



**WELCOME TO**

**KS1 SATs Information Meeting  
for Year 2 Parents**

**Thursday 1<sup>st</sup> February at 2:30pm**

Information and Guidance on the Changes and Expectations for 2018

# How are pupils assessed?

- ✓ For KS1 Reading, Writing and Mathematics, Teacher Assessment is still the primary means for making judgements about pupils attainment.
- ✓ The SATs (The Standard Assessment Tests) are used to assess the progress of every individual against national standards and support teachers judgements.
- ✓ A Framework for Assessment has been introduced this year to support teachers judgements in Maths, Reading, Writing and Science.
- ✓ The Framework contains 3 standards:
  - working towards the expected standard
  - working at the expected standard
  - working at greater depth within the expected standard
- ✓ Pupils will be grouped into 4 categories; the 3 categories above plus an additional category for those pupils that do not meet the 'working towards' standard (Pre-Key Stage 1 standard called 'foundations for the expected standard in Writing or Mathematics')

The framework can be found at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/647105/2017\\_to\\_2018\\_teacher\\_assessment\\_frameworks\\_at\\_the\\_end\\_of\\_key\\_stage\\_1\\_PDFA.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/647105/2017_to_2018_teacher_assessment_frameworks_at_the_end_of_key_stage_1_PDFA.pdf)

# Assessment and Reporting

- From 2016, test scores will be reported as 'scaled scores'.
- The New Curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet since the beginning of last year.

# Scaled Scores

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.

# Scaled Score Examples

On publication of the test results in July 2018:

- A child awarded a scaled score of **100** is judged to have **met the 'national standard' in the area judged by the test.**
- 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.**
- 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.**
- 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.

# The Tests

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

- Reading;
- English grammar, punctuation and spelling;
- Maths.

The tests are due to take place in May of each year. They will be administered as a whole class.

All children will be expected to complete all papers. The new tests are designed so that most pupils will be able to engage with some of the questions.

The questions will be arranged in order of difficulty. They will still be internally marked by teachers.

# Reading

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 at 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 •



Mrs Wilson had a big present for Billy and a present for Glenda, too.

"And where *is* Glenda?" Mrs Wilson asked while she was tickling Billy.

"Nowhere," Glenda snarled from behind the chair.

So Mrs Wilson left Glenda's present on the table.



Where did Glenda say she was?

Where was she really?

Which word tells you that Glenda felt cross?

present

tickling

asked

snarled



# Spelling, Punctuation and Grammar

The Spelling, Punctuation and Grammar (SPaG) tests have an emphasis on the technical aspects of grammar.

The test consists of two separate papers:

- Paper 1: spelling (20 marks).

The teacher reads the transcript, children will be asked to write the 20 missing words in their answer booklet, approximately 15 minutes

- Paper 2: questions (20 marks).

This test will focus on pupils' knowledge of grammar, punctuation and vocabulary, approximately 20 minutes.

# Sample Questions

## Grammar, Punctuation and Vocabulary Paper

Year 2 English Grammar and Punctuation Test 1

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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

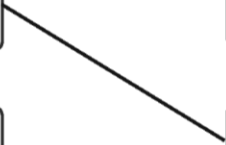
1 mark

# 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

# Writing

The children will no longer sit a test for writing. Instead teachers will use a range of samples of the children's writing from across the curriculum to assess achievement against an Interim Framework.

The Interim Framework sets out the standard(s) pupils will be assessed against at the end of the key stage for writing. The framework has 3 standards:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

The frameworks contain a number of 'pupil can' statements. For a pupil to have met a standard within the interim framework, the pupil must demonstrate attainment of all of the statements within that standard and all the statements in the preceding standard(s).

# What is the Expected Standard in Writing?

The pupil can write a narrative about their own and others' experiences (real and fictional), 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.

# What is Greater Depth in Writing?

- 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.

# Mathematics

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

- Paper 1 is for arithmetic, 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

15	$3 \times 3 =$ <input type="text"/>	<input type="radio"/>
16	$12 \div 2 =$ <input type="text"/>	<input type="radio"/>

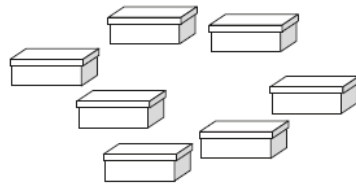
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# Sample Questions

## Maths Paper 2: Reasoning

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	

# Science

- For KS1 Science there will be no formal test. Pupils will be assessed using the Interim Framework.
- The framework contains one standard: working at the expected standard.
- Pupils will be grouped into 2 categories:
- The 'working at the expected standard' category plus an additional category for those pupils that do not meet that standard.
- Judgements will be made based on children's work in Science throughout Years 1 and 2.

# 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 just try their best. Praise and encourage!
- Ensure your child has the best possible **attendance** at school.
- Support your child with any homework/spelling 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!

# 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.
- Continue reading with your child **daily focussing on comprehension** – question your child about the text - discuss the plot, the characters, settings, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinion, check they understand vocabulary and can identify hidden messages (reading between the lines).
- 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!

# How to Help Your Child with Writing

- Support your child with their spelling by helping them to develop their knowledge of spelling patterns and to learn the spelling of **common exception words, homophones and contractions**.
- You can support your child's understanding of grammar by encouraging them to use the correct tense and by using grammatical terms such as noun, verb, adjective and adverb.
- Encourage your child to write increasingly complex sentences using adjectives, adverbs and conjunctions such as because, but, so, when etc.
- Support your children to use full stops, capital letters, exclamation marks, question marks and commas accurately in writing.
- Encourage use of a dictionary to check spelling or 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

- Support your child with the learning of **mathematical vocabulary** and number facts such as the 2, 5 and 10 times tables, doubles and halves to 20 and number bonds. 
- Using and applying is a key focus so encourage children to use known number facts and methods to solve problems.
- Encourage your children to show their thinking or working out when completing Maths homework.
- Play mental maths games including counting in different amounts, forwards and backwards. Play times tables games.
- Encourage opportunities for telling the time on an analogue clock to the nearest 5 minutes.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.

# Please remember...

We endeavour to keep routines as normal as possible so that the children do not feel they are doing anything different and we hope you will do the same.

Make sure your children are well rested and have had a good breakfast.

Please make sure your children are attending school every day unless they are too unwell to do so.

Let life carry on as normal.

Thank you for attending KS1 SATs  
Information Meeting today!

Questions



Thank you.