

KS1 SATs Meeting



September 2019

Aims

Share information about statutory assessment in Year 2

Explore the expected standard for a child at the end of Year 2

Give tips about how to support children at home

What are SATs?

SATs = Statutory Assessment Tests

End of KS1 SATs tests are taken by pupils in Year 2 and end of KS2 SATs tests are taken by pupils in Year 6.

The tests must be administered during May.

In KS1, SATs tests are used to inform Teacher Assessment judgements.

We call the SATs 'quizzes'.

What are SATs?

Children are tested in:

English Reading

English Grammar, Punctuation and Spelling

Mathematics (Arithmetic and Reasoning)

In KS1 the emphasis is on teacher assessment, the tests support this judgement.

Tests

English	Maths
<p data-bbox="142 372 330 418">Reading</p> <ul data-bbox="117 432 948 932" style="list-style-type: none"><li data-bbox="117 432 948 532">• Paper 1 - 30 mins (approx.) test and questions combined<li data-bbox="117 546 948 704">• Paper 2 – 40 mins (approx.) more challenging text with questions in a separate booklet <li data-bbox="117 775 498 821">• 1 spelling test <li data-bbox="117 889 904 932">• 1 punctuation and grammar test <p data-bbox="142 1003 305 1049">Writing</p> <ul data-bbox="117 1063 948 1163" style="list-style-type: none"><li data-bbox="117 1063 948 1163">• Teacher Assessment throughout the year.	<ul data-bbox="991 375 1812 803" style="list-style-type: none"><li data-bbox="991 375 1812 489">• Paper 1 -20 minutes (approx) Arithmetic test. <li data-bbox="991 561 1812 803">• Paper 2 - 35 minutes (approx) Reasoning test with a focus on problem-solving and reasoning

Test Conditions

SATs tests take place in the classrooms and community room.

Some children may be taken into small groups with a teacher to aid concentration or ease any worries.

Children can have the questions read to them in Maths and GPS but not Reading.

No apparatus is allowed during the tests. (Maths – pencil, rubber, ruler, mirror)

If children ask any questions they will be encouraged to carry on working.

Teacher Assessment

Teacher assessment judgements are made in Reading, Writing, Maths and Science.

If children do not perform to ability in test teacher assessment can be used.

Reporting to Parents

The information reported at the beginning of July for each subject will be:

- The scaled score for each test (100 = national average)
- The teacher assessment for the standard a child is working at in each subject

WTS - working towards the expected standard

EXS - working at the expected standard

GDS - working at greater depth within the expected standard

The expected standard for Reading

- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read most common exception words
- Read most words accurately without overt sounding and blending, and sufficiently fluently
- Sound out most unfamiliar words accurately, without undue hesitation to allow them to focus on their understanding rather than on decoding individual words
- Check reading makes sense to them, correcting any inaccurate reading
- Answer questions and make some inferences
- Explain what has happened so far in what they have read

Reading

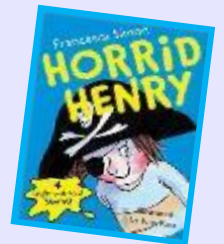


Children will complete two papers:

- The texts will cover a range of fiction, non-fiction and poetry.
- **Paper 1** consists of a selection of texts, with questions interspersed.
- **Paper 2** comprises a reading booklet of a selection of passages.



Children will write their answers in a separate booklet.



Reading Questions

Variety of question types:

- **Multiple choice**
- **Ranking/ordering** - number the events below
- **Matching** – match the character to the job that they do in the story
- **Labelling** - Label the text to show the title
- **Find and copy** - Find and copy one word that shows what the weather was like in the story
- **Short answer** - What does the bear eat?
- **Long answer** - Why did Lucy write the letter to her grandmother? Give two reasons.

Ants are insects that you can often see in a garden, in a park or just on the pavement. They usually live underground. The Queen ant spends all day laying her eggs.

What kind of animal is an ant? _____

Find and copy two places you might see ants?

What does the queen ant do?

Keeps her nest clean lays eggs

How can I help with Reading?

Read with your child every day for a few minutes and ask them questions about what they have read.

Encourage them to read a mixture of fiction and non-fiction books.

The expected standard for Writing

- 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

The expected standard for Writing

- 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

How can I help with Writing?

- Talk Homework
- Opportunities to write for real purposes
- Regular practice of spelling common exception words
- Support in using cursive handwriting with correctly sized letters

GPS

Grammar, punctuation and spelling

Children will complete two short papers

- **Paper 1: Spelling** of 20 words pupils completing a sentence with the word missing.
- **Paper 2: Grammar, punctuation and spelling test**
A test of questions 20 minutes long. This will involve a mixture of selecting the right answers e.g. through multiple choice, and writing short answers.

Spelling

P. There was a big _____ in the garden.

1. Hannah ran _____ than Lee.

2. Yesterday it was very _____.

3. I had a big smile on my _____.

1

Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune



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



3

Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

Aisha found some red blue and purple beads in the box.



