

# NFER resources

**Trusted resources  
to support teaching  
and learning**

 **NFER**  
Classroom



**Trusted by 1000s  
of schools.**

**Standardised with  
over 60,000 pupils.**

**Informed by 75 years  
of assessment research.**

# Discover reliable assessments

The National Foundation for Educational Research (NFER) provides reliable and robust assessments for years 1-6. Our popular materials have been developed in collaboration with teachers to provide valuable data to help your school monitor and support pupil progress. NFER's age-appropriate materials and free online analysis tool will enable you to:

- **benchmark pupil results**
- **identify learning gaps to inform teaching**
- **monitor and evidence pupil progress**
- **generate performance reports.**



# NFER Tests

Termly assessments for reliable progress monitoring



**To support consistent and reliable progress monitoring in your school, reading and mathematics assessments are available across years 1-6. Additionally, grammar and punctuation, and spelling materials are also available for years 3-6.**

## Autumn assessments for years 2-6

Autumn tests provide a base from which to monitor continued progress and identify curriculum areas which may require focus.

## Spring assessments for years 1-6

Spring term assessments help monitor progress throughout the year and can be used formatively to identify strengths and weaknesses and inform teaching. All spring assessments include diagnostic commentaries.

## Summer assessments for year 1 and years 3-5

Summer term assessments summarise attainment and progress at the end of the year and can be used as a point from which to monitor progress across consecutive years. All summer reading and mathematics assessments provide a reliable age-related expectations measure.



Informed by  
75 years of  
assessment  
research

# Key stage 1 Mathematics

## Year 1

Year 1 spring and summer term mathematics assessments consist of two tiered papers, each containing a mixture of reasoning and arithmetic items. Paper 1 provides additional support for calculations, while paper 2 requires pupils to work more independently with some abstract methods.

## Year 2

Year 2 autumn and spring mathematics assessments consist of one arithmetic paper and one reasoning paper, in line with the format of the national curriculum tests.



①  $8 + 5 = \square$



②  $16 - \square = 9$



③ Jas has 8 badges.



She gives 3 to Max.

How many badges does Jas have left?

badges

Paper 1 includes a greater level of pictorial support than paper 2, including number lines to support calculations.

Colourful images increase appeal for children.

# Key stage 1 Reading

## Year 1

Year 1 spring and summer term reading assessments consist of two papers, with the second, more challenging paper, for pupils who can work more independently.

## Year 2

Year 2 reading texts are presented in the same booklet as the questions, with the exception of the year 2 spring assessment, which includes a separate reader booklet, to mirror the format of the end of key stage 1 national curriculum assessments.

Texts chosen to be engaging and appropriate to the age group.

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Questions cover both retrieval and simple inference skills in the style of the key stage 1 national curriculum tests.

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**The Winter Fair**

Every winter, Bonzo's Fair came to Amber's town. Amber never missed it. One afternoon, Mum collected her from school and they walked to the fair. "Let's hurry," said Amber. As they got closer, Amber saw the fair's lights twinkling like stars in the night sky. She gasped in wonder. They looked magical.

1 When did Bonzo's Fair come to town?

2 What showed that Amber wanted to get to the fair quickly?

Tick (✓) one:

She walked with her mum.

She gasped in wonder.

She looked at the lights.

She asked her mum to hurry.

NFER  
reading  
Year 2  
pupil booklet  
spring

Best name: \_\_\_\_\_  
Last name: \_\_\_\_\_  
Class: \_\_\_\_\_  
Date of birth: \_\_\_\_\_  
Date of test: \_\_\_\_\_

Standardised  
with over  
60,000  
pupils

# Key stage 2 Mathematics

Each maths assessment across years 3-6 consists of one arithmetic and two reasoning booklets, in line with the key stage 2 national curriculum tests.

NFER's key stage 2 assessments include child-friendly materials, designed to be engaging for pupils. All assessment materials have been developed by NFER's in-house assessment experts in collaboration with teachers.



1 Write 65% as a fraction.

2 Divide 28 423 by 100  
Write your answer as a decimal number.

3

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|   | 5 | 8 | 3 | 6 | 4 |
| - | 4 | 1 | 5 | 2 |   |

Layout and format reflect national curriculum tests to build familiarity and confidence.

Tests contain a variety of question and answer styles, including written responses, circling, ticking and matching.



