May 2023

# Things we will cover:-

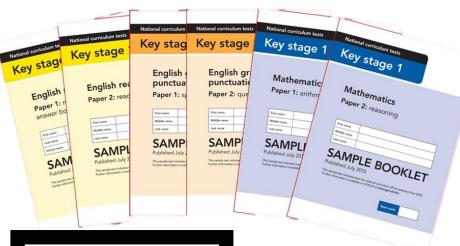
- What are SATs in Key Stage 1?
  - What do the SATs tests look like?
    - How do teachers assess/results?
      - Age related expectations
      - · What can you do to help?

KS1 SATS

A parent's guide



## What are Sats?





At the end of Year 2, children in England sit national tests in the following subjects, the results are used to measure the school's performance:-

- \*English Reading
- \*Maths Arithmetic & Reasoning
- \*English Grammar, Punctuation & Spelling

These tests reflect the updated national curriculum and are marked using the current grading system, which now replaces levels.

An outline of the tests

English
Reading

### Paper 1

Reading booklet with questions and answer spaces combined.

(Texts totalling 400 – 700 words)

### Paper 2

Reading booklet with a separate booklet which has the questions and answer spaces.

(Texts totalling 800-1100 words)

Each paper for the KS1 Reading SATs is worth 50% of the available marks.

## Scaled Scores

Test	Number of marks available in the paper	Total number of marks available for the test – highest raw score
English reading: Paper 1	20 marks	40 marks
English reading: Paper 2	20 marks	
Mathematics: Paper 1	25 marks	60 marks
Mathematics: Paper 2	35 marks	

Pupil's raw score are converted to a scaled score, look up the raw score and read across to the appropriate scaled score.

English Reading				
Raw score	Scaled score			
0				
1	No scaled score (N)			
2	333.3 (.1)			
3	80			
4	80			
5	81			
6	82			
7	83			
8	84			
9	85			
10	86			
11	87			
12	88			
13	89			
14	90			
15	90			
16	91			

English Reading			
Raw score	Scaled score		
17	92		
18	93		
19	93		
20	94		
21	95		
22	96		
23	96		
24	97		
25	98		
26	98		
27	99		
28	100		
29	101		
30	101		
31	102		
32	103		
33	104		

English	English Reading		
Raw score	Scaled score		
34	105		
35	106		
36	107		
37	107		
38	108		
39	109		
40	110		
41	112		
42	113		
43	114		
44	115		
45	117		
46	118		
47	120		
48	120		
49	120		
50	120		

#### Scaled Scores

The lowest scaled score that can be awarded on a KS1 test is 85.

The highest scaled score is 115.

A scaled score of 100 will always represent the expected standard on the test. Pupils scoring at least 100 will have met the expected standard on the test.

ADD A FOOTER

#### How the hedgehog got its name

Hedgehogs were not always called hedgehogs. Hundreds of years ago, the name of a hedgehog was an **urchin**. It was given a new name because of two things:

- It likes to live under leaves in bushes and hedges.
- It makes funny grunts and snuffle sounds, just like a pig or hog.



1	What did people call hedgehogs a long time ago?	t mark
2	What sort of places does a hedgehog live in?  Tick ( one.  in ponds and rivers in hidden places  in open spaces high up in trees	T mark
3	Grunts and snuffles are  Tick ( one.  animal food. types of plants.  animal noises. types of animals.	Twast

#### English - Reading Paper 1 Example Page

#### English - Reading Paper 2 Example Pages

This is an old Native American story about a man called Heron Feather and the time he met a fox.

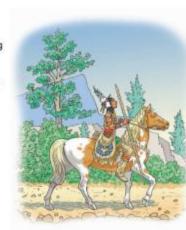
Heron Feather is a Native American warrior. Warriors were sometimes known as 'braves'.

#### The Fox and the Boastful Brave

One fine day, a hungry fox was walking down the road. His tummy was rumbling so loudly that he almost didn't hear the sound of someone coming. Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Over the top of the hill, he saw a tall feather. Fox crouched down

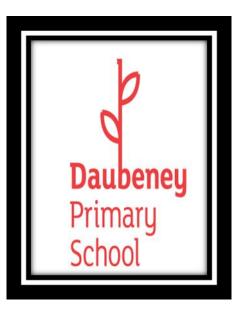
and prepared to pounce on the bird. Imagine his surprise when he saw that the 'bird' was riding a horse! The feather was stuck in the headdress of a handsome young man who was riding along the path, singing as he went, "No one is handsomer than Heron Feather. No one is a better fisherman than Heron Feather. And I should know, for I am he."



but he pricked up his ears fishermen, there are fish. e twitched. A delightful her bag. le was on his way to marry him, and he was praises n on the path. When Swaying Reed's ınter I am." fish and laced it shut ew song.

