

KS1
National Curriculum
Assessments
November 2020

KS1 SATs 2021

Purpose of the meeting:

- Update on national changes in assessment arrangements
- Explain school arrangements for KS1 SATs
- Look at the format of the tests and the kinds of questions that are asked
- Opportunity to look at sample test materials
- Questions and Answers.

KS1 SATs 2021

- A new national curriculum was introduced in 2014.
- As a result, the Standards Testing Agency have changed the way children are assessed in Year 2.
- The new curriculum is more rigorous and has higher expectations but our focus continues to be on quality learning and teaching.

Assessment and Reporting

From 2016 the government have directed schools to report whether children are:

- **Working towards the expected standard** (Below)
- **Working at the expected standard** (Average)
- **Working at greater depth within the expected standard** (Above average)

We get this information from a scaled score provided by the assessments we carry out.

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 discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

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-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

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

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Working at greater depth within the expected standard

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

- make inferences on the basis of what is said and done
- predict 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.

The Tests

- At the end of Year 2, children will take SATs in Maths, Reading and Spelling, Punctuation and Grammar. SPaG is an optional paper.
- SATs have to be carried out during May, and our children will complete them in the week beginning 17th May 2020.
- If children are not able to access the tests, they will be given a teacher assessment of 'Working Towards the Expected Standard'.
- You will be made aware of your child's attainment at the end of the year with the end of year report. You will not be told their individual assessment scores but you will be told whether they are **working towards the expected standard, working at the expected standard** or **working at greater depth** within the expected standard.

Reading

Reading Tests

- The reading test for Year 2 pupils will involve two separate papers:
- Paper 1 consists of a selection of texts, with questions underneath. Then towards the end of the paper, it will have questions based on the text as a whole.
- Paper 2 comprises a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers in a separate booklet

Reading Tests

There will be a variety of question types:

- Multiple choice
- Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'
- Matching, e.g. 'Match the character to the job that they do in the story'
- Labelling, e.g. 'Label the text to show the title'
- Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'
- Short answer, e.g. 'What does the bear eat?'
- Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons'

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

Ranking/ 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 mark

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

Short Answer Questions

4

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



1 mark

Find And Copy

- 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

Open Ended Questions

- 6** At the end of the story, Bella was happy. Why?



1 mark

Sample Questions

The Selfish Crocodile



Deep in the forest, in the river, lived a large crocodile.

He was a very selfish crocodile. He didn't want any other animals and fish to drink or bathe in the river. He thought it was HIS river.

Every day, he shouted to the animals of the forest, "Stay away from my river! It's MY river! If you come in my river, I'll eat you all!"

So there were no fish, no tadpoles, no frogs, no crabs, no crayfish in the river.

All were afraid of the selfish crocodile.

The forest animals kept away from the river as well. Whenever they were thirsty, they went for miles to drink in other rivers and streams.

- ① Where did the crocodile live?

Short Answer

 AF2
1 mark

- ② Why didn't the crocodile want the other animals and fish to drink or bathe in the river?

Open Ended Answer

 AF2
1 mark

- ③ Why did the forest animals go for miles to find water to drink? Tick **one**.

Multiple choice

- They didn't like the forest.
- They had enough water already.
- They were afraid of the crocodile.
- They wanted to see other rivers.

 AF3
1 mark / 3
Total for this page

Sample Questions

Suddenly a little mouse appeared, sniffing the air.
He ran along the crocodile's tail, then on to his tummy.

The other animals stared.

"Look at that mouse!" chattered a monkey.
"He's either very brave or mad!"

"He's going to be eaten for sure!" said an iguana.

The mouse crept along the crocodile's big neck,
and into his open mouth.

There was a hush in the forest.



7

Which parts of the crocodile did the mouse run along?

Tick **two**.

Multiple Choice

tail

jaw

back

teeth

tummy

AF2
1 mark

8

Why do you think the other animals stared at the mouse?

Open Ended Answer

AF3
1 mark

9

Find and write one word which shows that the animals were quiet.

Find and Copy

AF2
1 mark

Spelling, Grammar and Punctuation

Grammar, Punctuation and Spelling

- Paper 1: A grammar, punctuation and vocabulary test, in two sections of around 10 minutes each (with a break between, if necessary), worth 20 marks. This will involve a mixture of selecting the right answers e.g. through multiple choice, and writing short answers.
- Paper 2: A 20-word spelling test taking approximately 15 minutes and worth 20 marks.

