



# AVANTI HOUSE

EXCELLENCE · VIRTUE · DEVOTION

## Key Stage 1 National Curriculum Assessments

### KS1 SATs Guidance for Parents

Spring 2019

# Key Stage 1 National Curriculum Assessments

## Welcome

The purpose of the evening is to share with you what will be happening in Year 2 with regards to both statutory and teacher assessments.

Children will sit tests but these scores are only used to support teachers' on-going assessment.

These assessments will provide information about how your child is progressing compared to children of the same age nationally.

This is not a school initiative. It is government led and applies to every state school in England.

# Key Stage 1 National Curriculum Assessments

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.

Since 2014 children in all years at KS1 are expected to study the new curriculum.

SATs is based on the new curriculum.

# Key Stage1 Assessment

## **Statutory assessment:**

- KS1 national curriculum tests with outcomes in the form of scaled scores.
- Teacher assessment at KS1 using the interim frameworks for teacher assessment.

## **Formative classroom assessment:**

- Determined by schools in line with their curriculum.

# The Tests

At the end of year 2, children will take assessment in:

- Reading
- English-Spelling, Punctuation and Grammar
- Writing
- Maths

The tests are due to take place week beginning 8<sup>th</sup> May.

# WHAT WILL BE ASSESSED BY TESTS?

## TESTS for YEAR 2 in 2019

### 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

### SPaG

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

# Reading

The Reading Test consists of two separate papers:

- **Paper 1** – consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils. The test takes approximately 30 minutes to complete, but is not strictly timed.
- **Paper 2** – consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete, but is not strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.



# Reading Skills Assessed

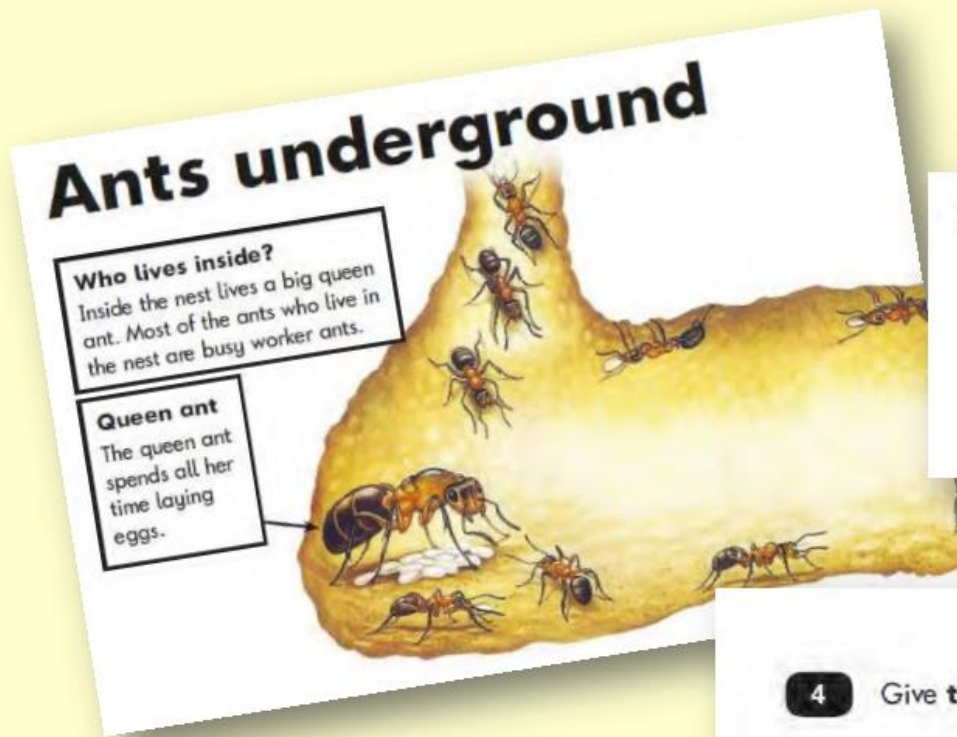
The most crucial aspects of reading at the end of Key Stage 1 are:

- **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**'

# SAMPLE READING TEST QUESTIONS

*Reading Test 1 has combined text, questions and answers.*



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

\_\_\_\_\_

**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)

# Reading: Sample Questions

## Ranking/Ordering

7

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



1 mark

# Reading: Sample Questions

## Find and Copy Questions

- 16** Look at the paragraph beginning *The greedy man began to climb the vine...*

**Find** and **copy one** word that means the same as *sparkle*.

---



1 mark

## Open-Ended Questions

- 6** At the end of the story, Bella was happy. Why?

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1 mark

# Spelling, Punctuation and Grammar

## The test consists of two separate papers:

- **Paper 1: Spelling** – pupils to spell 20 missing words within a test booklet. The test is expected to take approximately 15 minutes to complete, but is not strictly timed.
- **Paper 2: Grammar, Punctuation and Vocabulary** – a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper, but it is not strictly timed.



# Grammar, Punctuation & Spelling: Sample Questions

## Grammar, Punctuation and Vocabulary Paper

**7** Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.

---

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1 mark

**8** Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.



1 mark

# Grammar, Punctuation & Spelling: Sample Questions

## Grammar, Punctuation and Vocabulary Paper

- 19** Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		



1 mark



# Grammar, Punctuation & Spelling: Sample Questions

## Spelling Paper

1. I need to \_\_\_\_\_ my holiday suitcase.

☐

2. The \_\_\_\_\_ is dark at night.

☐

3. The snail hid inside its \_\_\_\_\_.

☐

4. My friend has a new \_\_\_\_\_ sister.

☐

Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences. In this example, the missing spelling words are: **pack**, **sky**, **shell** and **baby**.

# Mathematics

Children will sit two tests: **Paper 1 and Paper 2:**

- **Paper 1: Arithmetic** - lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.
- **Paper 2: Reasoning** - lasts for approximately 35 minutes, which includes time for five aural questions. 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.

# Mathe: 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"/>

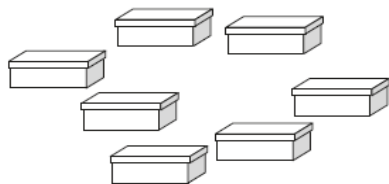
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# Maths: Sample Questions

## 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	

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27

Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show  
your  
working

 raisins

2 marks

next page

# How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

# 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!

# 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.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

# 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 numbers on street signs, car registrations and anywhere else.
- 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.



# How are we preparing?

- Continuous assessment
- Focused maths lessons
- Focused spelling lessons
- Focused SPAG lessons
- Guided and independent reading
- Writing assessment (carried out regularly)
- Practising previous SATs papers
- Teaching test techniques and vocabulary
- Extra classes

# Assessment Standards

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:-

**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.

Any Questions?