

May
2023



Living, learning and loving together
with Christ.

KS1 SATs

A simple guide



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

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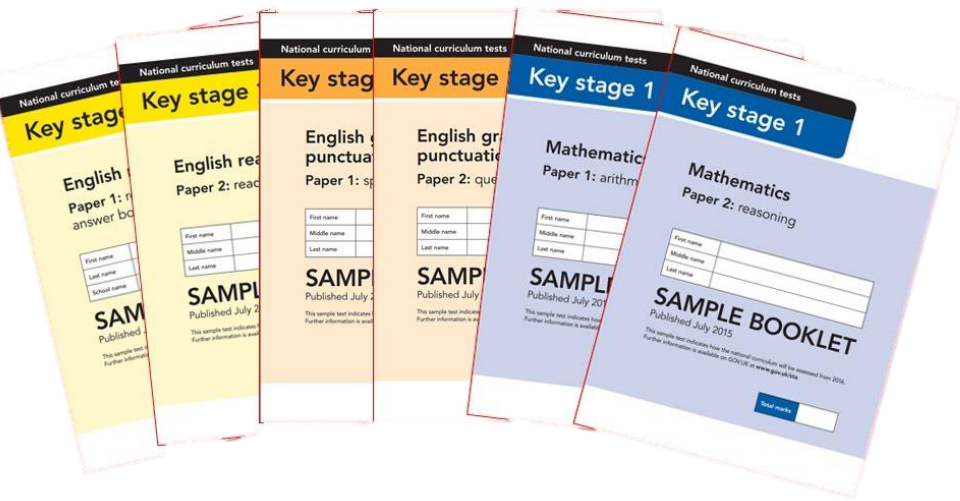


A simple guide

What are Sats?

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:-

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



An outline
of the tests

English
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)

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?



- 2 What sort of places does a hedgehog live in?

Tick (✓) **one**.

- | | | | |
|---------------------|--------------------------|------------------|--------------------------|
| in ponds and rivers | <input type="checkbox"/> | in hidden places | <input type="checkbox"/> |
| in open spaces | <input type="checkbox"/> | high up in trees | <input type="checkbox"/> |



- 3 Grunts and snuffles are...

Tick (✓) **one**.

- | | | | |
|----------------|--------------------------|-------------------|--------------------------|
| animal food. | <input type="checkbox"/> | types of plants. | <input type="checkbox"/> |
| animal noises. | <input type="checkbox"/> | types of animals. | <input type="checkbox"/> |



English - Reading Paper 1 Example Page

English - 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)

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

(page 6)

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.

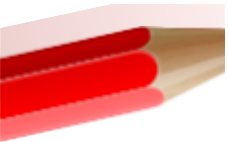
16. The _____ came off my toy car.

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"/> |



Maths

**Arithmetic
& Reasoning**

**Paper 1
Arithmetic**

(25 marks
available)

Paper 2
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

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.



Age Related Expectations

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).

Reading

Age Related Expectations

| AGE RELATED EXPECTATIONS | | | |
|-------------------------------|--|--|--|
| | WORD READING | | COMPREHENSION |
| <i>Phonics and decoding</i> | <p>1.To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>2.To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>3.To accurately read most words of two or more syllables.</p> <p>4.To read most words containing common suffixes.</p> | <i>Understanding and correcting inaccuracies</i> | <p>9.To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>10.To check that the text makes sense to them as they read and to correct inaccurate reading.</p> |
| <i>Common Exception Words</i> | <p>5.To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> | <i>Comparing, Contrasting and Commenting</i> | <p>11.To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>12.To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>13.To discuss the sequence of events in books and how items of information are related.</p> <p>14.To recognise simple recurring literary language in stories and poetry.</p> <p>15.To ask and answer questions about a text.</p> <p>16.To make links between the text they are reading and other texts they have read (in text that they can read independently).</p> |
| <i>Fluency</i> | <p>6. To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>7. To reread these books to build up fluency and confidence in word reading.</p> <p>8. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p> | <i>Words in Context and Authorial Choice</i> | <p>17.To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>18.To discuss their favourite words and phrases.</p> |
| | | <i>Inference and Prediction</i> | <p>19.To make inferences on the basis of what is being said and done.</p> <p>20.To predict what might happen on the basis of what has been read so far in a text.</p> |
| | | <i>Poetry and Performance</i> | <p>21.To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p> |
| | | <i>Non-Fiction</i> | <p>22.To recognise that non-fiction books are often structured in different ways.</p> |

