



Try your best!



Welcome

KS1 SATs Evening 2023

What are the SATs?

- Standardised Assessment Tests completed at the end of Key Stage 1.
- Contains knowledge and skills from both Year 1 and Year 2.
- The SATs take place throughout May.
- Completed within the classroom with the class teacher.
- Not strictly timed, breaks given.
- Marked by the teacher & taken into account when making a judgement.

The Results

- Tests are marked by class teacher. Once marked, the tests will be given the following scores:
 - A raw score (total number of marks achieved)
 - A scaled score
- Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.
- Scaled scores range from 85 to 115. A scaled score of 100 or more shows the pupil is meeting the National Standard.

How will attainment be reported to the DfE in July 2023?

- Three Standards
 - **Working towards the expected standard**
 - **Working at the expected standard**
 - **Working at greater depth**
- Each of the three standards within the interim framework contains a number of 'pupil can' statements. Teachers will need to have evidence that a pupil demonstrates attainment of **all** of the statements within that standard.

What are the national trends?

For 2022, the marks needed to reach expected standard for each subject are as follows:-

Reading – 26/40, **Maths** – 35/60 and **GPS** – 24/40

When looking at how many children have succeeded in reaching the expected standards for reading, writing and maths, the results are:

National average for **reading** – 67%

National average for **writing** – 58%

National average for **maths** – 68%



KS1 Reading



Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Reading

- **Paper 1**

- Selection of texts totalling between 400 and 700 words with questions about the text.

- **Paper 2**

- 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.

- Worth 50% each (20 marks per test), 30 mins roughly but 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.
- Multiple choice or selected response, short answers, extended response or explanation.

Sample Questions

Reading Paper 1

d

Find and **copy** the name of the story that people might think of when they think of castles.

1

When Bella was learning to fly, she...

Tick **one**.

was lazy.

☐

did not try hard.

☐

did not give up.

☐

found it easy.

☐

2

Why was William cross with Bella?

Sample Questions

Reading Paper 1

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.

Sample Questions

Reading Paper 1

12

Tick to show what jesters and servants did in the castle.
The first one has been done for you.

	Jesters	Servants
gardening		✓
cleaning		
dancing		
juggling		
cooking		

Sample Questions

Reading Paper 2

(page 4)

- 1** Find and **copy one** word from the top of page 4 that means *well known*.

(page 4)

- 2** The Little Princess reminds Tony Ross of someone. Who is it?

Sample Questions

Reading Paper 2

(page 4)

3

Tick **True** or **False** for each statement about the Little Princess.

Statement	True	False
There are lots of books about her.		
She always does as she's told.		
She is 5 years old.		
She doesn't like going to bed.		

Sample Questions

Reading Paper 2

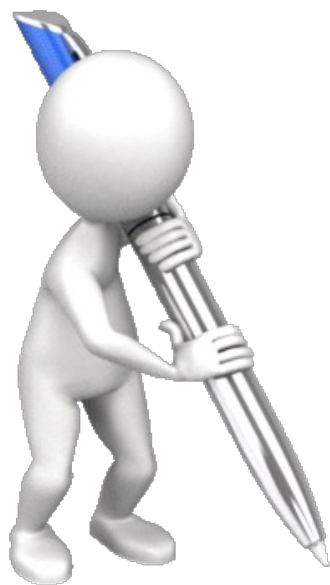
14

Give **two** things the greedy man does that tell you he could not wait for the seed to grow.

1. _____

2. _____

KS1 Writing



Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly[^]
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Spelling, Punctuation and Grammar

- **Paper 1:** spelling (20 marks)
 - Words are read aloud, read in the sentence and then repeated aloud.
- **Paper 2:** questions (20 marks)
 - Word classes (nouns, adjectives, verbs, adverbs)
 - Past and present tense
 - Commas in a list
 - Full stops, question marks and exclamation marks
 - Capital letters

Sample Questions

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.
- 5.** After tea I will _____ Grandma.

Sample Questions

Grammar, Punctuation and Spelling Paper

6

What type of word is underlined in the sentence below?

Gran thought the flowers were pretty.

Tick **one**.

noun

☐

verb

☐

adjective

☐

adverb

☐

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.		

Sample Questions

Grammar, Punctuation and Spelling Paper

17 Write the words did not as one word, using an **apostrophe**.

I _____ think my sandcastle would win a prize.

7 Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.



