

KS1 SATs information



Our aims for this presentation are:

- Explain what SATs are
- Provide information as to how we, as a school, administer these tests
- Give you ideas on how to support your child

KS1 SATs

- SATs = Standard Attainment Tests
- Year 6 are statutory testing years in primary school.
- Year 2 are optional. The tests are used to inform teacher judgements and the results are reported to the local authority
- Children are now described as working towards (within), working at (secure) and working at greater depth according to the Year 2 expectations.
- We also use: greater depth, expected, just expected, working standards and below.

KS1 SATs

- Testing for Year 2 will take place during assessment week – W.C – 23.6.25

Children will take assessments in:

- Reading
 - Maths
 - Grammar, punctuation and spelling (GPS)
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- We try to make the testing procedure as 'low key' as possible (no sitting in rows in the hall etc)
 - We have the flexibility to complete tests on 1:1 or in small groups if we deem this to be beneficial to a child. We can also scribe or read certain questions to a child.
 - The children will do lots of SATs style tests.

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.

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

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

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

Short-Answer Questions

4

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



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*.



1 mark

Open-Ended Questions

6

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



1 mark

MATHS

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 (not timed). 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 for word problems.

1

$9 - 3 =$

--

1 mark

2

$$5 + 10 + 5 =$$

--

1 mark

13

$14 \div 2 =$

Page 10

1 mark

14

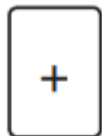
$$64 - 11 =$$

10/10

[illegible]

1 mark

7 Here are two cards.



Choose a card to make each calculation correct.

One is done for you.

$$4 \quad \boxed{+} \quad 1 = 5$$

$$23 \quad \boxed{} \quad 1 = 22$$

$$40 \quad \boxed{} \quad 1 = 39$$

$$19 \quad \boxed{} \quad 1 = 20$$

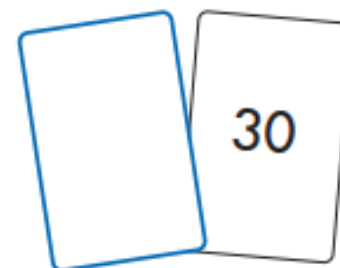
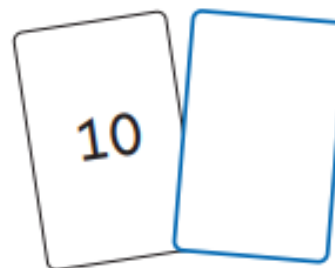


1 mark

13 Each pair of cards has a **total of 70**

Write numbers to complete the pairs.

One is done for you.



1 mark

15 Amy has 50p.

She buys a pencil for 30p.

Tick the purse that shows how much money Amy has **left**.



☐ 1 mark

GPS

The Spelling, Punctuation and Grammar test is optional for all Year 2 classes. We will still administer the assessment in order to inform our teacher-assessed writing judgements.

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.

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**.

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.



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 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

Other Assessments

Writing – Writing is assessed over a range of pieces written in school as part of normal lessons. This process has started already and will continue until enough evidence is gathered to make a judgement on a child's writing ability.

Science – Teacher Assessment, no test.

Year 1 Phonics – If your child did not pass their Phonics Screening Test in Year 1, they will complete it again this year.

Testing provides a guide for teachers to make a final teacher judgement. If we deem that a child has over/under performed, we can override the test result provided we have enough evidence to support our judgement.

How can you help?

- 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. (This includes punctuality!)
- Support your child with any homework tasks – we will send home example papers.
- 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!

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!

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!

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.