

KS1 SATS



KS1 SATS Guidance for Parents
SPRING 2017

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KS1 Assessment – A Summary

- At the end of Key Stage 1 there will be an 'expected standard' set
A child must meet all the criteria consistently to get the 'expected standard' judgement.

KS1 'Assessment' in 2017

Statutory assessment

- KS1 *new national curriculum tests* with outcomes in the form of *scaled scores*.
- Teacher assessment at KS1 using the *interim frameworks* for teacher assessment.
- Phonics screening check for Y1.

Formative classroom assessment

- Determined by schools in line with their curriculum.

WHAT WILL BE ASSESSED BY TESTS?

TESTS for YEAR 2 in 2017

READING

TEST 1 – combined reading prompt and answer booklet

TEST 2 – more challenging separate reading booklet and reading answer booklet

All Children sit BOTH tests

EGPS

TEST 1 - Spelling

TEST 2 – English, Punctuation, Spelling & Grammar

Maths

TEST 1 - Arithmetic

TEST 2 - Reasoning

The tests will be marked internally by teachers and, in some cases, the results moderated by Local Authorities.

WHAT WILL BE TEACHER ASSESSED?

TEACHER ASSESSMENT

READING

Teacher assessment
using
Interim Framework

WRITING

Teacher assessment
using
Interim Framework

MATHS

Teacher assessment
using
Interim Framework

Teacher assessment using
Interim Framework

SCIENCE

INTERIM FRAMEWORKS

To help with teacher assessment the DfE has produced '*Interim Frameworks*'. These set out the standards a pupil will be assessed against in *reading, writing, maths and science*.

The Interim Frameworks are only to be used as *a guide*, as they do not include full coverage of the content of the National Curriculum.

All of the criteria must be met for a child to attain the 'Expected Standard'.

READING 2017

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

READING SKILLS ASSESSED

The most crucial aspects of reading at the end of Key Stage 1 are:-

- Accuracy (decoding familiar and unfamiliar words correctly)
- Fluency (speed and confidence)*
- Comprehension (drawing meaning from text)

**DfE guidance for fluency is that if a child can read 90 words per minute this gives teachers an indication to support their judgement of what is meant by fluent reading. The inference seems to be that children who can read at such speeds will be able to meet the 'Expected Standard'.*

Reading

click to
see all
text

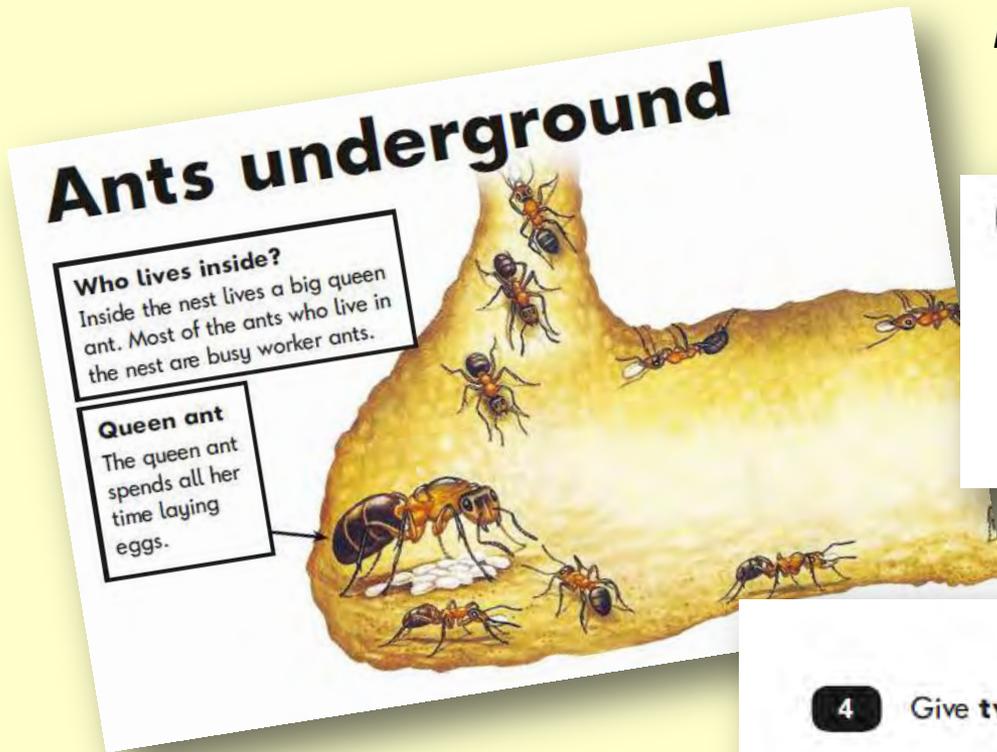
The Reading Test consists of two separate papers:

- 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.
- 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.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

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SAMPLE READING TEST QUESTIONS



Reading Test 1 has combined text, questions and answers.