The Spelling Test

- Spelling 1: The word is **faster**. Hannah ran **faster** than Lee. The word is **faster**.
- Spelling 2: The word is **sunny**. Yesterday it was very **sunny**. The word is **sunny**.
- Spelling 3: The word is **face**. I had a big smile on my **face**. The word is **face**.
- Spelling 4: The word is **group**. There was a large **group** of children at the party. The word is **group**.

Sample Questions- Spelling

You need to add the missing words to these sentences. Your teacher will read out each missing word and then the whole sentence and will then read the missing word again. You should listen carefully and then write the word in the space. Make sure you spell each word correctly.

- ① Can you _____ the hidden treasure?
- ② It is always _____ in winter.
- ③ We go to visit my aunt _____ summer.
- ④ How did you cut your _____?
- ⑤ What a _____ kitten.
- ⑥ A cheetah is a very _____ animal.
- ⑦ Please do not _____ on the seats.
- ⑧ My _____ used to be a lion tamer.
- ⑨ You have a _____ smile.
- ⑩ Please try that sum _____.

1 mark

1 mark

1 mark

1 mark

1 mark

1 mark

1 mark

1 mark

1 mark

1 mark

Sample Questions

1 Tick the words that have capital letters.

Today we will listen to Martha's story.

 P
1 mark

2 Circle the word to finish the sentence.

I love to drink milk _____ my sister likes it too.

and but if when

 G
1 mark

3 Tick the plural nouns.

Noun	Is it plural?
ball	
dolls	
games	
toy	
watches	✓

 G
1 mark

4 Circle the noun.

Let's climb up that tree.

 G
1 mark

Sample Questions

4 Tick **two** boxes where a full stop should go.

I am going to have pizza Ben is going to have pasta

P
1 mark

5 Tick the correct short way to write the word **cannot**.

- cant
- can't
- ca'nt
- cant'

P
1 mark

6 Circle the suffixes to finish the sentence.

-er / -est / -ly

Sajad has a loud voice but Samira is loud _____ than him

-er / -est / -ly

and Alex is the loud _____ in the class!

V
1 mark

7 Write the word to finish the sentence.

I like Olivia very much _____ she is so funny.

because

but

if

so

G
1 mark

Maths

Maths

- Paper 1: Arithmetic, worth 25 marks.
- Paper 2: Mathematical fluency, problem-solving and reasoning, worth 35 marks.
- There will be a variety of question types: Multiple choice, matching, true/false, constrained (e.g. completing a chart or table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).

Sample Questions

3

$89 + 10 = \boxed{}$



15

$3 \times 3 = \boxed{}$



4

$17 - 6 = \boxed{}$



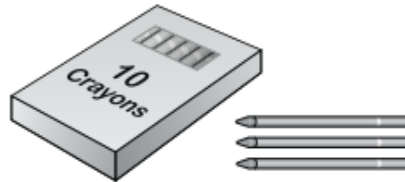
16

$12 \div 2 = \boxed{}$



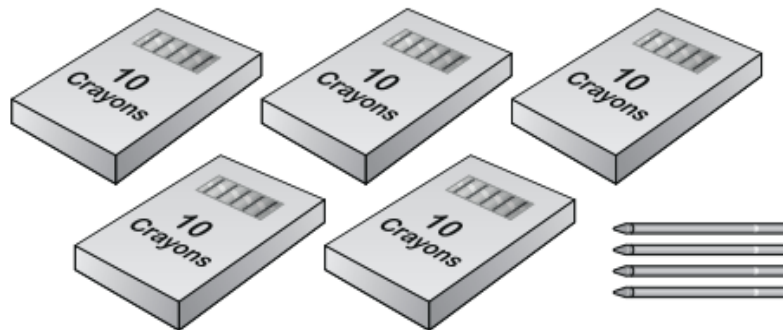
Sample Questions

13 Ben has 13 crayons.



Here are Abdul's crayons.

How many crayons does Abdul have?



crayons

Sample Questions

16



Sita cuts a pizza into four equal slices.

She eats one slice.

What fraction of the pizza does she eat?

17

Sam is collecting cards.

He wants to collect **100** cards altogether.

Last week he collected **50** cards.

This week he collects **30** cards.



How many **more** cards does he need?

cards

How can you help?

- Ensure your child is in school every day on time ready to learn.
- Support at home with home learning. We will send home lots of revision between now and May to get the children used to the lay out of the tests.
- Talk to your child about what they have learnt at school- Class Dojo will always tell you! Practise mathematical concepts such as telling the time and making amounts using coins so they are familiar with this.
- Discuss reading books before, during and after the story. Talk about the plot, the character's feelings, why they behave the way they do and make predictions about what will happen at the end.
- Liaise with school if you have any issues/concerns at any point.

If you have any questions, please
send them in an email to
office@charvilleacademy.org