# KEY STAGE ONE SATS MAY 2022

HOLYPORT C.E. PRIMARY SCHOOL

# What we will be covering in this meeting…

- SATS
- SCALED SCORES/RESULTS
- READING
- MATHS
- WRITING
- HOW YOU CAN HELP

# SATS

- AT THE END OF YEAR 2, CHILDREN WILL TAKE ASSESSMENTS IN:
- READING
- MATHS
- ALL ASSESSMENT ARE DUE TO TAKE PLACE IN MAY THIS YEAR.
- THEIR END OF YEAR ASSESSMENT IS NOT BASED SOLELY ON THESE PAPERS AND IS JUST A PART OF THE TEACHER'S ASSESSMENT.

# 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.

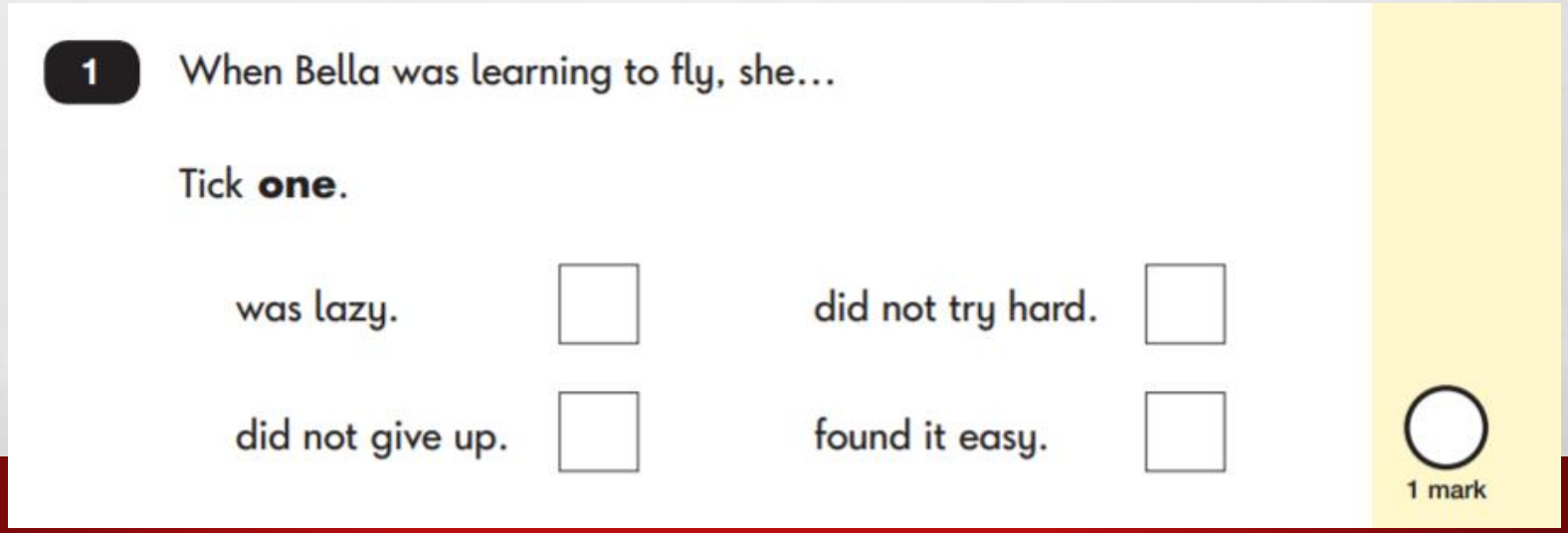
# READING

- 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 |

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

## FIND AND COPY QUESTIONS

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

_____

1 mark

**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

# READING – SAMPLE QUESTIONS

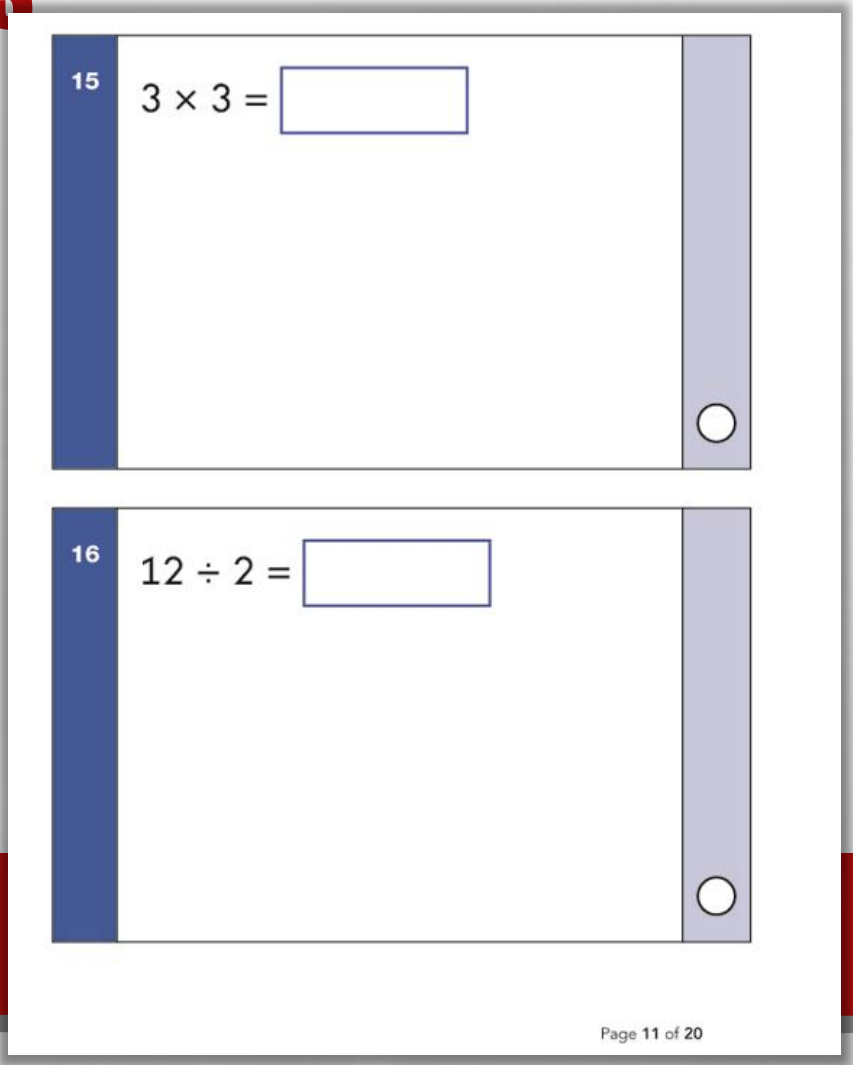
- **INFERENCE/PREDICTION/EXPLANATION**

| | | |
|---|---|---|
| 6 | At the end of the story, Bella was happy. Why?<br><br>_____<br><br>_____ | 1 mark |

# 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

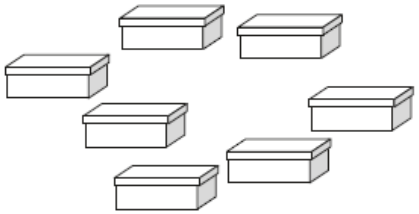


15 $3 \times 3 =$ ☐

16 $12 \div 2 =$ ☐

# 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 | |

Page 07 of 28

**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

# WRITING

- THERE IS NO FORMAL ASSESSMENT OF WRITING.
- CHILDREN ARE ASSESSED THROUGHOUT THE YEAR WITH 'INDEPENDENT WRITING 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:<br>• write simple, coherent narratives about personal experiences and those of others (real or fictional)<br>• write about real events, recording these simply and clearly<br>• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required<br>• use present and past tense mostly correctly and consistently<br>• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses<br>• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others<br>• spell many common exception words*<br>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters<br>• use spacing between words that reflects the size of the letters. |

# HOW TO HELP YOUR CHILD – THE THINGS WE HAVE BEEN ENCOURAGING ALL YEAR

- 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.
- FINALLY – AND MOST IMPORTANTLY - 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.

# 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

- 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 MATHS

- PLAY TIMES TABLES GAMES. – TT ROCKSTARS
- COMPLETE WEEKLY MATHLETICS TASKS.
- 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.