



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

A parents guide for schools



May
2022

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

These take place throughout May 2023.

Science teacher assessment is based on work completed during Year 1 and Year 2.

Tests are marked internally. Judgements will be moderated by the LA



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)


Each paper for the KS1 Reading SATs is worth
50% of the available marks.

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.



**English -
Reading**

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 ☐

in hidden places ☐

in open spaces ☐

high up in trees ☐



- 3 Grunts and snuffles are...

Tick (✓) **one**.

animal food. ☐

types of plants. ☐

animal noises. ☐

types of animals. ☐



English – Reading
Paper 1 Example Page

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."



Fox didn't care if the man was handsome, but he pricked up his ears at the word 'fisherman', for where there are fishermen, there are fish. And a tasty fish would just suit Fox. His nose twitched. A delightful fishy smell was coming out of the man's leather bag.

Heron Feather continued his boastful song. He was on his way to ask a young woman called Swaying Reed to marry him, and he was making himself feel braver by singing his own praises.

Fox bounded ahead of the horse and lay down on the path.

"No one is stronger than... what's this? A fox? When Swaying Reed's mother sees this, she will know what a great hunter I am."

And he picked Fox up, flung him into his bag of fish and laced it shut again. Heron Feather remounted and began a new song.

"No one is a greater hunter than Heron Feather..."

Inside the bag, surrounded by lovely smelly fish, Fox's mouth was watering. He waited a few minutes, then bit a big hole in the side of the bag. One by one, all the fish fell out, followed last of all by Fox. Heron Feather was singing too loudly to notice.



English - Reading Paper 2 Example Pages

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.

(page 6)

1 mark

8

What did Fox think was coming over the hill?

Tick one.

a horse

☐

a man

☐

a bird

☐

a fish

☐

(page 6)

1 mark

Working Towards the standard



With support answer questions and make inferences.

Read many common exception words.



Accurately blend common graphemes.

Read aloud many words quickly and accurately without overt sounding and blending.

(Please be aware that this is not the complete list)



The expected standard

Read fluently and accurately without too much sounding and blending (around 90 words per minute).

Check it makes sense.

Read most common exception words.

Answer questions and make some inferences.

(Please be aware that this is not the complete list)

Working at a greater depth

Make links between the books they are reading and other books.

Predict what might happen next based on what has happened so far.

Make inferences.

(Please be aware that this is not the complete list)

Reading fluency

- Decoding quickly and automatically- not having to stop at words to sound out
- Reading with speed, accuracy and expression. In order to understand what they read, children need to read fluently.
- Bridges a gap between word recognition and comprehension.

How to help your child with 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!

English

English

Grammar, Punctuation & Spelling

Paper 1

Spelling test of
20 words

Paper 2

Question Paper to
check grammar,
punctuation and
vocabulary

Spelling, Punctuation and Grammar

The Spelling, Punctuation and Grammar test is optional for all Year 2 classes but 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 again it is not strictly timed.

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		
When should I start cooking the dinner		
When the bell rings, it will be lunchtime		

☐

- 
- ▶ No formal tests.
 - ▶ All teacher assessment based on classwork and independent writing tasks.

Using full stops and capitals in some sentences

Spelling some common exception words

Form letters in the correct direction

Use spaces between words

Use their phonics to spell words

(Please be aware that this is not the complete list)



Writing – working at the expected standard

- ▶ Accurate punctuation for most sentences - CL . ?
- ▶ Consistent use of the correct tense
- ▶ Using co-ordination (but or and) and some subordination (when if that because) to join clauses
- ▶ Spelling many common exception words accurately
- ▶ Forming letters of correct size - CL and long letters taller, the rest half line size.

Using the full range of punctuation mostly accurately ! . ?,
Commas in a list and ' apostrophes for possession and
contractions

Using some joins in their handwriting

Spelling most common exception words correctly

Suffixes to spell most words correctly (-ment -ness -ful -less -ly)

Make additions, revisions and proof-reading corrections to their
own writing

Vocabulary – interesting word choices, upscaling using a thesaurus

How to help your child with writing

- Practise and learn spellings - 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

**Arithmetic
& Reasoning**

Paper 1 Arithmetic

**(25 marks
available)**

Paper 2 or 3

**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.

15

Put a tick below the four

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

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.

Working Towards the standard WTS

Count in 2s, 5s and 10s

Read and write numbers to 100

Value of coins

Partitioning of numbers into tens and ones

Know some of their number bonds to 10

Know their shapes

(Please be aware that this is not the complete list)

Working at the expected standard EXS

- * Adding two 2-digit numbers, including crossing tens such as $36 + 27$.
- * Read the time to the nearest 15 minutes.
- * Read scales
- * Find fractions of shapes and numbers
- * Know multiplication and division facts for 2, 5, 10.
- * Subtract a 2-digit number from another 2-digit number, again including crossing tens such as $62 - 28$ (please be aware this is not the complete list)

Working at Greater Depth GDS

- * Know the time to 5-minute intervals
- * Reasoning to solve complex problems
- * 2 step problems
- * Describe similarities and difference of shapes.

(Please be aware that this is not the complete list)

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,

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 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 a deeper understanding).





Thank You!

Your time is appreciated.

Any Questions?