2 What does the queen ant do?

Tick **one**.

keeps the nest clean

lays eggs

moves eggs

finds food

4 Give **two** jobs that the worker ants do.

1. _____

2. _____

5 What happens to the eggs in the special room?

Children will be asked to tick correct answers, they will be expected to find and retrieve facts and sometimes explain their answers.

Reading Test 2 will have a more challenging separate reading booklet and reading answer booklet.



The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and

Questions 1 – 8 are about
The Blackbird and his Wife (pages 4 – 7)

1 Why did the king want to have the blackbirds? (page 4)

2 Why was the blackbird's wife sad? (page 4)

3 What instrument did the blackbird play on the way to the palace? (page 4)

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!

English grammar, punctuation and spelling

The test consists of two separate papers:

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

English grammar, punctuation and spelling

Emphasis is placed on the technical aspects of grammar and there is a separate spelling test.

2 Tick the correct word to complete the sentence below.

I hope _____ we will play musical chairs at the party.

Tick **one**.

when

if

that

because

7 What type of word is brave in the sentence below?

The brave mouse marched up to the lion.

Tick **one**.

an adverb

an adjective

a verb

a noun

14 Tick to show whether each sentence is in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Becky was thinking.	<input type="checkbox"/>	<input type="checkbox"/>
I am reading my book.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

9 Tick the sentence that is a **statement**.

Tick **one**.

What an interesting painting!

Can you collect the crayons, please?

James washed the paintbrushes.

Check that your tables are clean.

Children will be asked to tick correct answers and will be expected to understand how to use tables.

English grammar, punctuation and spelling

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

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

They will also be asked to circle, insert and write correct answers.

18 Joe wanted to buy a present. He asked his mum if Gran would like flowers.

Write Joe's question to his mum in the speech bubble. Remember to use correct punctuation.



16 The verbs in boxes are in the present tense. Write these verbs in the **past tense**. One has been done for you.

visits

When my family visited the zoo.

take

I _____ photos with my new camera.

smiles

My brother _____ for his picture.

SAMPLE QUESTIONS

GRAMMAR, PUNCTUATION AND VOCABULARY PAPER

Year 2 English Grammar and Punctuation Test 1

4. Tick the correct word to complete the sentence below.

I really don't like washing my face _____ I have to do it.

Tick **one**.

or

and

but

2

1 mark

SAMPLE QUESTIONS

GRAMMAR, PUNCTUATION AND SPELLING PAPER

9. **Draw lines** to match the groups of words that have the same meaning.
One has been done for you

I will	it's
you have	I'll
it is	didn't
did not	you've



1 mark

CHAPTER
MENU

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WRITING 2017

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.

How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling.
- Remember that good readers become good writers ! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).

MATHS

2017

*Interim Teacher
Assessment Framework
at end of KS1 - STA 2017*

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. $\Delta - 14 = 28$).
- 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 $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; 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).

Mathematics

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.

Sample Questions

Maths Paper 1: Arithmetic

15	$3 \times 3 =$ <input type="text"/>	<input type="radio"/>
16	$12 \div 2 =$ <input type="text"/>	<input type="radio"/>

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SAMPLE MATHS TEST QUESTIONS - ARITHMETIC

5

$15 + 3 + 3 = \boxed{}$

14

$2 \times 0 = \boxed{}$

11

$87 - 40 = \boxed{}$

12

$50 - \boxed{} = 20$

21

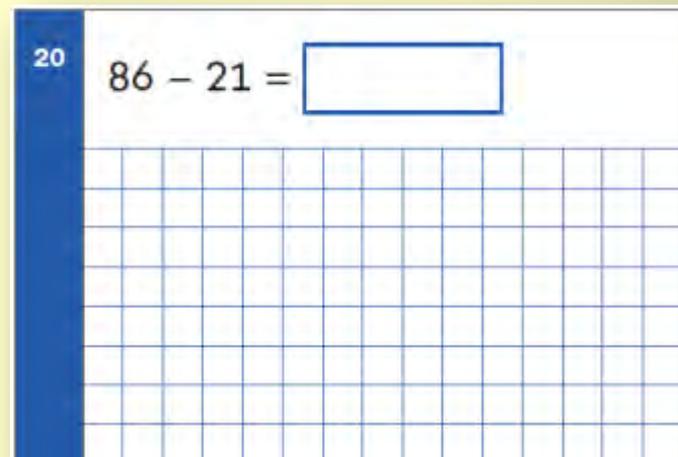
$\frac{1}{2} \text{ of } 30 = \boxed{}$

20

$86 - 21 = \boxed{}$

16

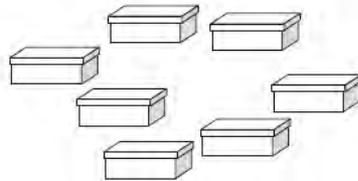
$12 \div 2 = \boxed{}$



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	

SAMPLE MATHS TEST QUESTIONS - REASONING

5

Sam Ben

50cm 40cm

cm

*Some questions are read by the teacher.
Look at the picture of Sam and Ben in
question 5.*

*Sam's arm is fifty centimetres long.
Ben's arm is forty centimetres long.
How much longer is Sam's arm than
Ben's arm?*

Write your answer in the box.

