Reading Assessment Overview

KS1

Guidance on Using the Assessments

The Twinkl reading assessments have been written to support teachers in assessing children's progress within the different content areas of the programmes of study for the 2014 English national curriculum.

The assessments reflect the content of the end of KS1 English sample reading tests, published July 2015. Questions and accepted responses in each set of assessments reflects end of key stage expectations.

We have not included any information on thresholds due to there no longer being a set of national guidelines to follow.

When to Use the Assessments

There is an assessment for each term. The assessments are not progressive, i.e. they are all written at the same level of questioning, enabling them to be used in any order, although Paper 1 is a Reading Prompt and Answer Booklet, so has a lower demand on the children being assessed.

The Twinkl reading assessments are intended to be used alongside the tracking spreadsheet. This will enable you to analyse any gaps in understanding and skills for individuals or for your class as a whole.

Each assessment may be used:

- before the start of a new term to assess strengths and weaknesses pupils may have in order to inform planning;
- during a term to assess how pupils are progressing;
- at the end of a term to assess progress within a particular area.

Content of the Assessments

In line with the KS1 sample tests, the Twinkl reading assessments for Year 1 offer two papers which can be administered each term. They:

- include a selection of texts (fiction, non-fiction and poetry) totalling between 1200-1800 words;
- have a total of 40 marks split equally between paper 1 and paper 2;
- include a range of one mark and two mark questions;
- use a range of question types in the proportions as specified by the KS1 sample reading tests (see over page);
- address all content domains in the proportions as specified by the KS1 sample reading tests (see over page).

Question Type

Selected Response (SR)	30-50% (12 to 20 marks)	Multiple choice, Ranking/ordering; Matching; Labelling
Short Constructed Response (SCR)	30-60% (12 to 24 marks)	Find and copy; Short response
Extended Constructed Response (ECR)	5-15% (2 to 6 marks)	Open-ended response

Content Domain

These are the reading skills identified by the Government to be targeted within assessments.

Content domain reference	
1a - draw on knowledge of vocabulary to understand texts	1-8 marks
1b - identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	16-32 marks
1c - identify and explain the sequence of events in texts	0-3 marks
1d - make inferences from the text	4-14 marks
1e - predict what might happen on the basis of what has been read so far	0-2 marks

Delivery of the Assessments

Answers and suggested responses can be found in the mark scheme which accompanies each test.

Each pupil requires a Reading Prompt and Answer Booklet for Paper 1 and a Reading Booklet and an Answer Booklet for Paper 2. No additional materials are required in any of the assessments.

All the assessments are suitable for class delivery although they can be given to smaller groups if required.

The Standards and Testing Agency state that a total time of 70 minutes will be allowed for completion of the KS1 Reading Assessment in Y2 (30 minutes for Paper 1 and 40 minutes for Paper 2). This includes time for reading and responding to questions. As the Twinkl reading assessments have been based on the KS1 Reading Assessment sample papers, a similar time may be given, but this is up to you. The guidance in the English Test Framework clearly states that all children are to access the whole assessment (Papers 1 and 2), but teachers are to use their judgement when and if a pupil is withdrawn from the test.

Tracking from the Assessments

Each assessment can be used alongside the corresponding reading assessment spreadsheet to track an individual pupil's progress.

The content domain being tested is clearly referenced on the mark scheme. This links directly to the spreadsheet.

The spreadsheet has been set up with conditional formatting so that inputting the numbers 1/2/3 will turn the cells green/orange/red. Using the colour coding: green for achieved, amber for partly achieved and red for not achieved, teachers will have an 'at a glance' picture of a child's needs or any common areas of strength or weakness within the class, in order to inform future planning.

Used alongside teacher judgements, guided reading assessments and pupils' work, a clear picture of a child's progress can be built up and used as evidence for parents, pupil progress meetings or any outside agencies visiting school.