(page 6)  What did Fox think was coming over the hill?  Tick one.  a horse a man  a bird a fish	Questions 7–15		he Fox and the Boast es 6–8)	tful Brave	
Find and copy one word that shows that Fox moved quickly.  (page 6)  What did Fox think was coming over the hill?  Tick one.  a horse a man a fish					
(page 6)  What did Fox think was coming over the hill?  Tick one.  a horse a man  a bird a fish	path an	id hid behind i	a bush.		
(page 6)  What did Fox think was coming over the hill?  Tick one.  a horse a man a fish	Find and co	py one word	d that shows that Fox	moved quickly.	
(page 6)  What did Fox think was coming over the hill?  Tick one.  a horse a man  a bird a fish					$\bigcirc$
What did Fox think was coming over the hill?  Tick one.  a horse a man a fish					1 mark
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What did Fox think was coming over the hill?  Tick <b>one</b> .  a horse a man  a bird a fish					
Tick <b>one</b> .  a horse a man a fish				(page 6)	
a horse a man a bird a fish	What did Fo	x think was co	oming over the hill?		
a bird a fish	Tick <b>one</b> .				
	a horse		a man		
1	a bird		a fish		C
					1 mark

## English



### English

#### Grammar, Punctuation & Spelling

Paper 1
Spelling test of 20 words

Paper 2
Question Paper to check grammar, punctuation and vocabulary

#### English - Spelling Example Page

<b>11.</b> I threw the	and moved my counter.	0
<b>12.</b> The	_ glided slowly across the pond.	0
<b>13.</b> The	_ was on a secret mission.	0
<b>14.</b> The owl flew	the rooftops.	0
<b>15.</b> We put	in the fruit salad.	0
<b>16.</b> The	_ came off my toy car.	0
<b>17.</b> Our	shop sells vegetables.	0
18. The umbrella is	because it is broken.	0
19. A sharp pencil makes it	to draw.	0
20. The train left the		0

## Writing TA

#### **Key Milestones in Writing**

Year 2 expected outcomes for writing

#### 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.



/ Let Fred. Fred loves to Bind things. one day Fred Said to his mum I'm boad. 60 Into ThE Attic! said his num. And so he did. Fred when into the attic. It was really darck in the attic and there were Nerty deep holes in the soon. I ust then some thing caught his use. It was some boxes ontop sos each other. One was long are one was sat and the the other was a silver case. Fred toot look them all down stais. I First he opened the selver one which had wires in it. 3000 he had spend all as shem.

#### Pupil working at the expected level.

#### Piece B: Short story

There was once a brave soldier who helped any one and everyone in need His name was traction Man!

Traction Man had a morning swin. It was only a quick one Suddenly Traction man heard Someone Screaming Helph Helph He flew upstairs to see Whatwas going -on.

He goust a) his Strenth to CiCK open the door. He Sinley got in Side thair. He Saw the Spag geting here a lot.

The Spiring was rikey sad and angrey boothaction M Saw that the evil top was runing. all over the Spung

Sc Traction. Man tund on the Shower on to cold and Sprayed it at the god tap. I would and Sagrid the day. I waner What Goe wood do to moraw?

Jamie is working towards the expected standard.

This narrative begins with the imperative 'Meet Fred', reflecting 'Meet Elliott' that opens the original story.

The pupil has used the idea of the unusual machine and made it their own, including finding the machine in the attic and putting all the parts together. As in the original story, something goes wrong. The problem is neatly resolved in the final sentences.

The adverbials show Kim sequencing events clearly; they contribute effectively to the coherence of the narrative: One day; Just then...; First...; Soon....; Suddenly... From that day on...

Speech is also used effectively, as in Mum's words to Fred at the start and Fred's musings when the computer 'said Dell': 'Whatever does that mean? Thought Fred'. In both cases, the end punctuation is correct.

[C]

them.

Meet Fred. Fred loves to find things.

One day Fred said to his mum I'm boad. GO Into ThE Attic! said his mum. And so he did. Fred whent into the attic. # It was really darck in the attic and there were verry deep holes in the foor. Just then some thing caught his eye. it It was some boxes ontop of each other. One was long ane one was fat and the the other was a silver case. Fred toat tooc toock took them all down stais. f-First he opened the silver one which had wires in it. soon Soon he had opened all of

Unlike the original story, the pupil neatly uses the present tense to introduce the main character before moving into the past tense consistently for the rest of the narrative. The present tense opening is effective and is consistent with the imperative: 'Meet Fred'. [GP] [C]

The coordinating conjunction 'and' joins the two main clauses. [GP]

The coordinating conjunction 'and' joins the third main clause to the other two.

[GP]

The past perfect tense 'had opened' helps to establish the relationship between the events described. [GP]

Fred put all the parts together. it made a computer. Sudenly he hottest spotted a white box whith wit 3 pins. it It was a

The digit 3 is the correct size in relation to the lower-case letters.

# Working at GD

#### 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<sup>^</sup>
- 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.

ADI

Retelling follows sequence of story 'the disgusting sandwich' by Gareth Edwards.

Uses grammar and vocabulary from story

Repetition builds up the description

New vocabulary shows child drew on the original with expanded noun phrases, again using the device from the original story. Present and past tenses are used consistently and correctly, with dialogue in the present tense incorporated into the narrative.

Ora upon a time there was a badger who always thungry, because he northed day and right picking up rubbish in the active, adventurous park.

