

KS1 SATs Information Evening





KS1 SATs

- Throughout the month of May.
- Test conditions but in classrooms.
- Set externally, marked internally.
- Results in July - summer term report.
- Threshold marks unknown until after tests.



At the end of Year 2, children will sit tests in:

- Reading
- Maths, including Arithmetic.
- *Grammar, Punctuation and Spelling.*
- Writing is assessed by the class teacher on work carried out throughout the year.
- *(Re-sit of the Phonics Screening Check for children who did not meet the threshold in 2018).*



KS1 SATs - Reading

- Two papers - one with questions in booklet, the other with the questions in a separate answer booklet.
- Each paper is worth 50% of the total mark and should take around 30-40 mins.
- Range of text types covered: fiction, non-fiction and poetry.
- The test will become progressively harder towards the end.
- ALL children sit both papers but the test can be stopped at any point which the teacher feels is appropriate to a particular child.
- Range of question types, including: multiple choice, labelling, matching-up, ranking/ordering, short/open-ended answers.



Reading - information

- By sitting one paper, children will not get enough marks to reach the expected standard, even if they achieve full marks. Both papers should be attempted.
- The Reading paper will not just test a child's ability to gather information. They will need to explain, make predictions and make sensible guesses based on information given but not directly written:

Sarah stamped her feet and slammed the door.

Tim's cheeks were flushed and tears rolled down his face.

- In past papers, comprehension and inference has made-up over 80% of the papers.
- Adults are not permitted to read the test to the children.

Paper 1

Bryn got out all his trucks and cars and arranged them in a line. He decided Clare could choose first which to play with, although he couldn't help hoping it wouldn't be the big, blue one.

"I'm glad to see you're tidying up, Bryn," said Dad. "Your room looks much better now."



1 Why did Bryn get out his toys?

Tick **one**.

He was deciding which one to play with.

He wanted to hide them from Clare.

He wanted to tidy them away.

He was getting them ready for Clare.

1 mark

2 What did Dad say looks much better now?

1 mark

A New Home

Paper 2 - Reading Level

Past the last house, past the factory gates, past the edge of town, there, hidden at the feet of ancient trees, sparkled a small, green pond.

Tall reeds rustled around its edge,
hiding croaking frogs and clouds of
buzzing insects.

The pond was home for two small, wild
ducks who spent their days swimming and
diving for food, and their nights sleeping
safely on a small island.

One day, huge, rumbling, grumbling
machines crawled towards the pond.
With a roar and a gurgle, out poured the
pond's precious water.





KS1 SATs - Maths

- Two papers.
- Paper 1 - arithmetic, 25 marks. Children are to work quickly but are not strictly timed (20mins).
- Will test: number, counting, place value and all four operations. Fractions do feature regularly in this paper.
- Adults are allowed to read this paper to the children but not symbols.
- Paper 2 - reasoning (problem solving), 35 marks. Again, children are not timed (35 mins).
- Will involve: aural questions, number, counting, measures, shape, money, fractions and statistics.
- Adults may read some of the paper to the children.
- **ONLY RULERS ARE ALLOWED!** At times, mirrors, too.

Paper 1 - arithmetic

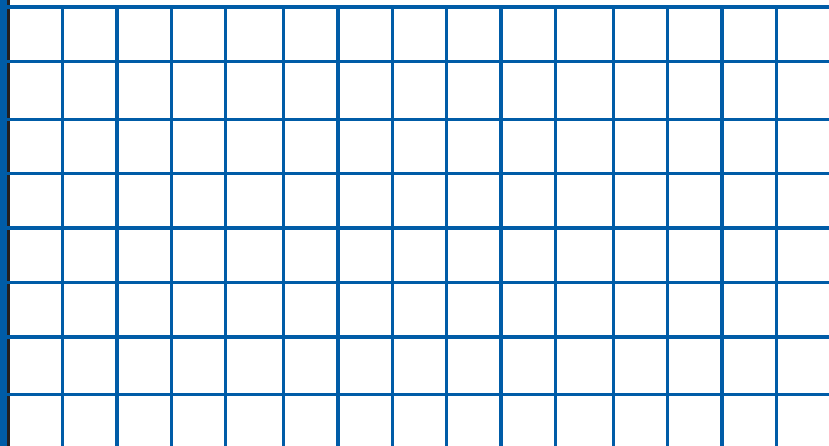
19

$$43 + 38 = \boxed{}$$



20

$$86 - 21 = \boxed{}$$



Kemi goes to four clubs each week.

Which club lasts the **longest**?

Circle it.

**Paper 2 -
reasoning**

Swimming

45 minutes

Art

2 hours

Music

75 minutes

Drama

1 hour

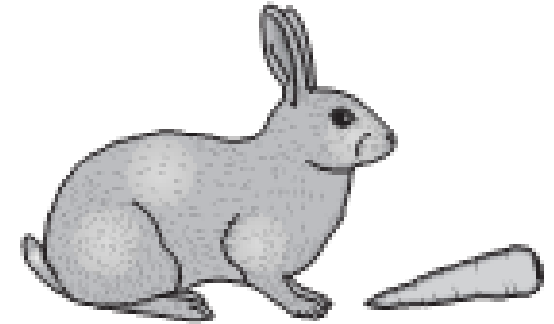
Paper 2 - reasoning

22

Amy plants 4 rows of carrots.

There are 3 carrots in each row.

A rabbit eats 2 of the carrots.



How many carrots are left?

