KS1 SATS INFORMATION MEETING

What are SATS?

KS1 SATS are tests that will provide information about how your child is progressing, compared to children the same age nationally.

The results are used to ensure that schools are teaching their pupils the essential knowledge and skills in the subjects that are the early building blocks. This is to ensure every child reaches their full potential.

Assessment and Reporting

- 'Old' national curriculum levels (e.g. Level 3, 4, 5) have now been abolished, as set out in the government guidelines.
- Since 2016, test scores are reported as 'scaled scores'.
- Your child will still be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.
- The new curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet.

Scaled Scores

What is meant by 'scaled scores'?

- It is planned that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

What sort of results are given?

- **Reading, Writing and Maths**:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

- **Science**

- working at the expected standard
- working towards the expected standard

When will KS1 SATS take place?

- Tests will be administered in small groups of no more than 15 children.
- These will be led by familiar adults.
- Tests will be administered throughout May.

The Tests

At the end of Year 2, children will take assessments in:

- Reading
- Maths
- Spelling, punctuation and English grammar (SPAG)

They are not strictly timed tests. Most pupils will be unaware they are taking them as teachers will incorporate them into everyday classroom practice.

Reporting Back to Parents

- Teacher assessment is used to report children's attainment and progress to parents. Teachers will use the Key Stage 1 test results to help them to reach an overall judgement of the standards children have reached in Reading, Writing and Mathematics.
- You will also receive a teacher assessment judgement for Science, but there is no Science test. You will receive your child's results by the end of the summer term.

Reading

- The Reading Test consists of two separate papers:

  - Paper 1 – Contains a selection of texts totalling between 400 and 700 words with questions about the text.

  - Paper 2 – Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet.

  - Each paper is worth 50% of the marks and should take approximately 30 minutes to complete, although the children are not being assessed at working at speed so will not be strictly timed.

Types of Questions

The texts will cover a range of poetry, fiction and non-fiction. Questions are designed to assess the comprehension and understanding of a child's reading. There are a variety of question types:

- Multiple choice
- Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'
- Matching, e.g. 'Match the character to the job that they do in the story'
- Labelling, e.g. 'Label the text to show the title'
- Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'
- Short answer, e.g. 'What does the bear eat?'
- Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons

Bella was lonely when William was away. She wished her wings were stronger so that she could fly after him. I will fly, thought Bella. She tried and tried... and at last she was flying perfectly.

One morning she followed William down to the harbour and out to sea. William was cross. "A fishing boat is no place for a goose," he said. But he let her stay. Bella loved life at sea.

This is a sample of Reading Paper 1 from last year. The expectation is that all children should be able to read this and then answer questions

Types of questions include:

- Multiple choice
- Short answer

1 When Bella was learning to fly, she...

Tick **one**.

was lazy.	☐	did not try hard.	☐
did not give up.	☐	found it easy.	☐

1 mark

2 Why was William cross with Bella?

_____

1 mark

Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK.

You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.

Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon.

He also brought aliens to life in stories about Dr Xargle, written by Jeanne Willis.

This is a sample of Reading Paper 2 from last year.

Tony Ross, in his own words

Why did you become an illustrator and writer?
It just happened. I didn't like my job at the time and I wanted to do something to cheer myself up. I never thought I'd be an artist as I always wanted to work with horses. I once wrote to an actor to ask if I could be a cowboy in one of his films!

Where did you write your first book?
I wrote my first book when I was at work. It was called *Tales from Mr Toffy's Circus*.

How long does it take to write a book?
It can vary. Sometimes, it is as little as a few days to do the story and the pictures, but thinking about the idea can take weeks, months or even years.

Are there any characters that you really enjoy drawing?
I love drawing Miss Battle-Axe from the Horrid Henry books. She never smiles.

Is it hard to do illustrations for other writers' books?
It's easier to illustrate your own because every illustrator has things they don't like to draw or can't draw. If you write the story yourself you don't include those things in the story!

Children are expected to retrieve and infer information from a longer piece of writing.

Types of questions include :

- Find and copy
- Short answer (explaining why)
- True or false statements

1 **Find** and **copy one** word from the top of page 4 that means *well known*.