Year 1 and 2

Common Exception Words Mat



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Aa

a
after
again
any
are
ask

Bb

bath
be
beautiful
because
behind
both
break
busy
by

Cc

child
children
Christmas
class
climb
clothes
cold
come
could

Dd

do
door

Ee

even
every
everybody
eye

Ff

fast
father
find
floor
friend
full

Gg

go
gold
grass
great

Hh

half
has
he
here
his
hold
hour
house

Ii

I
improve
is

Kk

kind

Mm

many
me
mind
money
most
move
Mr
Mrs
my

Nn

no

Oo

of
old
once
one
only
our

Pp

parents
pass
past
path
people
plant
poor
pretty
prove
pull
push
put

Ss

said
says
school
she
should
so
some
steak
sugar
sure

Tt

the
there
they
to
today
told

Ww

was
water
we
were
where
who
whole
wild
would

Yy

you
your

Ll

last
love

KS1 Maths

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

KS1 Maths

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Maths

- **Paper 1**

- arithmetic, lasting approximately 20 minutes and worth 25 marks. It covers calculation methods for all operations.

- **Paper 2**

- problem solving and reasoning, lasts for approximately 35 minutes and is worth 35 marks. 5 aural questions at the beginning.

- 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

3

$$10 - \boxed{} = 2$$

8

$$50 + \boxed{} = 80$$

14

$$8 \div 2 = \boxed{}$$

Sample Questions

Maths Paper 1: Arithmetic

11

$$63 - 10 - 10 = \boxed{}$$

18

$$\frac{1}{2} \text{ of } 16 = \boxed{}$$

25

$$\frac{3}{4} \text{ of } 20 = \boxed{}$$

Sample Questions

Maths Paper 1: Arithmetic

16

$$69 + 11 = \boxed{}$$

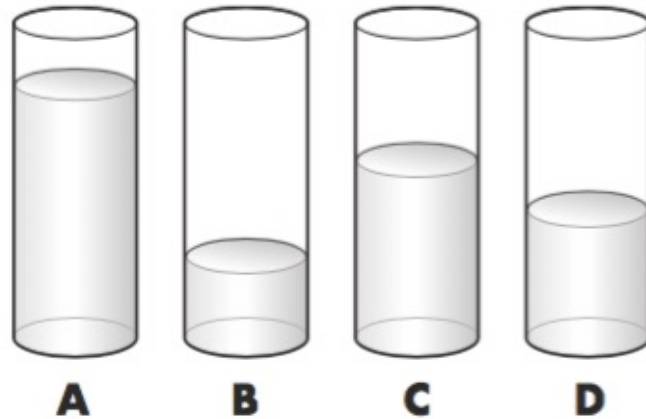
23

$$71 - 14 = \boxed{}$$

Sample Questions

Maths Paper 2: Reasoning

6



Sort the glasses from **least full** to **most full**.



least full










most full

8

Match each coin to the correct box.

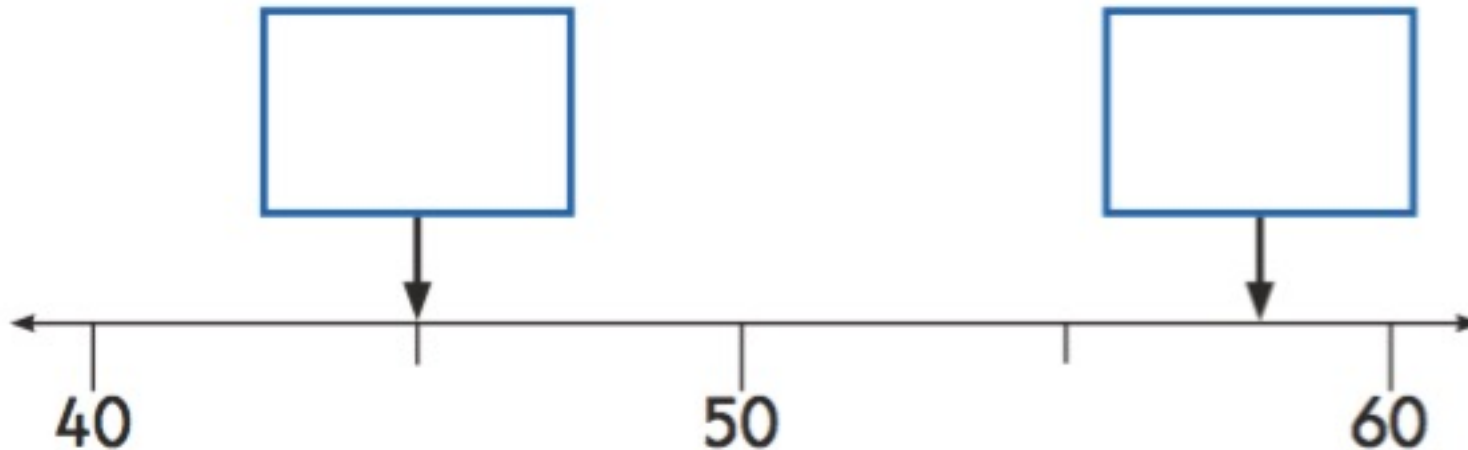
One has been done for you.

