



Spring
2022

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 parents guide for schools

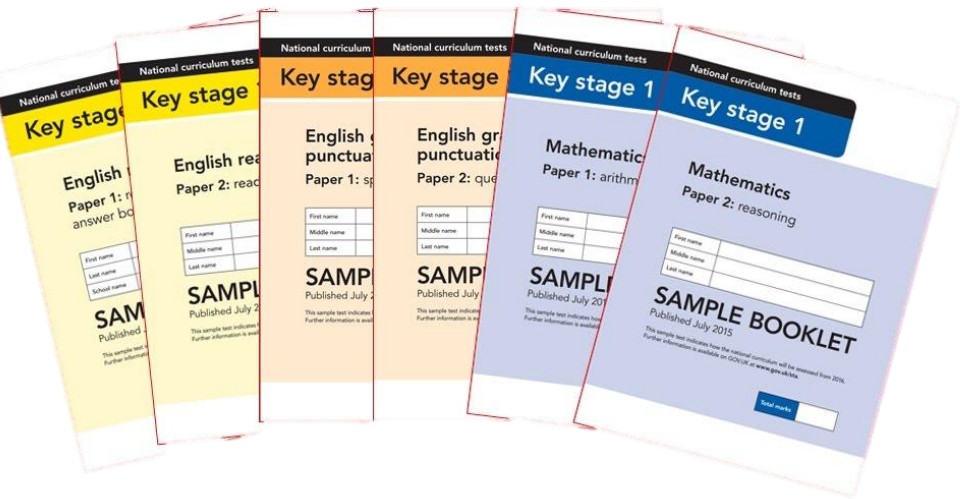
What are SATs?

SATs = Statutory Assessment Tests

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:-

- *Literacy – Reading
- *Literacy – Grammar, Punctuation & Spelling
- *Maths – Arithmetic & Reasoning

These tests reflect the content of the Literacy and Maths national curriculum and the learning children have had during their time in Key Stage 1.



An outline
of the tests

Literacy 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.

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?

1 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

☐

1 mark

- 3 Grunts and snuffles are...

Tick (✓) **one**.

animal food.

☐

types of plants.

☐

animal noises.

☐

types of animals.

☐

1 mark

English – Reading Paper 1 Example Page

Literacy - 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."



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

Literacy - Reading

The results of the SATs papers only form a part of the final outcomes in reading at the end of KS1.

Teachers are continually assessing children including:

- Their ability to answer questions – including inference, prediction and recall.
- Responses to written comprehensions.
- Reading – colour book bands.
- Discussion from 1:1 reading in school.
- Information from Phonics checks.

Reading – end of KS1 expectations

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes (e.g. ing, er, s, ful).
- Read most common exception words.
- In age-appropriate books, read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.
- Sound out most unfamiliar words accurately, without undue hesitation.
- In a book that they can already read fluently, check it 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.

Literacy

Literacy

Grammar, Punctuation & Spelling

Paper 1

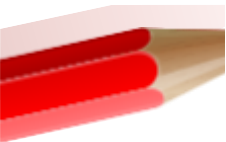
Spelling test of 20 words

Paper 2

Question Paper to check grammar, punctuation and vocabulary

Note: the Year 2 SPaG tests are not statutory in 2022, but we do them to help assess children's progress and understanding

Literacy – Spelling Example Page



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 _____.

☐

Literacy – Grammar Example Page

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"/>

☐

Literacy - Writing

Writing is not formally assessed through the SATs papers.

Teachers are continually assessing all written work from children including:

- Information from non-statutory KS1 SPaG and Spelling tests.
- Handwriting.
- Writing from different genres taught in school (stories, reports from real-life experiences, instructions, factual pieces, letters).
- Spelling Tests.
- Homework.

Writing - end of KS1 expectations

- 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 coordination (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.

Maths

Arithmetic & Reasoning

Paper 1 Arithmetic

Addition, subtraction,
multiplication,
division and fractions
(25 marks available)

Paper 2 Reasoning

Reasoning, problem
solving and
mathematical fluency
(35 marks available)

Maths Paper 1 Example Pages (Arithmetic)

9 $6 \times 10 =$

19 $67 + 33 =$

10 $100 - 10 =$

20 $59 - 15 =$


1 mark

Maths Paper 2 Example Pages (Reasoning)

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

9 Put a tick below the four

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

Maths

The results from SATs papers only form a part of the final outcomes in Maths at the end of KS1.

Teachers are continually assessing children including:

- Day-to-day learning outcomes in Maths lessons.
- Previous tests / assessments carried out in class.
- 1:1 discussion to understand how children reason and find solutions in Maths.
- Homework.

Maths – end of KS1 expectations

- 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 two 2-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus.
- Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20.
- Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems.
- Identify fractions 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 2D and 3D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Teacher Assessment/results

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

Papers 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 from a range of work takes place to ensure consistency across schools.



Age Related Expectations - ARE

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 – as previously shown).

Working at Greater Depth within the Expected Standard (very secure in the 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, stories and letter writing (making sure handwriting is formed correctly is an important part of being at the expected standard).
- **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.



What happens if my child doesn't reach ARE?

Targeted support

Transition to next school

Catch up sessions

Children learn at different rates



May SATs



- We call them quizzes!
- Spread the test papers across the whole period with small groups at a time
- Support reading in Maths papers where needed
- Snacks offered during the tests
- Encourage growth mindset – this is a learning exercise
- Other fun activities going on throughout the time – exploring the outside areas, art, PE, games
- Trying to keep the week as low key as possible
- What if my child is poorly or unwell?





Thank You!

Your time is appreciated.

Any Questions?