_____

1 mark

(page 4)

2 The Little Princess reminds Tony Ross of someone. Who is it?

_____

_____

1 mark

(page 4)

3 Tick **True** or **False** for each statement about the Little Princess.

Statement	True	False
There are lots of books about her.		
She always does as she's told.		
She is 5 years old.		
She doesn't like going to bed.		

2 marks

All of these questions require the children to explicitly refer back to the text in order to gain a mark.

4 What job did Tony Ross want to do before he became a writer and illustrator?

1 mark

(pages 4 and 5)

5 Complete the table with the names of the writers and the characters they write about.

Character	Writer
	Francesca Simon
Dr Xargle	
Mr Toffy	

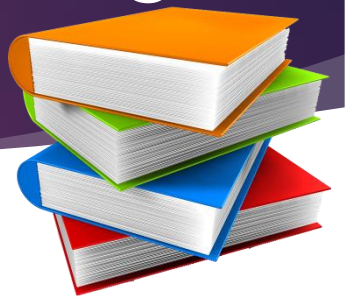
1 mark

(page 5)

6 Why does Tony Ross like to illustrate his own books more than books by other people?

1 mark

How to Help Your Child with Reading



- Listening to your child read can take many forms:

- First and foremost, focus developing an enjoyment and love of reading.

- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.

- Read a little at a time but often, rather than rarely but for long periods of time!

- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.

- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.

- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.

- Visit the local library - it's free!

Maths

Children will sit two tests: Paper 1 and Paper 2:

- Paper 1 is for arithmetic, lasting approximately 25 minutes and worth 25 marks. It covers calculation methods for all operations.

- Paper 2 covers problem solving, reasoning and mathematical fluency, lasts for approximately 35 minutes and is worth 35 marks.

- Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.

Arithmetic 1: Adding, subtraction, multiplication, division and fractions. Children are expected to know their 2, 3, 5 and 10 times tables.