Less than 	More than 
	
	
	
	
	

Sample Questions

Maths Paper 2: Reasoning

16 Write the correct number in each box.



12

Tick the **two** sentences that are correct.

Tick **two**.

A square has sides of equal length.

☐

A square has curved sides.

☐

A square has lines of symmetry.

☐

A square has five sides.

☐

Sample Questions

Maths Paper 2: Reasoning

25 Match the sums that have the same answer.

One is done for you.

$$20 + 8$$

$$50 + 8$$

$$80 + 8$$

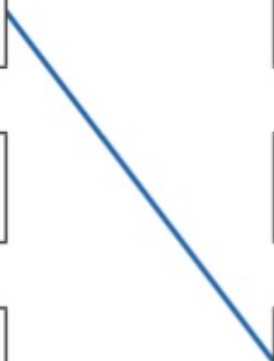
$$90 + 8$$

$$30 + 28$$

$$70 + 18$$

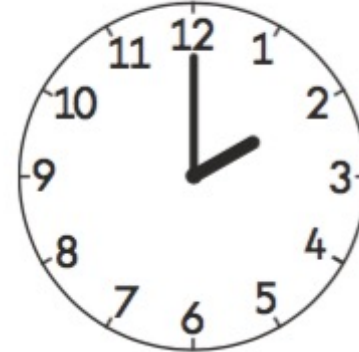
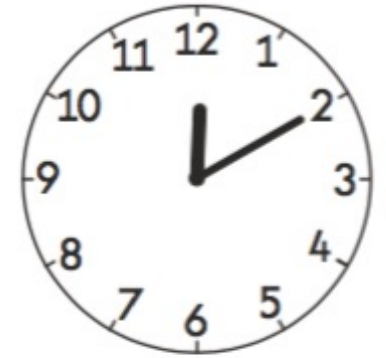
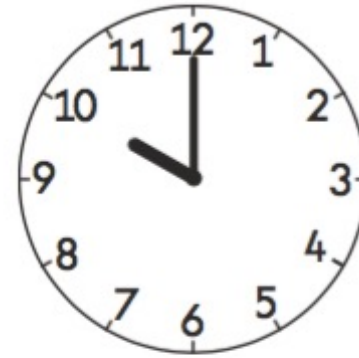
$$10 + 18$$

$$50 + 48$$



31

Tick the clock face that shows **ten past twelve**.





How to Help Your Child

- First and foremost, support and reassure your child that there is **nothing** to worry about and that they should always try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with daily reading and any homework tasks.
- Reading, spelling and arithmetic (e.g. Total Recall Badges) are always good to practise.

SATs Pack

- Please keep these in their school bags so we can utilise them at school too.
- Short tasks

