



# KS1 SATs meeting

Saint Osburg's Catholic Primary and Nursery School



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# 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?

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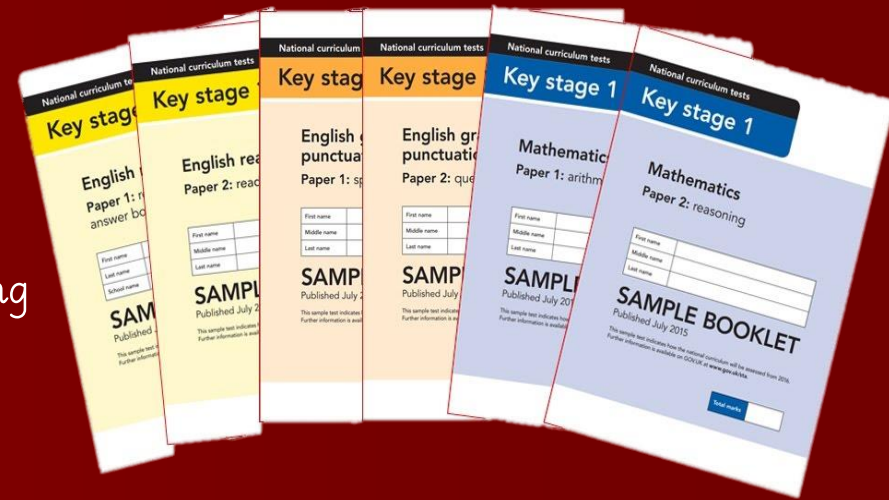
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# What are Sats?

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

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



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# Writing

- There are no tests for writing.
- Teacher assessment is used across a range of genres, both fiction and non-fiction.

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## 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.

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## 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.

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# 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.

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# 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 KSI Reading SATs is worth 50% of the available marks.

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# English – Reading Paper 1 Example Page

## 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:



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

1 What did people call hedgehogs a long time ago?

\_\_\_\_\_



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



3 Grunts and snuffles are...

Tick (✓) **one**.

animal food.

types of plants.

animal noises.

types of animals.



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# 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."



Fox didn't care if the man was handsome, but he pricked up his ears where there are fishermen, there are fish. Fox. His nose twitched. A delightful he man's leather bag.

boastful song. He was on his way to Swaying Reed to marry him, and he was singing his own praises.

and lay down on the path.

is this? A fox? When Swaying Reed's hat a great hunter I am."

into his bag of fish and laced it shut and began a new song.



Questions 7–15 are about *The Fox and the Boastful Brave* (pages 6–8)

(page 6)

- 7 Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Find and copy one word that shows that Fox moved quickly.

\_\_\_\_\_



1 mark

(page 6)

- 8 What did Fox think was coming over the hill?

Tick one.

a horse

a man

a bird

a fish



1 mark

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# Grammar, Punctuation and Spelling

## Paper 1

Spelling test of 20 words.

## Paper 2

Question paper to check grammar, punctuation and vocabulary

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11. I threw the \_\_\_\_\_ and moved my counter.

12. The \_\_\_\_\_ glided slowly across the pond.

13. The \_\_\_\_\_ was on a secret mission.

14. The owl flew \_\_\_\_\_ the rooftops.

15. We put \_\_\_\_\_ in the fruit salad.

16. The \_\_\_\_\_ came off my toy car.

17. Our \_\_\_\_\_ shop sells vegetables.

18. The umbrella is \_\_\_\_\_ because it is broken.

19. A sharp pencil makes it \_\_\_\_\_ to draw.

20. The train left the \_\_\_\_\_.

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

We all sang loudly in assembly.



1 mark

6 Tick the name of the punctuation mark that should complete each sentence.

Sentence	Full stop	Question mark
When will we get to London	<input type="checkbox"/>	<input type="checkbox"/>
When should I start cooking the dinner	<input type="checkbox"/>	<input type="checkbox"/>
When the bell rings, it will be lunchtime	<input type="checkbox"/>	<input type="checkbox"/>



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# Maths

Paper 1

Arithmetic

25 marks available

Paper 2

Reasoning, problem solving and  
mathematical fluency.

35 marks available

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# Maths Paper 1 example page

## Arithmetic

9  $6 \times 10 =$

19  $67 + 33 =$

10  $100 - 10 =$


20  $59 - 15 =$

1 mark


# Maths Paper 2 example page

## Reasoning


8 Shade  $\frac{3}{4}$  of this shape.



9 Put a tick below the fourth black



15



A classroom has 6 tables.  
Each table has 5 children sitting at it.

Complete the number sentence to show how many children there are **altogether**.

$\times$   =  children

1 mark

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# Assessment and Reporting

- KSI 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 at the end of June.
- Moderation often takes place to ensure consistency across schools.

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# Scaled Scores

- Test scores will be reported as 'scaled scores'.

What is meant by 'scaled scores'?

- It is planned that 100 will always represent the 'national standard'.
- 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.

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# 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).

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# How can you help your child to 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 spellings. Write together to make shopping lists and letter writing.
- Help your child with maths, 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.

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# How can you help your child to prepare?

- Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Make sure your child has a good sleep and healthy breakfast every morning

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# Thank you for coming.

# Have a good evening!



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