

Key Stage 1 SATs Meeting

St. Paul's Academy



KS1 SATs Week

- The tests will take place between Monday 9th May - Thursday 12th May.
- Therefore it is important that all children are in school during this week.
- Even though the children will be aware they have assessments, we will not be telling them the specific dates as it is important that they do not feel pressured or under any stress.
- As we get closer to the assessments the children will have regular testing in class to ensure they are familiar with testing environments and are aware of what is expected.
- The tests are completed in small groups but still in a small classroom environment to ensure it reflects everyday practice but also that they have peaceful working conditions and no disturbances.

Key Stage 1 National Curriculum Assessments

- The new National Curriculum was introduced in 2014 so has been in place a number of years now.
- The SATs will assess the expectations of this National Curriculum and differ from previous tests that some of you maybe familiar with from older siblings.
- The content of the tests has become more challenging and there is a greater emphasis on the children being able to apply their skills. To demonstrate their depth of learning the children will need to process the question and have a solid understanding of multiple skills in order to answer the questions correctly.
- This is an end of Key Stage assessment meaning it covers skills from across Y1 and 2.

What is meant by scaled score?

- Each pupil's test score will be converted into a scaled score, either above or below 100.
- 100 will always represent the 'national standard' and age related expectation.
- 85 is the lowest scaled score a child can achieve and this would show having not met the standard.
- 115 is the highest scaled score a child can achieve and this would show working at greater depth. Children who achieve a scaled score of 110 + is working at GDS.
- The scaled score is set by the government and will be released in June.

Scaled Score Examples

- A child awarded a scaled score of 100 is judged to have met the 'national standard' in that subject area and is working at ARE.
- Children who achieve a scaled score of 99 or below is not working at the expected standard. They are performing below the expectation for their age. They will be working towards the expected standard.
- Children who achieve a scaled score of 110 + is working at GDS. They are exceeding the national standard and demonstrate a higher than expected knowledge of the curriculum for their age.
- The scaled scores will be used to inform teacher end of year judgements but they also need to meet the subject frameworks for a TA to be made. You will be provided with a copy of these.

Expected Standard

	Maths / 60	Reading / 40	SPaG / 40
2016/2017	37	22	25
2017/2018	36 (-1)	25 (+3)	24 (-1)
2018/2019	34 (-2)	25	24

We do not have data for the previous 2 years due to the KS1 SATS being cancelled.

The Tests

In May, children will take:

- 2 assessments in Reading
- 2 assessments in Maths
- 2 assessments in SPAG - Spelling, Punctuation and Grammar (Non-compulsory)



We have decided as a school that we will be carrying out the SPAG test as it will be used to inform teacher judgements in Writing.

Reading

The Reading Test consists of two separate papers:

Paper 1

- A combined reading prompt and answer booklet.
- The paper includes a list of useful words and some practice questions that are used to introduce the contexts and question types to pupils.
- The test takes approximately 30 minutes to complete, but is not strictly timed.
- Guidance entails the text will be between 400 and 700 words.
- The texts will cover a range of poetry, fiction and non-fiction.
- In terms of word reading all children should have passed the phonics screening test so the words will not be phonetical. The purpose of the test is to assess understanding.

Reading

Paper 2

- Consists of an answer booklet where children will write their answers in a separate reading booklet.
- There are no practice questions on this paper.
- This is the more challenging paper and takes approximately 40 minutes to complete, but it is not strictly timed.
- Guidance entails the text will be between 800 to 1100 words.
- Scores from both papers will be added together to get the raw score from the tests which will then later be converted to a scaled score.

Reading Domains

The different reading domains include:

- Give / explain the meaning of words
- Retrieve and record information from fiction and non-fiction texts
- Make inferences from a text / explain and justify using evidence
- Predict what might happen on the basis of what has been read so far
- Identify and explain the sequence of events in texts



Reading: Sample Questions

Questions are designed to assess the comprehension and understanding of a child's reading.