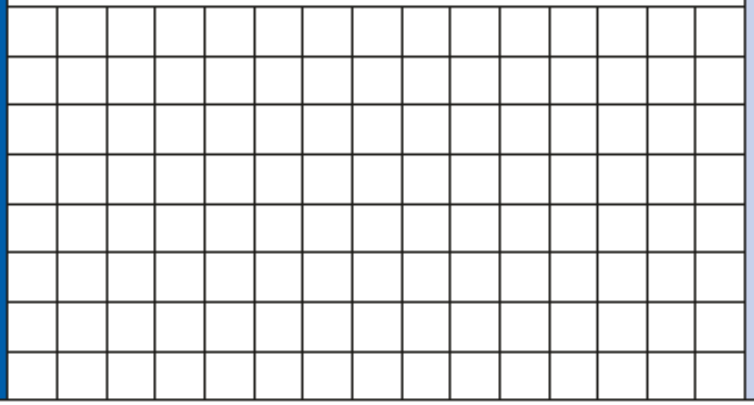
9 $56 - \square = 51$

1 mark

10 $10 + 40 + 20 = \square$

1 mark

23 $71 - 14 = \square$



1 mark

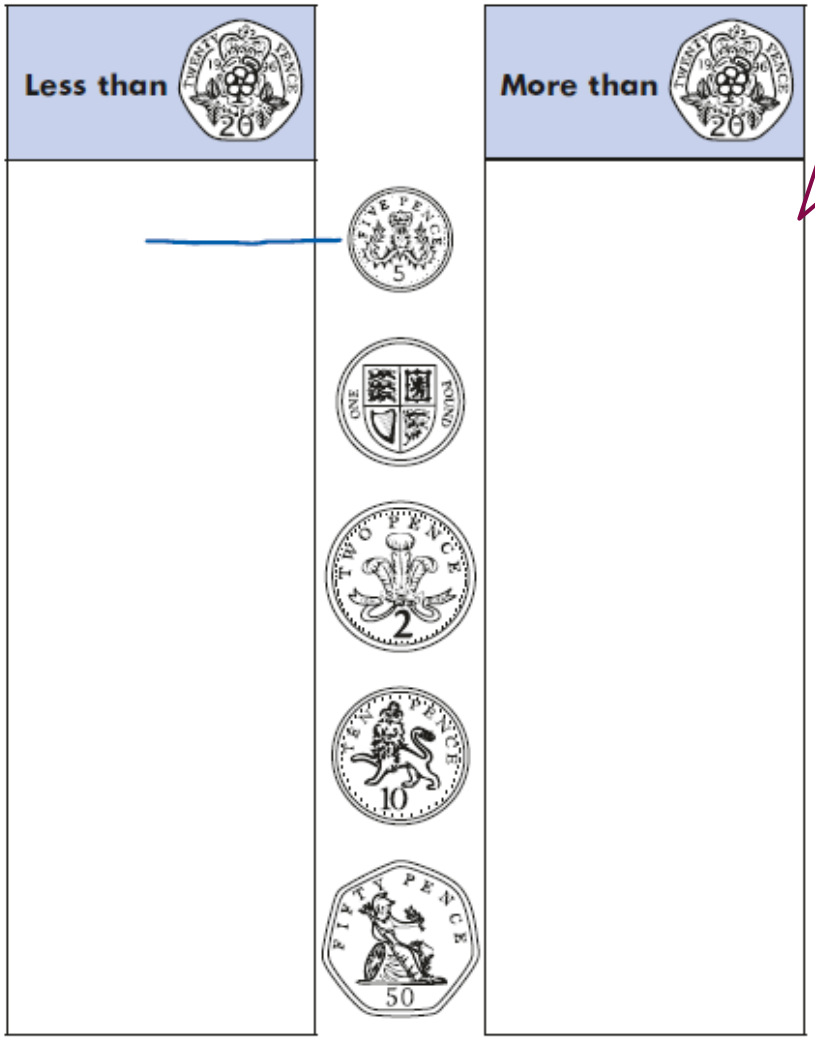
24 $\frac{1}{3}$ of $30 = \square$

1 mark

Reasoning 2:

8 Match each coin to the correct box.

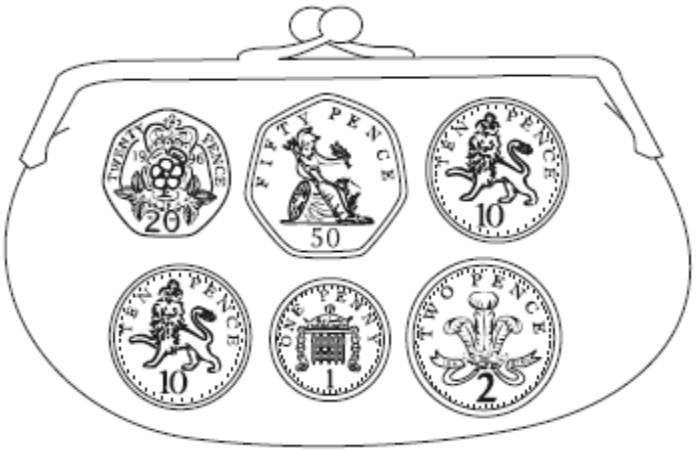
One has been done for you.



Money

Questions involving ordering coins, addition and subtraction of money and finding different combinations of coins to equal the same amount.

15 Sita has these coins in her purse.



How much money does she have?

p

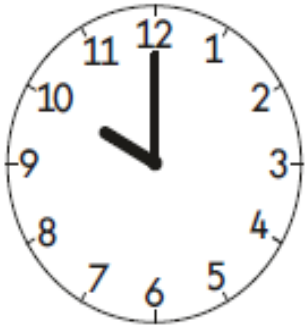
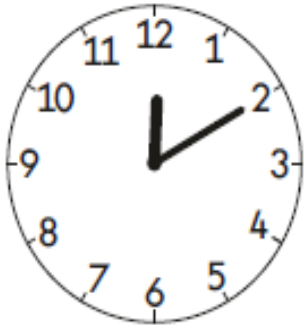
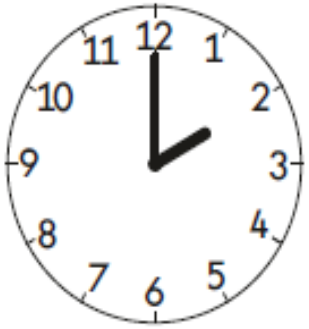
Time

Recognise and tell the times on a clock face:

- o'clock
- half past
- quarter past
- quarter to
- to the nearest 5 and 10 minutes

Can also draw these hands on a clock face to show half past and o'clock times

31 Tick the clock face that shows **ten past twelve.**


1 mark

Children need to practise telling the time as much as possible using an analogue clock.