Writing

Age Related Expectations

| AGE RELATED EXPECTATIONS | | | | | | | |
|-------------------------------------|---|--|---|---|--|--|--|
| | <u>Writing transcription : Spelling</u> | | <u>Writing: Transcription Handwriting</u> | | <u>Writing: Composition</u> | | <u>Writing: Vocabulary, Grammar and Punctuation</u> |
| Phonics and Spelling Rules | 1.To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. 2.To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight). 3.To apply further Y2 spelling rules and guidance*. | Letter Formation, Placement and Positioning | 11.To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. 12.To form lower case letters of the correct size, relative to one another. 13.To use spacing between words that reflects the size of the letters. | Planning, Writing and Editing | 15.To write narratives about personal experiences and those of others (real and fictional). 16.To write about real events. 17. To write simple poetry. 18.To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary 19.To encapsulate what they want to say, sentence by sentence. 20.To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. 21.To reread to check that their writing makes sense and that the correct tense is used throughout. 22.To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). | Sentence Construction and Tense | 26.To use the present tense and the past tense most correctly and consistently. 27.To form sentences with different forms: statement, question, exclamation, command. 28.To use some features of written Standard English. |
| Common Exception Words | 4.To spell most Y1 and Y2 common exception words correctly. | Joining letters | 14.To begin to use the diagonal and horizontal strokes needed to join letters. | Awareness of Audience, Purpose and Structure | 23.To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. 24.To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. 25.To read aloud what they have written with appropriate intonation to make the meaning clear. | Use of Phrases and Clauses | 29.To using co-ordination (or/and/but). 30.To use some subordination (when/if/that/because). 31.To use expanded noun phrases to describe and specify (e.g. the blue butterfly). |
| Prefixes and Suffixes | 5.To add suffixes to spell most words correctly in their writing, e.g. -ment, | | | | | Punctuation | 32.To use the full range of punctuation taught at key stage 1 mostly correctly including: a. capital letters, full stops, question marks and exclamation marks; b. commas to separate lists; c. apostrophes to mark singular possession and contractions. |
| Further Spelling Conventions | 6.To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. 7.To learn the possessive singular apostrophe (e.g. the girl's book). 8.To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception word punctuation taught so far. 9.To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllable words. 10.To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings). | | | | | Use of Terminology | |

Maths

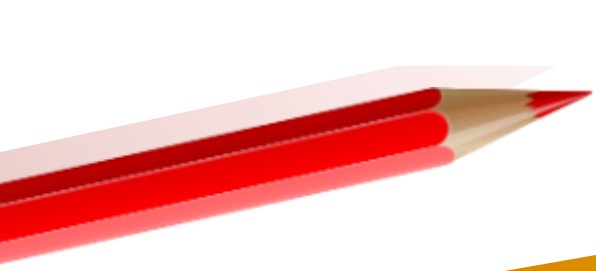
Age Related Expectations

| AGE RELATED EXPECTATIONS | | | |
|--|---|---|---|
| WORKING TOWARDS ARE | | | |
| <p>1. Count to and across 100 forwards and backwards beginning with 0,1 or any given number . 100 in numerals from 0 in twos, fives and tens. 4. Begin to recognise simple fractions and know that all parts must be equal parts of the whole, including halves and quarters. mathematical statements including addition (+), subtraction (-) and equals (=) signs. 6c. Demonstrate their method using concrete operations or pictorial representations . different denominations of coins and notes. pictures of the shapes triangles, rectangles, squares, circles. 8c. Describe position, direction and movement for whole and half turns. quarter turns.</p> | | <p>2. Count, read and write numbers to 3. Write numerals from 1 to 20 in words. 5. Read, write and interpret 6a. Add and subtract to 20, including a two digit number and 6b. A two digit number and tens where no regrouping is required. 7. Recognise and know 8a. Recognise and name shapes from a group of shapes or 8b. Cuboids, cubes, pyramids, spheres. 8d. Quarter and three</p> | |
| MATHEMATICAL LANGUAGE | MULTIPLICATION AND DIVISION | MEASUREMENT | SHAPE AND GEOMETRY |
| <p>3. Write numerals from 1 to 20 in words.</p> | <p>21. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers 22. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs. 23. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. 24. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> | <p>27. Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels 28. Compare and order lengths, mass, volume/capacity and record the results using >, < and = 29. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value 30. Use different coins to make the same amount. 31. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change 32. Compare and sequence intervals of time 33. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times 34. Know the number of minutes in an hour and the number of hours in a day. 35a. Read scales in a practical situation where all numbers on the scale are given in divisions of ones/twos . 35b. Fives/tens.</p> | <p>36. Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line 37. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces 38. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] 39. Compare and sort common 2-D and 3-D shapes and everyday objects</p> |
| PLACE VALUE | FRACTIONS, DECIMALS AND PERCENTAGES | | DIRECTION AND POSITION |
| <p>9a. Recall and use multiplication and division facts to solve simple problems, demonstrating an understanding of commutativity as necessary 2x 9b. 5x 9c. 10x 9d. 3x and order numbers from 0 to 100; use <, > and = signs numbers to at least 100 in numerals and words place value and number facts to solve problems</p> | <p>25. Identify 1/3, 1/4, 1/2, 2/4, 3/4 and know that all parts must be equal parts of the whole. 26. Write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence of 2/4 and 1/2</p> | | <p>40. Order and arrange combinations of mathematical objects in patterns and sequences 41. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)</p> |
| ADDITION AND SUBTRACTION | | | STATISTICS AND DATA HANDLING |
| <p>13. Solve problems with addition and subtraction using concrete objects and pictorial representations 14. Add and subtract numbers and can demonstrate their method using concrete apparatus or pictorial representations. 14a. a two digit number and ones 14b. a two digit number and tens 14c. two two-digit numbers 14d. adding three one-digit numbers 15. Show that addition of two digit numbers can be done in any order (commutative) and subtraction of one number from another cannot 16. Applying their increasing knowledge of mental and written methods 17. Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus. 18. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts to 100. 19. Recognise the inverse relationships between addition and subtraction use this to check calculations. 20. Use estimation to check that their answers to a calculation are reasonable .</p> | | | <p>42a. Ask and answer simple questions by counting the number of objects in each category and sorting the categories. 42b. Ask and answer questions about totalling and comparing categorical data. 42c. Interpret and construct simple pictograms, tally charts, block diagrams and simple tables</p> |

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 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.





Thank You!



Please do get in touch with any questions you may have.

