

Key Stage 1 National Curriculum Assessments

Flyford Flavell Primary School

The SAT Assessments

These assessments are now optional. However, we feel they are still beneficial in helping us to understand children's progress before moving on to KS2.

- Reading
- Maths
- Grammar, Punctuation and Spelling

All assessments will take place in June or July this year. We can be flexible with when we schedule these assessments.

The SAT Assessments

KS1 SATs tests are **one part of evidence** towards the whole teacher assessment.

They are marked in school, and an overall grading based on the **whole year's work** will be made.

WTS = working towards the standard

EXS = working at the expected standard or

GDS = working at greater depth beyond the standard.

Link to past papers for reference:

<https://www.gov.uk/government/collections/national-curriculum-assessments-past-test-materials#key-stage-1-past-papers:-standard-materials>

Scaled Scores

On publication of the test results in July:

- 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.

How to convert key stage 1 raw scores to scaled scores

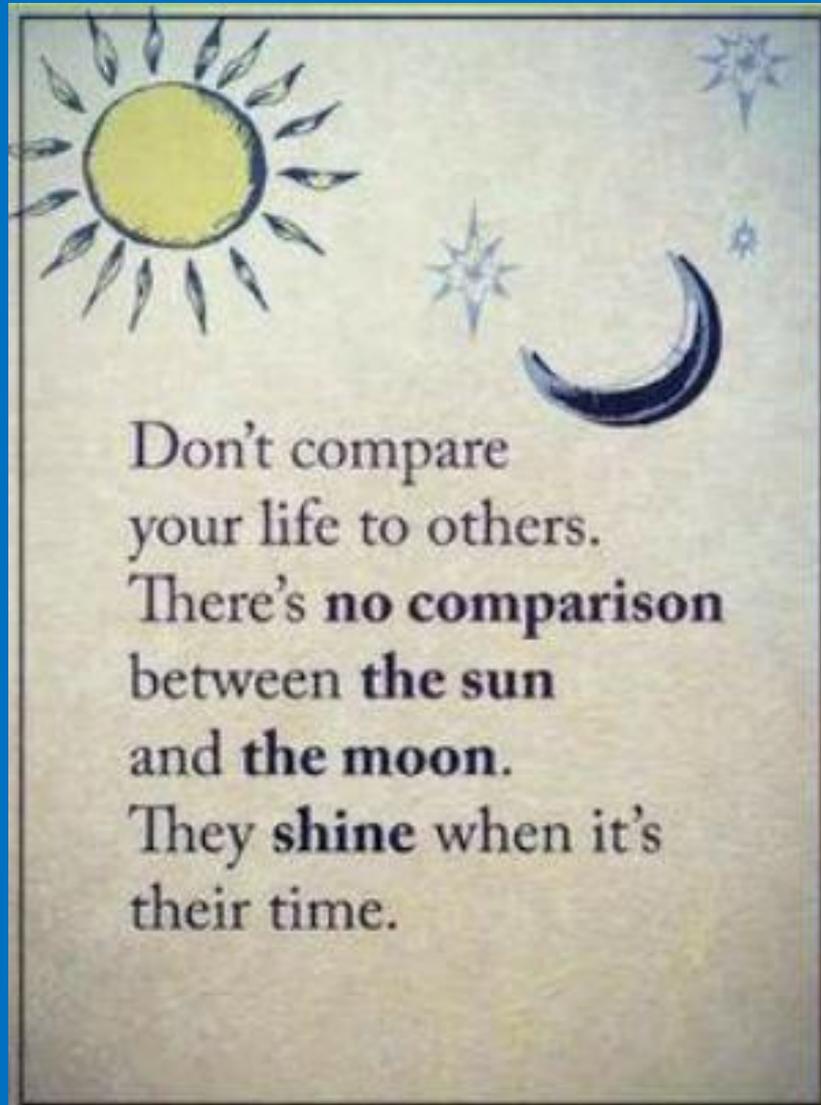
The tables show each of the possible raw scores on the 2017 key stage 1 tests. To convert each pupil's raw score to a scaled score, look up the raw score and read across to the appropriate scaled score. A scaled score of 100 or more shows the pupil has met the expected standard in the test.