4

Draw lines to match the groups of words that have the same meaning.

One has been done for you.

<input type="checkbox"/> I will	<input type="checkbox"/> it's
<input type="checkbox"/> you have	<input type="checkbox"/> I'll
<input type="checkbox"/> it is	<input type="checkbox"/> didn't
<input type="checkbox"/> did not	<input type="checkbox"/> you've

A line connects the box containing "did not" to the box containing "didn't".



The expected standard for Maths

- Read scales in divisions of ones, twos, fives and tens
- Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)

The expected standard for Maths

- Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole
- Use different coins to make the same amount
- Read the time on a clock to the nearest 15 minutes
- Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry

Mathematics

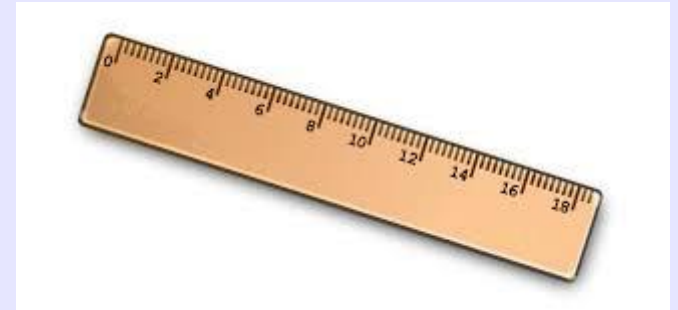
Mathematics SATs consist of;

Paper 1 Arithmetic test (15 minutes)

This will focus on the four main calculations.

Paper 2 Mathematical fluency, problem-solving and reasoning test (35 minutes)

- variety of question types
- multiple choice
- matching
- true/false
- working out
- answer boxes



