



Things we will cover:-

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



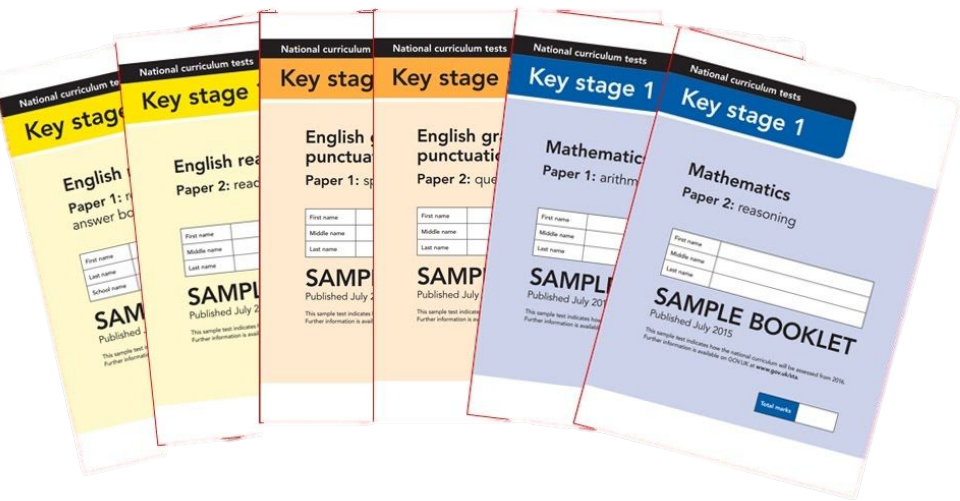
KS1 SATs

A guide for parents.

May
2020



What are SATs? Standard Assessment Tests



In May 2020 all Year 2 children in England will sit national tests in the following subjects:

Reading – 2 Papers

Maths – 2 Papers

OPTIONAL
Grammar, Punctuation & Spelling

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

READING

The reading tests will cover:
fiction
non-fiction
and poetry.

Paper 1

Reading booklet with questions and answer spaces combined.

400 – 700 words
(20 marks)

List of useful words
Practise questions

Paper 2

Reading booklet with a separate answer booklet to record answers.

800-1100 words
(20 marks)

"Let's find the paints," said JJ.

"Can we paint the shed wall?" I asked.

"Yes," said JJ. "It is a really boring colour!"

JJ fetched the steps. He said, "These steps are a bit wobbly. I will paint the top bit."

He climbed up and painted a basketball net and a red ball going into it. I painted some beautiful flowers and some grass.



3 Why did JJ agree to paint the shed wall?



1 mark

4 Why did JJ paint the top of the shed?

Tick **one**.

Jasmine didn't like painting.

☐

The steps were dangerous.

☐

He knew what to paint.

☐

Mum would like what he painted.

☐

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 2

More complex questions eg. inference

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.



(page 6)

8

What did Fox think was coming over the hill?

Tick **one**.

a horse

☐

a man

☐

a bird

☐

a fish

☐

Maths

**Arithmetic
& Reasoning**

Paper 1
Arithmetic

25 marks

Paper 2
**Reasoning
and
Problem
Solving**
35 marks

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.

15

Put a tick below

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

8

Writing

To help with teacher assessment the DfE has produced '*Teacher Assessment Frameworks*'. These set out the standards a pupil will be assessed against in *Reading, Writing, Maths and Science*.

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



Writing

Working towards
expected standard

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.

Writing

Working at Age Related Expectation

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.

Writing

Working at Greater Depth.

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^
- 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.

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

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 _____.

☐

English - 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"/>

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.



Reporting

REMEMBER

ALL CHILDREN ARE DIFFERENT!

In reading, writing and maths children will achieve one of the following grades:

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).

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

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. Talk about characters, define unknown words. Visit the library.
- Help your child with writing, support with weekly 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. Investigate shapes around us and their properties. Look out for numbers in street signs etc.
- Practise counting forwards and backwards in different amounts e.g. 2s, 5, 10s, number bonds, adding and subtracting 1 digit and 2 digit numbers.



Thank You!

*Your time is
appreciated.*

*Any
Questions?*