**I know that with NFER Tests the information we give to Ofsted is robust.**

*Headteacher at Lander Road Primary School*

# Key stage 2

## Reading

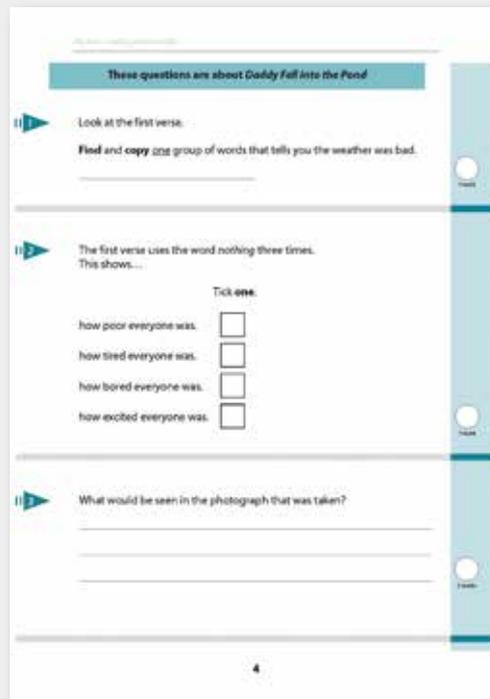
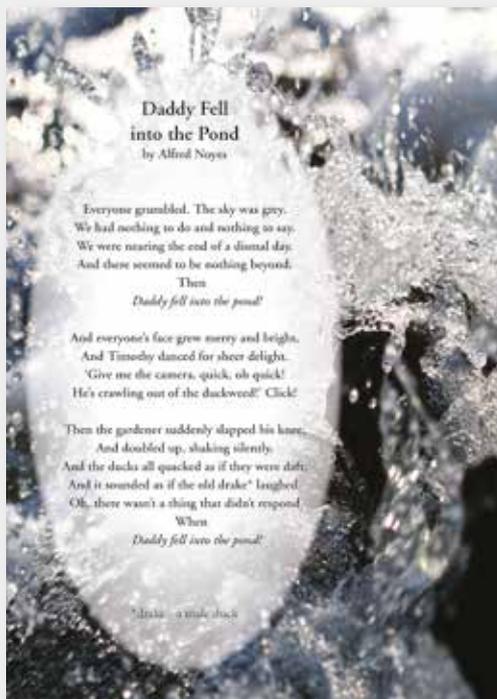
Each reading assessment across years 3-6 includes a reading answer booklet and a separate reading prompt materials booklet, which contains three un-themed texts, in line with the key stage 2 national curriculum tests.

These age-appropriate reading materials provide a reliable way to assess reading attainment during the academic year, and a point from which to measure progress year-on-year.

Reflects text types seen in the end of key stage 2 national curriculum tests.

Includes accessible inference questions, reflecting the emphasis seen in the key stage 2 reading curriculum.

Questions appear in a variety of formats to maintain engagement and to reduce dependency on the skill of writing.



“

**For us, the tests are a diagnostic tool but it is a bonus that they help familiarise children with the national curriculum tests.**

*Headteacher at Pocklington Junior School*



# Supporting teachers

## Teacher guides

Our teacher guides provide comprehensive guidance for administering and marking the assessments.

Given the young age of the children and the fact this may be their first formal assessment, key stage 1 teacher guides include a greater level of support.

The year 2 teacher guides also include valuable teacher support, but this guidance is less extensive than it is in year 1 as pupils are expected to work more independently.

Teacher guides include a teacher script providing scaffolding to support pupils.

Pictures in the teacher guides match those in the pupil booklets to help support children in navigating the assessment.

**Year 1 Sample Reading Materials – Paper 1**

**Section 1: Aural comprehension**

1 

2 under his bed  in his bed   
on top of his bed  in the bathroom

**Section 2: Word and sentence comprehension**

1 They are driving back home at night.  


2 Dad took the \_\_\_\_\_ for a walk in the park.  


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**Section 1: Aural comprehension**

**Teacher reads:**  
After a very enjoyable day out with friends, Max was very tired. Before going to bed, Max managed to brush his teeth but he was so tired that he fell asleep in his clothes on top of his bed.

1 **Teacher reads:**  
Tick one picture to show what Max managed to do before falling asleep.  


2 **Teacher reads:**  
Where did Max fall asleep?  
under his bed  in his bed   
on top of his bed  in the bathroom

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Trusted by  
1000s of  
schools

# Diagnostic guidance

To help you maximise the impact of classroom assessment, many of our teacher guides also include diagnostic commentaries, enabling you to:

- compare your pupils' performance on a question level against the performance of pupils in our standardisation sample
- identify and overcome common errors and misconceptions
- gain valuable next-steps guidance to inform further teaching.