There are a variety of question types:

Multiple Choice

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

Reading: Sample Questions

Sequencing - Ranking/Ordering

7

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



1 mark

Reading: Sample Questions

Matching/Labelling

Here is some more information about Africa.
Match each sentence to the correct heading in the booklet.
The first one has been done for you.

Creation stories describe how and why the world was made.

Introduction

Africa has deserts, forests and mountain areas.

Clothes

Traditional African clothes are made from local materials.

Music and Dance

Some African people play 'talking drums'.

Story Time

Retrieval - Short-Answer Questions

4

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



1 mark

Reading: Sample Questions

Vocabulary - Find and Copy Questions

16

Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and **copy one** word that means the same as *sparkle*.



1 mark

Inference - Open-Ended Questions

6

At the end of the story, Bella was happy. Why?



1 mark

How to Help Your Child with Reading

- Focus and develop 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 them feel, predict what will happen and encourage your child to have their own opinions.
- Ask questions from the different reading domains during reading.
- 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!

Reading



Spelling, Punctuation and Grammar

The test consists of two separate papers:

Paper 1: Spelling

- Pupils have to spell 20 words.
- The words will be in a written context and omitted from a passage.
- The children will have an answer booklet where the sentence is visible and the missing words that they need to spell are made clear.
- The spelling words will cover the Y2 spelling rules which the children have looked at in class and have had in their weekly spellings.
- If it is a name, place, day of the week or month a capital letter must be included for the children to receive the mark.
- Handwriting must also be clear and all letters formed correctly.
- The test is expected to take approximately 15 minutes to complete, but is not strictly timed.



Grammar, Punctuation & Spelling: Sample Questions

Spelling Paper

- 8.** I _____ my friend for her help.
- 9.** We are going on holiday on _____.
- 10.** I am not allowed to eat too many _____.
- 11.** My grandad was _____ a cake.

Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences. In this example, the missing spelling words are: **thanked, Saturday, sweets and baking.**

Spelling, Punctuation and Grammar

Paper 2: Grammar, Punctuation and Vocabulary

- A combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary.
- This is split into 2 sections of around 10 minutes each (with a break in between if necessary)

Assessment areas will include;

- The ability to use a range of punctuation - , . ? !
- Understand the 4 types of sentences - statements, exclamations, commands and questions.
- Use verbs in the past and present tense - was, is, have (helping verb)
- Recognise word classes - nouns, adjectives, adverbs and verbs.



Grammar, Punctuation & Spelling: Sample Questions

Grammar, Punctuation and Vocabulary Paper

7

Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.

12

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

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

Grammar, Punctuation & Spelling: Sample Questions

Grammar, Punctuation and Vocabulary Paper

- 19** Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		



1 mark

Writing

- Writing is not externally marked or assessed it is teacher assessed over a long period of time.
- The children complete Big Writes weekly where they incorporate the expectations of the National Curriculum.
- The first part of the week is modelled and guided where they have the opportunity to plan their work and the features they are going to include.
- Big Write then has to be independent to be used for evidence.
- You will have a copy of the framework that is used to assess the children's writing to see what aspects need to be included.
- There is a huge emphasis on SPAG skills such as the 4 sentence types but also spelling.
- The main objective is to ensure writing is coherent meaning it flows and is purposeful to the reader.



Year 2 ITAF			
Working Towards	Aut	Spr	Sum
Write sentences that form a narrative real or fictional			
Show some sentences with capital letters and full stops.			
Use sounds to spell some words correctly			
Spell some common exception words			
Form lower case letters correctly – starting/finishing places correct in some of their writing.			
Form lower case letters of the correct size.			
Use spacing between words.			
Working at the expected standard			
Write coherent narratives about personal experience and those of others (real or fictional)			
Write about real events simply and clearly.			
Use capital letters and full stops in most sentences and use question marks correctly.			
Use past and present tense mostly correctly.			
Use co-ordination (and, or, but) and some subordination (when, if, that, because) to join clauses.			
Use phonemes to segment and to spell many words correctly.			
Spell many CEW words correctly.			
Form capital letters of the correct size and orientation.			
Use spacing between words that reflect the size of the letters.			
Working At Greater Depth			
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 in ks1 mostly correctly.			
Spell most CEW			
Add suffixes to spell most words correctly (ment, less, ful, less, ly)			
Use the diagonal and horizontal strokes to join some letters together.			