9 Here are two shape patterns.

Draw a shape in each empty box to make the
patterns correct.

cm

11 Use a ruler to measure the length of the toy car.

cm

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 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.

SCIENCE

2017

For Science pupils will be grouped into 2 categories.

Working at the expected standard,

or a category for those pupils who do not meet the standard.

Interim Teacher Assessment Framework at end of KS1 – STA 2016

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

Working at the expected standard

The first statements relate to working scientifically, which must be taught through, and clearly related to, the teaching of substantive science content in the programme of study.

The pupil can:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:
 - observing changes over time
 - noticing similarities, differences and patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

The remaining statements relate to the science content.

The pupil can:

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.

How are we preparing?

- Continuous Assessment
- Focused Maths Lessons
- Focused Spelling Lessons
- Focused EPGS Lessons (English grammar, spelling and punctuation)
- Guided and Independent Reading
- Writing Assessments carried out regularly
- Practising previous SATS papers
- Teaching 'test techniques' and vocabulary (eg 'insert')
- Mentoring and support
- Keeping up to date with information provided by the DfE

WHEN ARE THE TESTS ?

All KS1 SATs
will be held in
May 2017

NO MORE LEVELS!

Children develop at different times and in individual ways, but at the end of Year 2 the DfE guidelines for English and maths are as follows:-

Children not meeting the WORKING TOWARDS 'Nationally Expected Standard' category for a pupil at the end of Year 2

WORKING TOWARDS the 'Nationally Expected Standard' for a pupil at the end of Year 2

WORKING AT the 'Nationally Expected Standard' for a pupil at the end of Year 2

WORKING AT GREATER DEPTH *within* the 'Nationally Expected Standard' for a pupil at the end of Year 2

For Science pupils will be grouped into 2 categories - Working at the expected standard, or a category for those pupils who do not meet the standard.

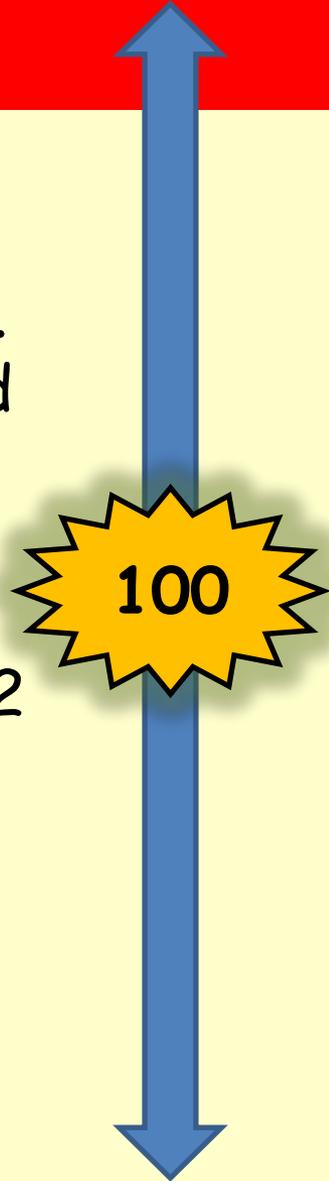
REMEMBER - ALL CHILDREN ARE DIFFERENT!

REPORTING RESULTS

- Children's progress, as well as their achievement, will be measured and reported on in school performance tables.
- Teacher assessments will be passed on to Year 3 so the results can be used in planning for KS2 teaching.
- The test results are available mid-end of July.
- Written reports are given at the end of the summer term along with your child's results and the results for school.

SCALED SCORES

- Tests at the end of KS1 will report in scaled scores.
- The 'expected standard' will always be set at 100.
- Raw scores in the test will be converted to scaled scores.
- For 2017 KS1 tests, conversion tables will be published by the end of May 2017. Teachers will use these to calculate the scaled score for Year 2 pupils.
- The 'raw score' that equates to 100 might be different each year.
- Pupils who score 100 or more will have met the 'expected standard'.
- Pupils who score below 100 will not have met the 'expected standard'.



HELPING AT HOME

- Try not to put pressure on your child.
- Support with homework and targets that have been discussed at Parents Evening.
- Read regularly and discuss a variety of texts - not just 'listening' to your child read.
- Short bursts of mental maths, times tables and problem solving etc.

WE RECOMMEND:-

Early nights and lots of sleep

Good attendance

Good punctuality

A good breakfast

**LOTS OF PRAISE AND
ENCOURAGEMENT!**

ANY QUESTIONS?