Statistics

Interpreting tally charts, pictograms, block diagrams and simple tables.

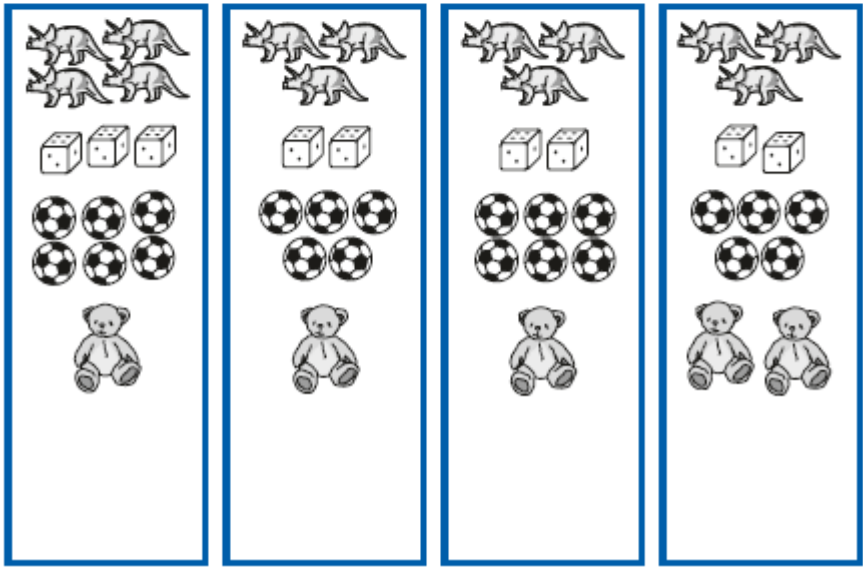
Measuring

Compare and order length, mass, volume / capacity and accurately measure them

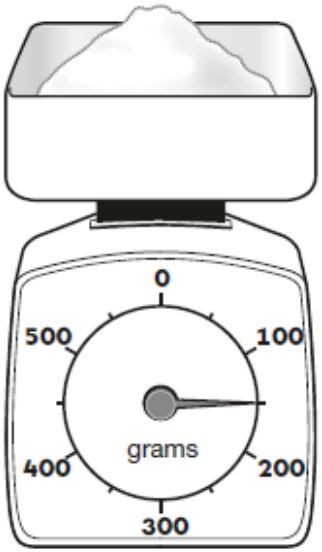
10 Ben makes a tally chart of his toys.

Toys in my box	Tally
	III
	II
	𝍸 I
	I

Tick **one** box below that shows all of Ben's toys.

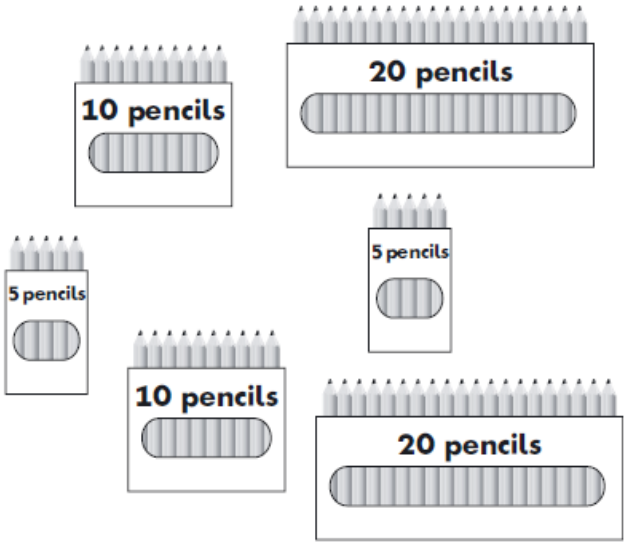


24 How much does the sugar weigh?



g

18



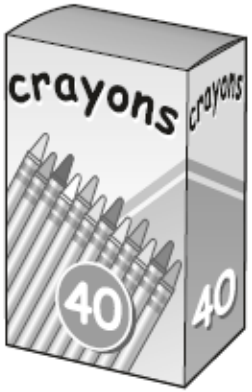
Kemi and Ben share these pencils equally.

How many pencils do they each get?

pencils

1 mark

28



There are **40** crayons in a box.

