

# Key Stage One National Curriculum Assessments

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# Key Stage 1 National Curriculum Assessments

- At the end of Year 2, children will take assessments in:
- Reading
- Maths
- Spelling, punctuation and grammar

These tests inform teacher assessment. Their end of year assessment is not based solely on these papers.

All assessments take place in May (so please avoid taking time off in May!)

# Don't Panic

- Our Teacher assessment is what counts and is reported
- SATs are used to support or challenge our professional judgement
- We keep SATs low key

# Assessment and Reporting

- Children are now described as working towards, working at and working at greater depth according to the Year 2 expectations of the new curriculum.

# Scaled Scores

- Each pupil's raw test score is converted into a score on the scale and range from 85 – 115. Following the assessment period, the government releases a conversion table and we use these scores to inform our teacher judgment.
- 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. It is planned that 100 will always represent the 'national standard'.
- 110 is considered to be working at greater depth.

# 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 – Sample Questions

Questions are designed to assess the comprehension and understanding of a child's reading. There are a variety of question types:

- **Multiple Choice**

1

When Bella was learning to fly, she...

Tick **one**.

was lazy.

☐

did not try hard.

☐

did not give up.

☐

found it easy.

☐

1 mark



# Reading – Sample Questions

- Sequencing/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

- Matching/labelling

Here is some more information about Africa.

Match each sentence to the correct heading in the booklet.

The first one has been done for you.

Creation stories describe how and why the world was made.

**Introduction**

Africa has deserts, forests and mountain areas.

**Clothes**

Traditional African clothes are made from local materials.

**Music and Dance**

Some African people play 'talking drums'.

**Story Time**

# Reading – Sample Questions

- Short answer questions

4

What job did Tony Ross want to do before he became a writer and illustrator?

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1 mark

- 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*.

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1 mark

# Reading – Sample Questions

- Inference/Prediction/Explanation

6

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

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---



1 mark

# Reading Fluency

## Working at the expected standard

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The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words\*

In age-appropriate<sup>1</sup> books, the pupil can:

- 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<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- 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

# Grammar, Punctuation and spelling

- The test consists of two separate papers:
- Paper 1: Spelling – pupils spell 20 missing words within a test booklet. It takes approximately 15 minutes to complete
- Paper 2: Grammar, Punctuation and Vocabulary – a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils have approximately 20 minutes to complete the questions, but it is not strictly times.

# Grammar, Punctuation and spelling

## 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 and spelling

## 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.		



# Grammar, Punctuation and spelling

## 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.

# Mathematics – Arithmetic Sample Questions

15

$3 \times 3 = \boxed{\phantom{00}}$



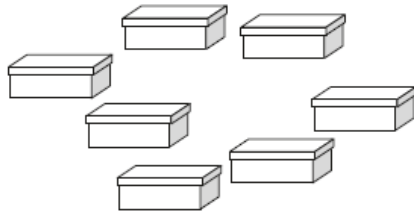
16

$12 \div 2 = \boxed{\phantom{00}}$



# Mathematics – Reasoning Sample Questions

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	

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

# Writing

- There is no formal assessment of writing.
- Children are assessed throughout the year with 'hot tasks'.
- In order to achieve the expected standard for KS1, children are expected to:

## 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.

# 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 that growth mindset.
- Ensure your child has the best possible attendance at school.
- 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, brochures
- 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.
- Remember to use phonics when writing and encourage the use of a dictionary to check spelling.
- 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 Math

- Play times tables games.
- Practise arithmetic questions, reminding children to pay attention to the function (circling it can help)
- 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.

# Frequently Asked Questions

## **When will my child take the SATs?**

- They are not date specific and they are spread out over 1-2 weeks. We try to keep to routine.

## **Are they timed?**

- There are guidelines given for times.

## **How do KS1 SATs results work?**

- Your child's marks in each test are converted into a scaled score for that particular subject. At KS1 the range of scaled scores is 85 to 115. A scaled score below 100 means that your child may need more support to help them reach the expected standard. 100 or more means that your child is working at, or above, the expected standard for the key stage
- **Can I see last year's KS1 SATs papers?**
- - Yes, they are all available to download on the government website. However, we ask that you do not use these because we use them in school to practise.

# If you want to do extra