7

$$\boxed{} + 5 = 9$$

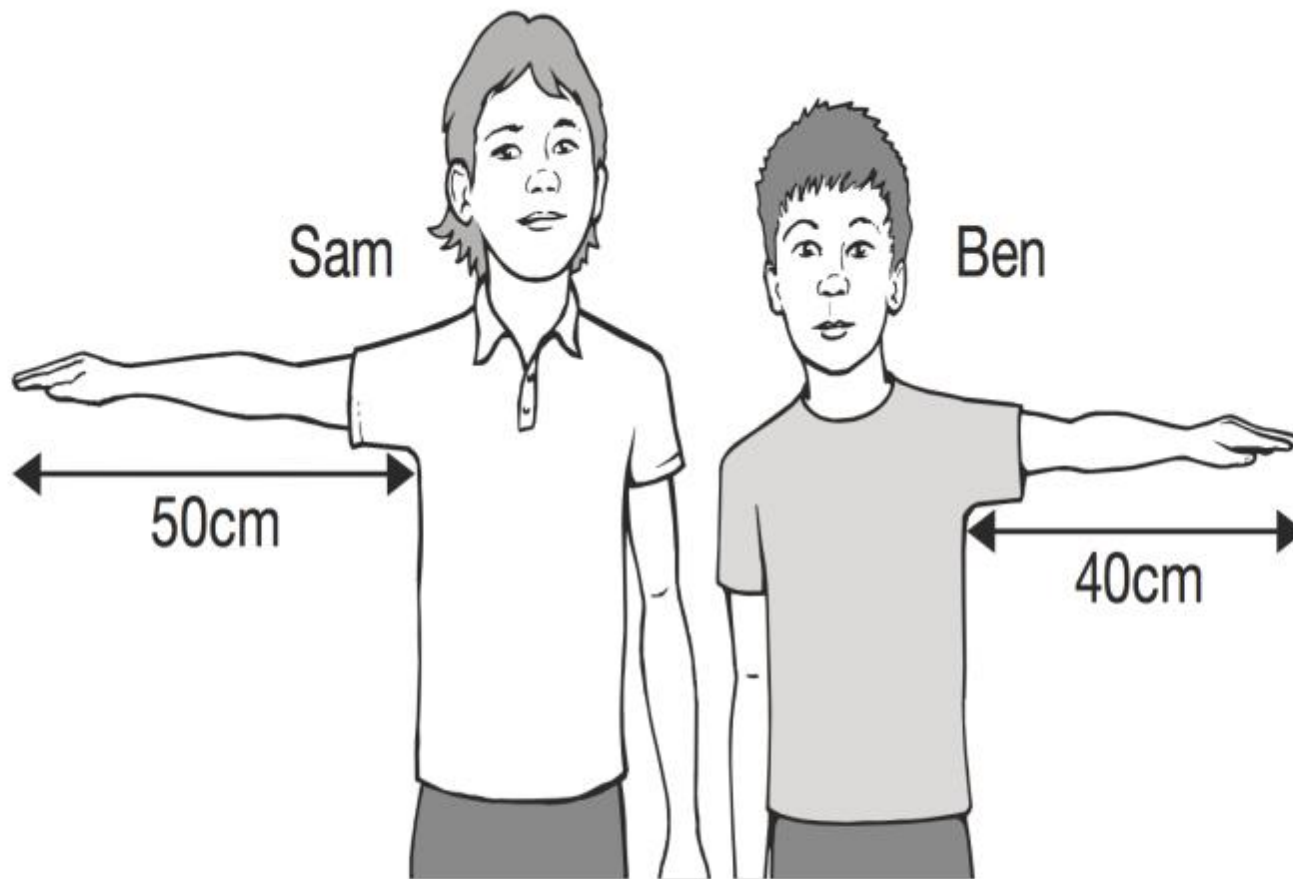
8

$$46 + 7 = \boxed{}$$

16

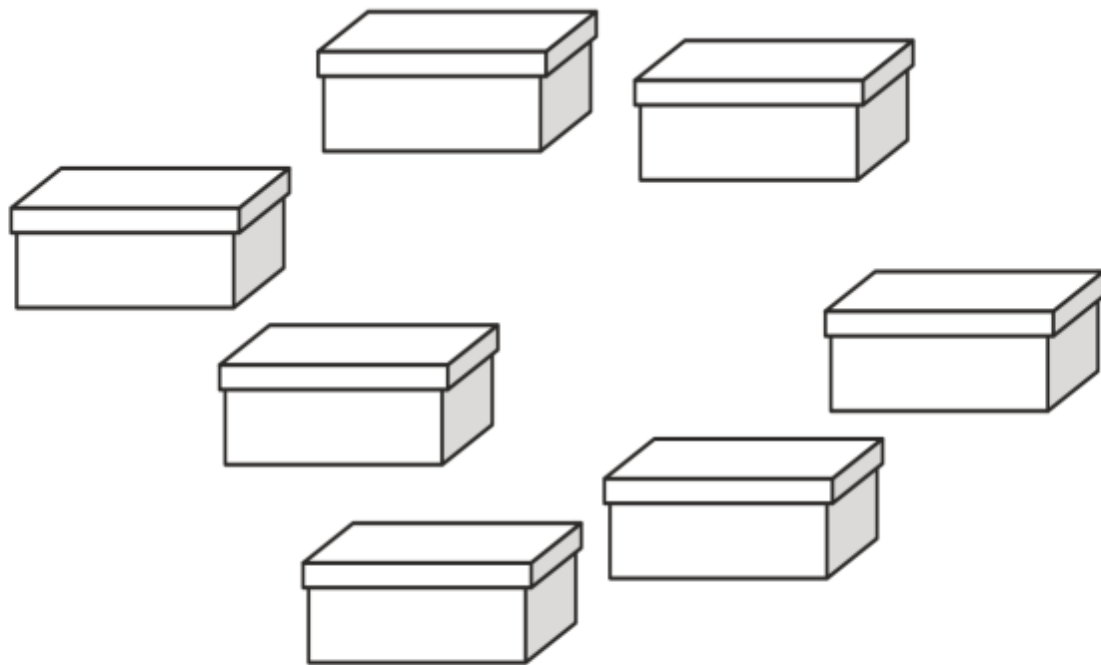
$$12 \div 2 = \boxed{}$$

5



cm



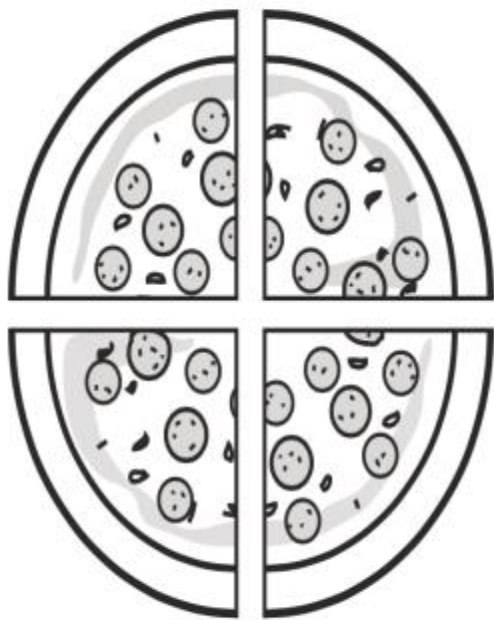


Sita puts **2** shoes in each of these boxes.

How many shoes are there altogether?

shoes





Sita cuts a pizza into four equal slices.

She eats one slice.

What fraction of the pizza does she eat?



How can I help with Maths?

Maths homework

Regular practice of number bonds to 20

Practising counting forwards and backwards in 1s, 2s, 3s, 5s and 10s

Learning 2x, 5x, 10x and 3x tables

What can you do to help?

Maths

1. Estimating, weighing, measuring are all good to discuss and do practically. Must use ***metric measures***.
2. Money – using it in the shops, working out change, adding up bills, questions e.g. if 1 bag of sugar costs 60p, how much change will I get from a pound.
3. Mental addition, subtraction, basic multiplication & division
4. Reading and writing numbers to 100+
5. Doubling and halving
6. Solving number puzzles

and finally...