**NFER Tests  
highlighted  
strengths and  
weaknesses  
which we used  
for lesson  
planning.**

*Headteacher at Allendale  
Primary School*

The screenshot shows a question titled "Which sentence is not a command?" with four options and a "Tick one" instruction. The options are: "Check the fuel in that tank, please.", "Draw a picture of the star from the window.", "Tell Jan that I found his pencil case.", and "You must stop the music in ten minutes." The first option is selected. Below the question is a "Diagnostic commentary" section with a table of results.

| Category                  | 1 mark - 1%  |
|---------------------------|--|
| Number of correct answers | Just over half of the pupils (52 per cent) mistakenly selected the first sentence as the one which is not a command. This may be due to a misconception that the inclusion of the word please at the end of the sentence prevents it from being a command. As the only sentence with please, its function is a polite request grammatically, however, it is a command.   |
| Other relevant points     | For this question, it was the higher achieving pupils who were most likely to select the correct first sentence. An important factor, this error was made by just over a third of the lower achieving pupils, just over half of the middle achieving pupils and two thirds of the higher achieving pupils. This suggests that it would be useful for all pupils to be reminded of the four sentence types (statements) in the National Curriculum – statement, question, exclamation and command – and that highlighting grammatical features. |
| Other relevant points     | The first sentence, 'You must stop the music in ten minutes', is a statement which tells someone what they must do. However, it is not in the grammatical form of a command sentence. All of the other sentences on this feature that identify them as commands. For instance, none of them include a subject in the sentence, but the subject is understood to be you (for example, 'You tell me what I need to do').   |
| Number of correct answers | 1 mark - 0%  |
| Number of correct answers | Selecting the first sentence - 34%   |
| Number of correct answers | Not answering the question - 12%   |
| Number of correct answers | 1 mark - 12%   |
| Number of correct answers | Selecting the first sentence - 31%   |
| Number of correct answers | 1 mark - 0%  |
| Number of correct answers | Selecting the first sentence - 66%   |

Diagnostic commentaries are provided alongside mark schemes.

The percentage of pupils in the large-scale standardisation sample who answered the question correctly is shown.

Suggestions on how to address misconceptions are provided alongside implications for teaching.



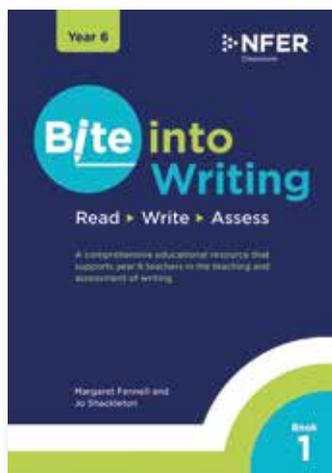
We believe that quality writing stems from the use of quality texts

**NEW!**

# Bite into Writing

Bite into Writing is a writing resource for year 6 teachers, designed to help you teach and assess key stage 2 writing with confidence.

NFER has worked closely with experienced authors and teachers to create this exciting new resource that draws on quality texts. With an extensive range of reading and writing activities, plus expert guidance on teacher assessment, it will save you time and inspire your pupils.



## **Time-saving**

Up to a term's worth of material for reading and writing as well as integrated cross-curricular activities.

## **Flexible**

A structured yet non-prescriptive approach that can be used in a range of ways to meet your teaching priorities.

## **Inspiring and engaging**

Based on quality texts, with a choice of exciting activities to promote pupil independence.

## **Balanced**

A focus on writing for different purposes and audiences using a range of text types.

## **Empowering**

Expert guidance on the teacher assessment of writing.

**Bite into Writing**





**My pupils fell in love with the characters from the well-chosen stories. Using these materials has deepened my learning, both as a teacher and a consultant.**

*Education Consultant and  
LA Lead Moderator*

Brush up  
on your  
assessment  
knowledge

# Free resources

To help you feel confident in your assessment knowledge and practice, we have created the NFER Assessment Hub.

This free hub features everything from short-read articles and practical guides, to webinars and FAQs, all written by our team of assessment experts.

Have a question about assessment? Put your questions to our assessment experts on the NFER Assessment Hub.

Choose from a variety of topics to explore our Assessment Hub.

NFER's in-house experts are ready to answer your assessment queries.

Receive the latest updates with our Direct for Schools newsletter.



NFER Assessment Hub





**All NFER materials  
are developed by  
an in-house team of  
assessment specialists,  
many with teaching  
backgrounds.**

*Liz Twist, Head of Assessment  
Research, NFER*

## For more information, including pricing and FAQs:

- visit our website at [nfer.ac.uk](https://nfer.ac.uk)
- speak to our Helpline for Schools on +44 (0)1753 637007.



## The leading independent provider of education research and insights.

The National Foundation for Educational Research (NFER) is a charity and, like you, we know that the lives and futures of young people worldwide are inextricably linked to the quality of education they receive. NFER was founded in 1946 with the aim of providing research and insight into education to influence policy and practice and to positively improve outcomes for future generations.

This means that when you use NFER resources in your classroom you are supporting our charitable aims and your pupils are benefitting from NFER's expertise in assessment and education, spanning more than 75 years.

*All information correct at time of printing.*

