

KS1 SATS

What are they?

SATs stands for Standard Assessment Tests.

They are assessments that children do at the end of Key Stage 1 (end of Year 2) to assess how well children have retained information from KS1 as they progress into KS2.

The Year 2 SATs are very different to the Year 6 SATs. In Year 6, the children sit different assessment papers, and whatever they achieve in those papers is their final assessment.

However, in Year 2, we use the assessment papers as extra evidence to support our teacher judgements. Therefore, if a child isn't feeling well, having a bad day and didn't perform to the standard that we have seen in class, that is okay. We use this tests as support and further evidence to prove our teacher assessments.

What do we assess?

- 2 Maths assessments – an arithmetic paper and a reasoning paper.
- 2 reading assessments
- SPAG (spelling, punctuation and grammar) assessment.
- Writing assessments
- Science

Maths

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.

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

- Arithmetic paper looks at addition, subtraction, multiplication, division and fractions.

7 $\frac{1}{2}$ of 6 =

1 mark

11 $4 + 81 =$

1 mark

19 $67 + 33 =$

1 mark

23 $98 -$ $= 28$

1 mark

8 $3 + 30 + 3 =$

1 mark

12 $7 \times 2 =$

1 mark

20 $59 - 15 =$

1 mark

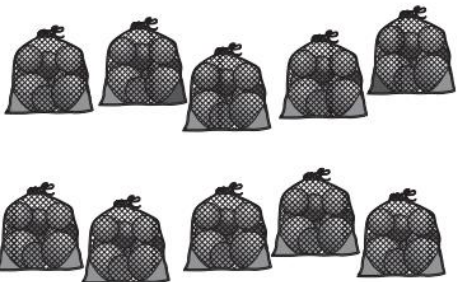
24 $120 \div 10 =$

1 mark

Maths

- Reasoning paper looks at word problems, other areas of maths (shape, time etc) and the children's ability to apply their maths knowledge.

10 Sita puts **10** balls in each bag.




How many balls are in the bags **altogether**?

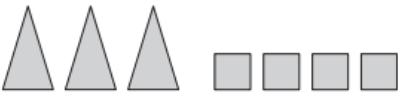
balls

1 mark

13 Amy makes **25** using different shapes for tens and ones.



Amy makes a new number.




What is Amy's new number?

1 mark

20 Here is part of a number line.

Write the correct number in the box.




70 90

1 mark

21 One plane lands every minute.

How many planes land in **1 hour**?



planes

1 mark

Reading

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.

Reading

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

- There are two different papers. Paper 1 usually contains two different texts which the children read and then answer questions on. Paper 2 has an additional booklet with usually 3 texts in and an answer booklet for children to answer questions in.

Bryn got out all his trucks and cars and arranged them in a line. He decided Clare could choose first which to play with, although he couldn't help hoping it wouldn't be the big, blue one.

"I'm glad to see you're tidying up, Bryn," said Dad. "Your room looks much better now."



1 Why did Bryn get out his toys?

Tick **one**.

He was deciding which one to play with.

He wanted to hide them from Clare.


He wanted to tidy them away.

He was getting them ready for Clare.

2 What did Dad say looks much better now?


1 mark

Statues – from Greece




One child is 'it' and stands in the centre of a large space, counting loudly. The other players walk around waiting for that child to shout, 'statue'. When they hear this word, the players freeze like statues. Anyone who is moving is out. Then, the child who is 'it' tries to make the others laugh or move. The last player remaining as still as a statue is the winner and becomes the new 'it'. This game can be great for practising your balance if you are standing in an awkward position.

Oonch Neech – from Pakistan



The name of this game means 'up down'. It involves lots of running around. Children have to be 'up' off the ground, such as on a chair, or 'down' where they must be touching the ground. One child is 'it' and has to catch the others. It uses up lots of energy and is great fun.

Kangaroo Skippyroo – from Australia



In this game, one child pretends to be a sleeping kangaroo with its eyes shut. When a player touches the kangaroo's shoulder, the kangaroo has to guess who it is. This game is all about guessing.

(page 5)

3 Look at the Statues section.

Why is Statues a good name for this game?

1 mark

(page 5)

4 What do the words Oonch Neech mean?

1 mark

(pages 4–5)

5 One player does something different from the other players in all five games.

What are they doing differently in...

(a) Pilob?

1 mark

(b) Kangaroo Skippyroo?

1 mark

Writing

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.

Writing

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.

Science

Working at the expected standard

Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions:
 - observing changes over time
 - noticing patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- communicate their ideas, what they do and what they find out in a variety of ways.

Working at the expected standard

Science content

The pupil can:

- name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]
- describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]
- identify whether things are alive, dead or have never lived [year 2]
- describe and compare the observable features of animals from a range of groups [year 1]
- group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]
- describe seasonal changes [year 1]
- name different plants and animals and describe how they are suited to different habitats [year 2]
- distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].

When will they take place?

They will take place in May.

We cannot give exact dates as to when each test will take place.

If your child is absent due to illness and misses a test, don't worry. We can catch them up.

However, please avoid taking your child out of school for holidays or any other reasons during this month.

What happens after the assessments?

You will receive information at the end of the year telling you what your child has been assessed as: WTS, EXS or GDS.

You do not get told the exact score your child received in each test.

If your child has received a judgement of WTS, don't worry. Nothing changes for them. They still continue to progress through the school and receive the first class teaching we offer. These assessments are purely used as trackers for schools to see progress from KS1 to KS2.

What can you do to support at home?

- Practise addition, subtraction, multiplication and division calculations.
- Learn the Year 1 and Year 2 common exception words.
- Read daily to improve fluency and discuss the books with your child.

Any questions?