Sam takes **17** crayons.

Kemi takes **10** crayons.

How many crayons are left?

Show your working

crayons

Solving 2 and 3-step problems, being able to show their working out.

Solving simple 2-step problems involving multiplication and division

How to Help Your Child with Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, draughts or chess.

Spelling, Punctuation and Grammar

- The test consists of two separate papers:

  - Paper 1: spelling (20 marks).
  - Paper 2: questions (20 marks)

*There is no requirement to administer the KS1 English grammar, punctuation and spelling test or to use the result as part of the children's writing assessment.

Spelling

P. There was a big _____ in the garden.

1. I need to _____ my holiday suitcase.

2. The _____ is dark at night.

3. The snail hid inside its _____.

4. My friend has a new _____ sister.

5. After tea I will _____ Grandma.

6. My friend has brown _____.

7. A flock of geese is _____ overhead.

8. The swing was made from a _____ of wood.

9. The class learnt about _____ in maths.

10. I like to _____ to my friends at playtime.

In the spelling test, the missing words will be read out by the class teacher and the children will have to spell them correctly to complete the sentence.

14 Which sentence uses an **apostrophe** correctly?

Tick **one**.

- Lucy's bag is green and has lots of pockets. ☐
- Lucys' bag is green and has lots of pockets. ☐
- Lucys bag is green and has lot's of pockets. ☐
- Lucys bag is green and has lots of pocket's. ☐

1 mark

15 Add one **comma** to the sentence below in the correct place.

The museum shop sells posters mugs and badges.

1 mark

10 What type of sentence is below?

One day, Ali decided to make a toy robot.

Tick **one**.

- a question ☐
- a statement ☐
- a command ☐
- an exclamation ☐

1 mark

11 Circle the **adverb** in the sentence below.

Jamie knocked softly on his brother's bedroom door.

1 mark

Children answer questions that test their knowledge of English grammar and punctuation.

How to help your child

- First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

2017 national curriculum assessments

Interim teacher assessment framework at the end of key stage 1 - writing

Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing e.g. *–ment, –ness, –ful, –less, –ly**
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words*
- spelling most words with contracted forms*
- adding suffixes to spell most words correctly in their writing, e.g. *–ment, –ness, –ful, –less, –ly**
- using the diagonal and horizontal strokes needed to join letters in most of their writing.

Interim teacher assessment framework at the end of key stage 1 - mathematics

Working towards the expected standard

- The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them
  (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as 35 < 53 and 42 > 36).
- The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems
  (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).
- The pupil can read and write numbers correctly in numerals up to 100
  (e.g. can write the numbers 14 and 41 correctly).
- The pupil can use number bonds and related subtraction facts within 20
  (e.g. 18 = 9 + ?; 15 = 6 + ?).
- The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. 23 + 5; 46 + 20), they can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can recall doubles and halves to 20
  (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).
- The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.

Working at the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus
  (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable
  (e.g. knowing that 48 + 35 will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 – 33).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems
  (e.g. Δ – 14 = 28).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary
  (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing 35 ÷ 5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins).
- The pupil can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.

Continued on the next page

- The pupil can use different coins to make the same amount
  (e.g. pupil uses coins to make 50p in different ways;
  pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given
  (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes
  (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry;
  the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

Working at greater depth within the expected standard

- The pupil can reason about addition
  (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).
- The pupil can use multiplication facts to make deductions outside known multiplication facts
  (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).
- The pupil can work out mental calculations where regrouping is required
  (e.g. $52 - 27$; $91 - 73$).
- The pupil can solve more complex missing number problems
  (e.g. $14 + \square - 3 = 17$; $14 + \Delta = 15 + 27$).
- The pupil can determine remainders given known facts
  (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).
- The pupil can solve word problems that involve more than one step
  (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?).
- The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements
  (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).
- The pupil can find and compare fractions of amounts
  (e.g. $\frac{1}{4}$ of £20 = £5 and $\frac{1}{2}$ of £8 = £4 so $\frac{1}{4}$ of £20 is greater than $\frac{1}{2}$ of £8).
- The pupil can read the time on the clock to the nearest 5 minutes.
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- The pupil can describe similarities and differences of shape properties
  (e.g. finds 2 different 2-D shapes that only have one line of symmetry;
  that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).