One early morning a boy came into the park with a ham sandwich. The storring, temendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm, "he thought, "This is what I call an outstanding cardwich." A boy came sear the cardpit to take a big, humungous bite. There was a girl nearby on a some dark, red slide when, oh no, the girl bumped into the boy and his delicous scrumptions cardwich fell in the sandpill! "Oh we colt end it now multired the girl, "It's his justing." The boy gilt sad and so did that black and whate badger.

Just then a squired of grabbed the sandwich covered with golden sand. She took it because she didn't mind the sand. The gieger squired brang it up to her tall, dark, tree to share with her pesky children. OH. NO!!!

The children couldn't share properly, soon the sandwich sell in the pond covered with, sling, green seawed.

"He san't eat it now," muttered the mother, ginger squirel, "It's disgusting."

Suddenly a Food saw the sandwich and Budger leaped into the sportding, dear good. The stimy, dark, green grog siched out

Past tense verbs almost always formed correctly

#### End-of-key stage 1 statutory assessment – working at greater depth within the expected standard Name: Ali Collection Narrative Procedural Recount Letter Book Narrative The pupil can, after discussion with the teacher: review 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.

#### Maths

Arithmetic & Reasoning

# Paper 1 Arithmetic

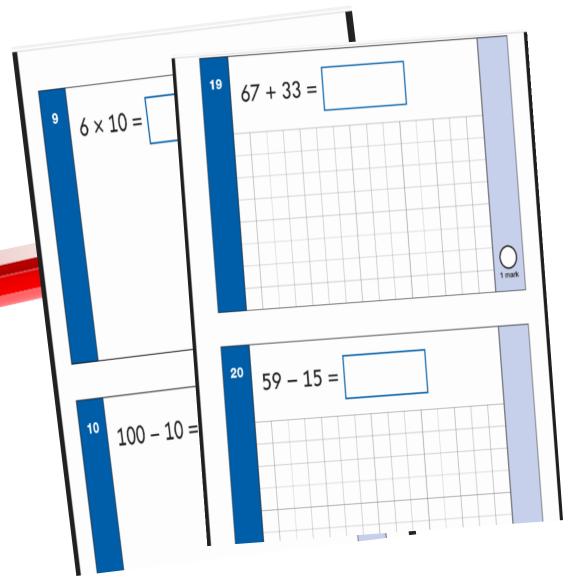
(25 marks available)

#### Paper 2

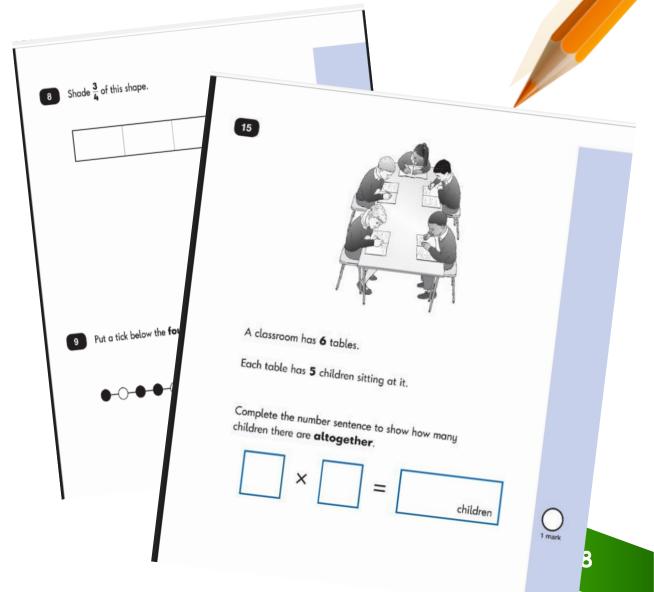
Reasoning, problem solving and mathematical fluency

(35 marks available)

## Maths Paper 1 Example Pages (Arithmetic)



## Maths Paper 2 Example Pages (Reasoning)



#### Teacher Assessment/results

KS1 SATs tests are one part of evidence towards the whole teacher assessment.

They are marked in school, and an overall grading based on the whole year's work will be made.

The results of the SATs tests are reported to the Local Authority.

Moderation often takes place to ensure consistency across schools.



### Age Related Expectations

Working below the expected standard (not working within the Year 2 Curriculum).

Working towards the expected standard (some of the learning is within the Year 2 Curriculum).

Working at the expected standard (All learning is within the Year 2 Curriculum).

Working at greater depth (very secure in Year 2 Curriculum, with elements of Year 3).

# How can you help your child prepare?

- Help your child with reading, listen to them read and focus on bringing out a 'love of reading'. Also reading stories to your child allows them to develop language, listening skills and comprehension. Encourage making predictions of what might happen next.
- Help your child with writing, support with weekly spellings. Write together to make shopping lists and letter writing.
- <u>Help your child with maths</u>, play times table games. Encourage them to help with cooking, weighing and measuring ingredients. Work out what time it is together. Provide opportunities for your child to pay for things in a shop, to work out how much things cost and how much change will be needed.



# Thank You!

Your time is appreciated.

Any Questions?