



# Key Stage 1 SATs

Information/guidance on the Changes and Expectations for 2015/16

# We will look at...

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# Key Stage 1 SATs Changes

- In 2014/15 a new National Curriculum framework was introduced by the Government.
- In 2015/16 children in all years at Key Stage 1 and 2 are expected to now study the new National Curriculum.
- Year 2 SATs will reflect the new curriculum for the very first time this year.

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# Assessment and Reporting

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- 'Old' National Curriculum levels (e.g. Level 1, 2 and 3) have now been abolished, as set out in the government guidelines.
- From 2016, test scores will be reported as 'scaled scores'.
- This means it is very difficult to compare the assessment of a previous year with the current year.
- Your child will still be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.
- The new curriculum is a lot more rigorous and sets higher expectations which all schools have had to work hard to meet.

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# Scaled Scores

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## What is meant by 'scaled scores'?

- It is planned that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- 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 and will be working at a 2+.

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# Scaled Score Examples

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## On publication of the test results in July 2016:

- A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test (2+).
- A child awarded a scaled score of more than 100 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age (2M).
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age (2- or below).
- Marking guidance for KS1 tests will include conversion tables. Teachers will use these to translate pupil's raw scores into scaled scores to see whether each pupil has met the national standard. Teachers will use the scaled scores to inform their teacher assessment judgements.

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# The Tests

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At the end of Year 2, children will take SATS in:

- Reading (2 tests);
- Grammar, punctuation and spelling (3 tests);
- Maths (2 tests, support with reading).

The tests are due to take place in May 2016 and will last one week.

Children will complete the tests in the company of familiar adults and in small groups.

**Results from the SATs will be published in end of year reports, along with the Teacher Assessment Data. Please note that KS1 data is not solely about the SATs results. Teacher Assessment from the whole year is used as well.**

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# Reading

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## The Reading Test consists of **two** separate papers:

- Paper 1 - Contains a selection of texts totalling between 400 and 700 words with questions about the text.
- Paper 2 - Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet.
- Each paper is worth 50% of the marks and should take approximately 30 minutes to complete, although the children are not being assessed on working at speed so will not be 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.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

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# Spelling, Punctuation and Grammar

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The test consists of **three** separate papers:

- A spelling test is administered containing 20 words, lasting approximately 15 minutes and worth 10 marks.
- A separate test is given on punctuation, vocabulary and grammar worth 20 marks and split into two sections lasting approximately 10 minutes per section. This test requires short answers to questions and has some that are multiple choice.
- There is also a grammar and punctuation written task, worth 15 marks. Handwriting will be worth 4% of the marks. A prompt and stimulus for a short piece of writing with a clear text type, audience and purpose is given to the children. This task will last approximately 20 minutes.

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# Sample Questions

## Grammar, Punctuation and Vocabulary Paper

Year 2 English Grammar and Punctuation Test 1

---

4. Tick the correct word to complete the sentence below.

I really don't like washing my face \_\_\_\_\_ I have to do it.

Tick **one**.

or

and

but

2

1 mark

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# Sample Questions

## Grammar, Punctuation and Spelling Paper

9. **Draw lines** to match the groups of words that have the same meaning.  
One has been done for you

I will	it's
you have	I'll
it is	didn't
did not	you've



1 mark

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## Children will sit **two** tests: Paper 1 and Paper 2:

- Paper 1 is for arithmetic (numbers), lasting approximately 25 minutes and worth 25 marks. It covers calculation methods for all operations.
- Paper 2 covers problem solving, reasoning and mathematical fluency, lasts for approximately 35 minutes and is worth 35 marks.
- 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.

# Sample Questions

## Maths Paper 1: Arithmetic

2. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

a) Circle 2 vegetables which I can buy for exactly 20p.



8p



7p



17p



12p



14p



13p

b) This shop is more expensive. Circle 2 vegetables I can buy for exactly £1.00.



50p



20p



80p



70p



40p



30p

c) How much change will I get from £1.00 if I buy a pepper?



1 mark



1 mark



1 mark

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# Sample Questions

## Maths Paper 2: Geometry, Position and Direction

d) Circle the shape that goes next in the pattern.











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# Sample Questions

## Maths Paper 2: Reasoning

f) Fill in the gaps in the tally chart about class 3.

Pet	Tally	Number
		
		9
		
		3
		

Write 2 different questions you could ask someone about this tally chart information.



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# How Your Child is Being Supported at School...

During the week of May, the children will be aware that they will be completing 'special jobs' but we will not be referring to these as SATs.

- Specific/targeted interventions.
- Coverage of SATs style questions in sessions and for homework.
- Constant praise and encouragement.



# How to Help Your Child

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- 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. If they are off, ask for copies of work.
- Support your child with any homework tasks. Homework will contain SATs style questions.
- 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 etc.).
- Make sure your child has a good sleep and healthy breakfast every morning!

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# 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, football programmes, TV guides.
- Visit the local library - it's free!

- Visit the local library - it's free!

# How to Help Your Child with Writing

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- 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!

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# How to Help Your Child with Maths

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- 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 and chess.

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Results from the SATs will be published in end of year reports, along with the Teacher Assessment Data.

Questions?

Queries?

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