Show
your
working

carrots



KS1 SATs - Grammar, Punctuation and Spelling (GPS)

- Two papers.
- Paper 1 - spelling, 20 missing words in sentences. 15 mins.
- Paper 2 - grammar, punctuation and vocabulary. 20 mins. Questions may be explained or rephrased but subject-specific information must not be given away.



KS1 SATs -Spelling

- Can mix upper and lower case letters BUT days and months must be spelt and written correctly.
- Hyphens and apostrophes MUST be correctly used e.g. won't.
- Words written with obvious gaps are not awarded marks e.g. win dy
- Suffixes: 'ing' 'ed' 'ful' 'ness' 'less' 'ment'
- Plurals: 's', 'es' and 'ies'
- Contractions: can't, didn't, it's

Paper 1 - spelling

Spelling

P. There was a big _____ in the garden.

1. Hannah ran _____ than Lee.

2. Yesterday it was very _____.

3. I had a big smile on my _____.

4. There was a large _____ of children at the party.

5. You pick things up with your _____.

6. The _____ in the box are different colours.

7. Our new _____ is black with white paws.

8. I _____ my friend for her help.

9. We are going on holiday on _____.

10. I am not allowed to eat too many _____.



KS1 SATs -Grammar, punctuation and vocabulary

- Familiar with: *noun, verb, adjective, adverb.*
- Sentence types: *command, question, statement, exclamation.*
- Punctuation: *capitals, full-stops, commas in a list, ?, !*
- Present and past tense, including: has/had.
- Apostrophes (contractions and singular possession): *don't, the boy's pen.*

Paper 2- GP

11

Circle the **three** nouns in the sentence below.

A whale has an enormous heart that can weigh as much as a small car.

12

Circle the **verbs** in the sentence below.

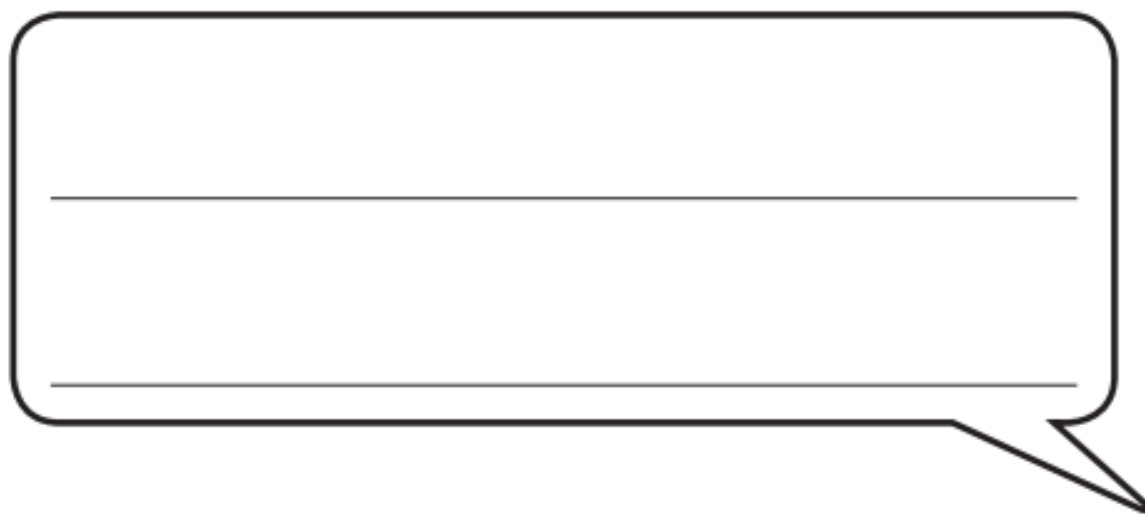
Yesterday was the school sports day and Jo wore her new running shoes.

Circle the word that shows the sentence below is in the **present tense**.

The drink is very hot.

Write a **command** a teacher could say at the end of playtime.

Remember to use correct punctuation.



2 marks



Writing

- Most sentences must have capital letters, full-stops with some question and exclamation marks.
- A range of statements, commands, exclamations and questions.
- Expanded noun phrases: *Cinderella had long, golden hair and bright, blue eyes.*
- Present and past tense mostly used correctly.
- Conjunctions: and, or, but, when, if, that, because.
- Spelling!
- Handwriting.



Results

- Marked by your child's teacher.
- The SATs *inform* the teacher's judgment.
- Marks are generated and added together in English and Maths to create a 'raw score'.
- This 'raw score' is converted to a 'scaled score'.
- Scaled score: 100 is the expected standard.
- Minimum scaled score is 85. Maximum scaled score is 115.
- We shall report (in July) if your child is working towards/below, at, or beyond the expected standard.



Scaled scores

English reading	
Raw score	Scaled score
0	No scaled score
1	
2	
3	85
4	85
5	85
6	86
7	87
8	88
9	89
10	90
11	91
12	92
13	92
14	93
15	94
16	94
17	95
18	96
19	96
20	97

English reading	
Raw score	Scaled score
21	97
22	98
23	99
24	99
25	100
26	101
27	101
28	102
29	103
30	104
31	105
32	106
33	106
34	108
35	109
36	110
37	112
38	113
39	115
40	115



What we make judgments against - Reading.

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.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

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.

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.

^{*} These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

[^] This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).



How you can help!

- Ensure children are at school, on time and ready to learn.
- Complete home learning activities.
- Read as often as possible. Ask questions and talk about the book for understanding.
- Correct grammar - "I scareded you!"
- Vocabulary - read widely, model, explain word meaning and find alternatives.
- No pressure.