ITAF - Writing Moderating framework

To achieve a standard the children must meet all of the objectives and the objectives of the previous standard.

We have to gather independent evidence towards each objective to determine the child's EoY standard.

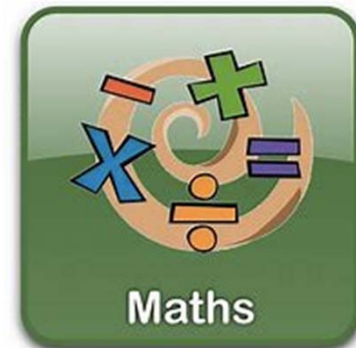
How to help your child with Writing

- Practice and learn the weekly spelling lists, consider writing these in sentences so the children understand the meaning of the words.
- Develop and encourage as many writing activities as possible - letters to family, shopping lists, keeping a diary, story writing or poems.
- Write together - be a good role model.
- Encourage use of a dictionary to check spelling.
- Use the computer for typing this allows the children to edit their work and correct errors.
- Remember good readers become good writers. Encourage children to magpie good powerful vocabulary from books they are reading.

Mathematics

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

- **Paper 1: Arithmetic**
 - Lasts approximately 15 minutes (but this is not strictly timed).
 - It covers calculation methods for all operations and finding fraction of amounts.
 - **25 marks.**
- **Paper 2: Reasoning and Problem solving**
 - Lasts for approximately 35 minutes.
 - 5 minutes allocated to five mental questions.
 - **35 marks.**



Maths: Sample Questions

Maths Paper 1: Arithmetic

15

$3 \times 3 = \boxed{}$



16

$12 \div 2 = \boxed{}$



Paper 2 - Reasoning

- This test allows children to demonstrate their depth of learning.
- They will still need to use their calculation skills but questions will be varied.
- Most children struggle with these types of questions and a lot of practice is needed.

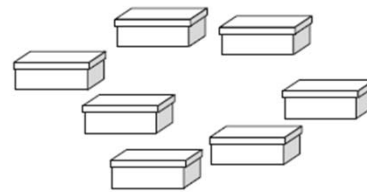
Variation of questions

- Multiple choice
 - Matching
 - True/false
 - Completing a chart or table
 - Drawing a shape
-
- Some questions will also require children to show or explain their working out and extra marks are usually given for this.

Maths: Sample Questions

Maths Paper 2: Reasoning

7



Sita puts 2 shoes in each of these boxes.

How many shoes are there altogether?

shoes

8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

Maths: Sample Questions

Maths Paper 2: Reasoning

- 27** Sita has **50** raisins.
She gives **23** to Ben.
She gives **15** to Amy.



How many raisins does Sita have left?

Show
your
working

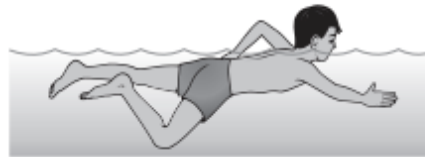
raisins

2 marks

Maths: Sample Questions

Maths Paper 2: Reasoning

26



One length of a swimming pool is **10** metres.

Abdul swims the length of the pool **4** times.

Abdul works out how many metres he swims altogether.

Circle the **two** calculations that Abdul can use.

$$10 + 4$$

$$4 \times 10$$

$$10 + 10 + 10 + 10$$

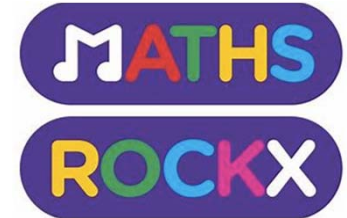
$$4 + 4 + 4 + 4$$



1 mark

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 to the nearest 5 minutes.
- 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. What are the properties?
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, darts, card games, draughts or chess.



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).
- Discuss the meaning of different words.
- Make sure your child has a good sleep and healthy breakfast every morning!

Questions

Any questions?