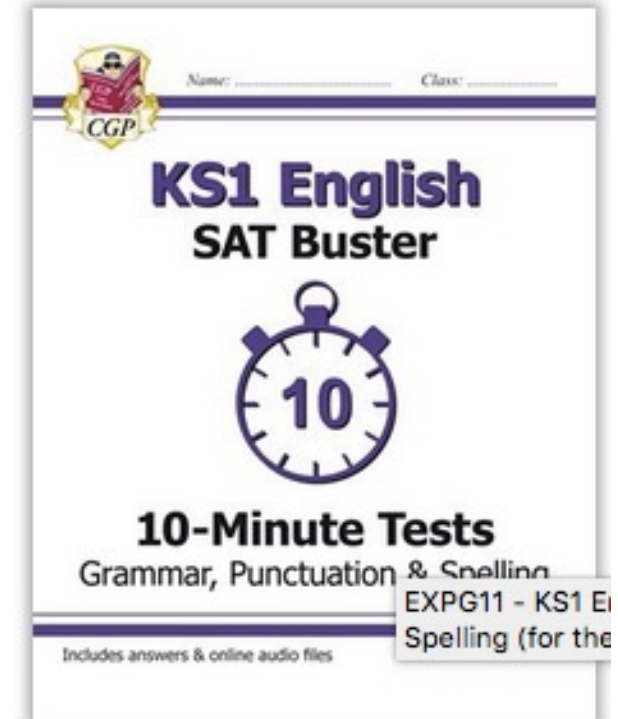
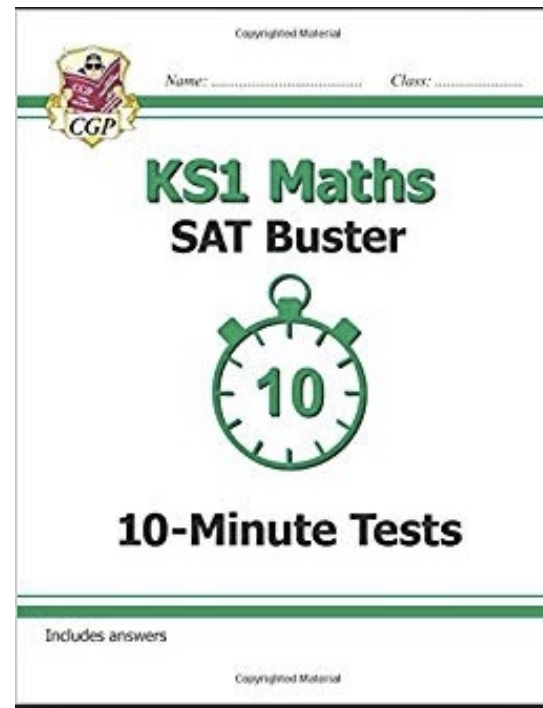
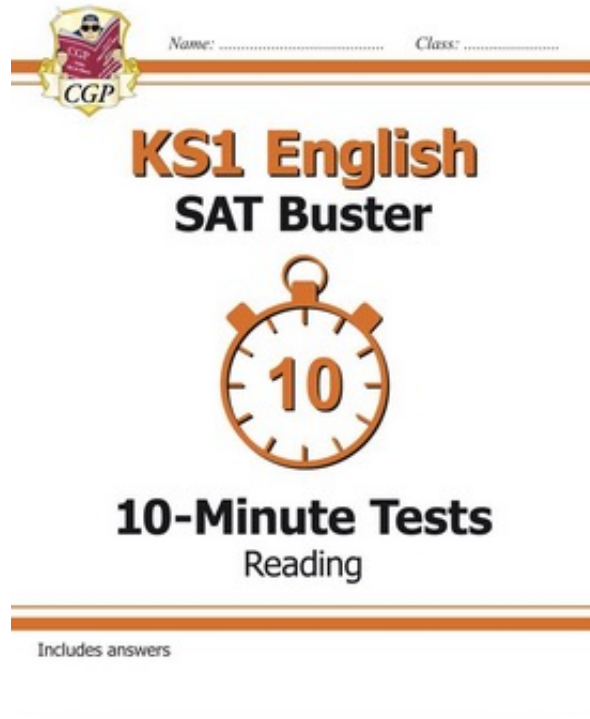



Year 1 and 2

Common Exception Words Mat

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Aa a after again any are ask	Bb bath be beautiful because behind both break busy by	Cc child children Christmas class climb clothes cold come could	Dd do door	Ee even every everybody eye	Ff fast father find floor friend full	Gg go gold grass great	Hh half has he here his hold hour house	Ii I improve is
Kk kind	Mm many me mind money most move Mr Mrs my	Nn no	Oo of old once one only our	Pp parents pass past path people plant poor pretty prove pull push put	Ss said says school she should so some steak sugar sure	Tt the there they to today told	Ww was water we were where who whole wild would	Yy you your
Ll last love								



How to Help Your Child with Reading

- Practise reading together at least 4 times per week for at least 10 minutes.
- Support them every week with their CGP activities – complete at least one of the ten minute reading tests, mark and correct it together.
- Focus on 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.
- TALK! 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, recipes.

How to Help Your Child with Writing

- Practise and learn weekly spelling patterns and National Curriculum words. Remind your child to hand in every week (by Wednesday) for marking.
- Support them every week with their CGP book – complete at least one of the ten minute GPS tests and mark and correct it together.
- 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/word mat 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!

How to Help Your Child with Maths

- Use Mathletics & TTRS to encourage daily practice.
- Support them every week with their CGP activities – complete at least one of the ten minute maths tests and mark and correct it together.
- 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.

Remember...

SATs focus on what children know about Maths and English.

They do not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their personal characteristics.

SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard. The thresholds change each year according to overall national performance, so it might not be the same as previous years.

SATs are only one month of their whole schooling.



Thank you for listening.

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