoured anything and everything in his path. The animals ran and flew and swam for cover deeper into the forests, but still the monster came. He came tearing up the ground and drinking up the Great River so it became no more than a trickle. By the end of the day, there was only a straggle of trees clinging to one small mountain.'

'Please leave us this forest,' the animals hooted and barked and squeaked. 'It is all we have left.' But still, the monster was hungry. He pulled himself up to his full height...

*The sky darkened all around them. (page 10)*

Why did the sky darken?

Tick one.

Storm clouds were gathering.

☐

Tám-láai destroyed the sun.

☐

It was night-time.

☐

Bees were blocking the light.

☐



# Kids' News!

## Job of the Month: food stylist

Interview by Bill Barton

Hello readers! We have an especially delicious interview for you today but don't be fooled by these photographs...what you see is not always what you get!



This month's *Job of the Month* interview is with Jenny Avery, a professional food stylist for a company called 'Freshen My Food'.

If you have never heard of a food stylist, you are not alone. Before meeting Jenny I had no idea that food even needed stylists! I asked Jenny what her job was all about.



### What is food styling?

*'To me, food styling is sort of a mixture between art and science, with food. Have you ever seen a picture of a meal that made your mouth water? A food stylist is a person who prepares food for photographs, scenes in films and television advertisements. That's why the food you buy doesn't always look as expected – food in advertisements has been styled by a professional, like me.'*

Jenny's job sounded intriguing; I wondered how she made the food look as mouth-wateringly delicious as possible.

### What do food stylists do?

*'Today, pictures of food are often changed on the computer but some food stylists, like me, use other techniques to make food look fresh and appetising. But if you actually bit into the food shown in the photographs or in the advertisements, you would probably find some unexpected flavours and textures, like glue, lipstick and soap.'*

I could not imagine how Jenny could improve the appearance of food with lipstick. I had to know more! I asked her if she would share some top secret food styling tips with the *Kids' News!* readers.



*Have you ever seen a picture of a meal that made your mouth water? (top of page 5)*

By asking this question, Jenny...

Tick **one**.

links her description to Bill's own experiences.

☐

finds out if Bill works with food.

☐

finds out what kind of food Bill likes.

☐

understands how much Bill knows about her job.

☐

...creates the illusion of a hot potato. (page 6)

What is meant by *illusion* in this sentence?

Tick **one**.

an object that you cannot see but can feel

☐

a picture instead of the real object

☐

an image that is different from reality

☐

something that feels the way it looks

☐



*This text is about a young girl called Penelope who describes an unusual experience in her home. The story takes place in the early 20th century before electric lights were common in most households.*

## A Traveller in Time

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a blue dusk, waiting for the lamplighter to come whistling down the street to bring a gleam to the stairway. There was a street lamp near, and this shone over the door and saved us from using our own gas-lamp.

**How to help at home:**

**When you read together, ask questions about what has happened and make predictions about what might happen next.**

I was suddenly aware how quiet it was. I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased rustling in the wainscot. I turned my head and saw a lady coming downstairs from the upper floor. She was dressed in a black dress which swept round her like a cloud, and at her neck was a narrow white frill which shone like ivory. Her eyes were very bright and blue as violets. I sprang to my feet and smiled up at her, into the beautiful grave face she bent towards me. She gave an answering smile, and her deep-set eyes seemed to pierce me, and I caught my breath as I stood aside to let her pass. I never heard a footstep; she was there before I was aware.

She went by as I leaned against the wall, and I pressed myself against the paper to leave room for her full floating skirts which took all the stairway. I never felt them touch me, and this gave me a curious sensation. So she swayed down the stairway, and I stood watching her, smelling the sweet, faint perfume of her dress, seeing the pallor of the hands which held her ruffled skirts, yet hearing nothing at all.





## Year 6

Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

Give **two** impressions, using evidence from the text to support your answer.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Writing

# Writing Year 1

This is an example of  
a child who is  
meeting  
expectations for  
Writing.

Onee up on  
a time that t  
lived. t h r y  
Liittl pigs.  
Wuh Littl pig.  
mad a wood  
hows of sett to  
the uthe x pig  
made his hows  
wotof wood hee  
woosha peey  
hte uthe pig  
maide his hows  
wotov woods  
haxapeey.  
the Woolf  
blatd coodnd bla o the hows  
clawon.



# Year 2

This is an example of  
a child who is  
meeting  
expectations for  
Writing.

My dragon is a fire dragon. his  
breath can make cars sise like dinamite.  
Ifx you make him angry, he will  
breath <sup>W</sup> rings of fire at you.  
~~When~~ ~~when~~ ~~he~~ flys; he lights up  
the sky <sup>H</sup> like the sun. He ~~lives~~  
in the center of the sun. <sup>W</sup> when, he  
~~goes~~ goes to sleep the fire <sup>the</sup> un~~the~~  
sun goes out. He can turn things to  
stone, make people catch fire and make things  
explode. He can also turn any thing into  
food. When he gets angry he will throw you  
in the sun!

# Year 4

This is an example of  
a child who is  
meeting  
expectations for  
Writing.

TUG! Crystal could not swim any more because her foot was stuck in the spiky corals. Her guide could not see her, she was trying to speak, but she couldn't, after she remembered that in her bag pack, she had a glow stick. She opened the bag pack and got the glow stick and bent it so it could glow. Her guide could see her now and Crystal pointed to her stuck foot. ~~Supper fisher her guide quickly swam up to Her guide~~ supper fisher swam to Crystal and got her foot stuck stuck on stuck so she could find the golden fish.

There in the middle of the ocean was a golden giant shell, they swam to that shell slowly and the shell opened and in side of the golden shell was a golden fish that makes wishes they decided that they will not chose to do a wish.

# Year 6

This is an example of  
a child who is  
meeting  
expectations for  
Writing.

## Macbeth

One Spooky midnight two weary knights, who came by the names of Macbeth and Banquo, were travelling through the misty, murky moors <sup>while</sup> celebrating their late victory of defeating the Norwegians in battle. All of a sudden, three raggedy hags ~~apoor~~ appeared!

"Thane of Glamis," the first witch, as that's what they were, cackled loudly.

"Thane of Cawdor!" the second haggard witch spat.

"King," the third ~~was~~ whispered creepily.

"But how can that be?" asked Macbeth with confusion, "I am nothing more than Thane of Glamis."

But the disgusting hags were no ~~more~~ <sup>where</sup> to be seen.

Suddenly Macbeth's messenger arrived ~~excited~~ <sup>excited</sup>, and bowed.

"Macbeth," he took a breath, "Thane of Cawdor."

Oh how <sup>Macbeth</sup> he started to scheme!

# CLASSROOM VISITS

**A chance to visit your  
child's class.**