Mathematics	
Raw score	Scaled score
0	N
1	N
2	N
3	85
4	85
5	85
6	85
7	85
8	86
9	87
10	88
11	88
12	89
13	90
14	90
15	91
16	91
17	92
18	92
19	93
20	93

Mathematics	
Raw score	Scaled score
21	94
22	94
23	95
24	95
25	95
26	96
27	96
28	97
29	97
30	97
31	98
32	98
33	99
34	99
35	99
36	100
37	100
38	101
39	101
40	102

Mathematics	
Raw score	Scaled score
41	102
42	103
43	103
44	104
45	104
46	105
47	105
48	106
49	106
50	107
51	108
52	109
53	109
54	110
55	111
56	112
57	114
58	115
59	115
60	115

What if my child is not at the expected standard?



Arrangements

- The tests are as low key as possible! We call the tests “quizzes” to help them sound more friendly.
- The quizzes are spread out over the course of a week so children do not feel overwhelmed. If we need to move into the following week then we will. What’s important is that we respond to the needs of our children.
- The children will take their quizzes in small groups with supportive adults that they know and trust. They ensure all the children are set up to do the best they possibly can.
- Children can stop for brain breaks/comfort breaks.
- We go through past papers to help children feel confident with the format.

Reading

The Reading Test consists of two separate papers:

- **Paper 1**

- Combined reading prompt and answer booklet.
- Includes a list of useful words and some practice
- Approx. 30 minutes to complete but is not strictly timed.
- A selection of texts around 400 and 700 words with questions about the text.

- **Paper 2**

- Consists of an answer booklet and a separate reading booklet.
- No practice questions.
- Teachers can use their discretion to stop the test early if a pupil is struggling.
- Approx. 40 minutes to complete but is not strictly timed.
- A Contains a reading booklet of a selection of passages totaling 800 to 1100 words.
- The texts will cover a range of poetry, fiction and non-fiction.

Paper 1: Text → Questions → Text

On Monday, we had a very good day. We went to the fair in the park. I won a huge, pink teddy.

On Wednesday, we went to the circus in a big tent. It was so lovely! We saw acrobats swinging high above our heads.

On Friday, JJ said, "Let's do something for Mum. She has been working all week."

"Can we do a picture in the garden?" I asked.



1 Draw **three** lines to show what Jasmine and JJ did on each day.

Monday	did something for Mum
Wednesday	went to the fair
Friday	went to the circus

2 What did Jasmine and JJ see at the circus?

When we finished, our painting was really bright and colourful. Then JJ said, "Hold these brushes very carefully. I will get something to clean them."

I wanted to see the top of our picture so I climbed the steps. They wobbled!

I dropped the brushes!



5 Why did Jasmine climb the steps?

6 Why did Jasmine drop the brushes?

Tick **one**.

The steps moved.

JJ told her to.

The brushes were dirty.

Mum was angry.

Paper 2 - Longer Text → Questions

Dora rushed around the house gathering up things she did not want. "I must be generous," she said. "I must take everything. It is for a very good cause."

Dora pushed her pram to and from the jumble sale hall. But as time went on, it got harder and harder to part with her precious finds. She could not help sniffing when she said goodbye to the bicycles and she cried as she wheeled away the lampshade.

Dora was exhausted when she got home. But when she looked around her house, she was pleased to see that there was so much space. There was also a lovely carpet on the floor that she hadn't seen for years.

But all that night, Dora couldn't get to sleep. She lay in the empty darkness thinking of all her precious things. She was sure they must be feeling unloved and unwanted. She could almost hear them calling to her, 'Come back and save us!'



(page 9)

- 12 It was difficult to get the piece of paper through Dora's letter box.

Find and copy one word that tells you this.



1 mark

(pages 9–10)

- 13 Why did Dora want to give things to the jumble sale?

Write **two** reasons.

1. _____

2. _____



2 marks

(page 10)

- 14 Dora cried as she pushed her pram away for the last time. Why was she sad?



1 mark

Reading: Types of Questions

Questions are designed to assess the comprehension and understanding of a child's reading.

There are a variety of question types:

- **Multiple Choice**
- **Ranking/Ordering**
- **Matching/Labelling**
- **Short-Answer Questions**
- **Find and Copy Questions**
- **Open-Ended Questions**

Mathematics

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

- **Paper 1: Arithmetic**

- Approx. 20 minutes (not strictly timed).
- Covers calculation methods for all operations.

- **Paper 2: Reasoning**

- Approx. 35 minutes, which includes time for five aural questions.
- Requires calculation skills and knowledge from all areas of maths including, shape, number, place value, measurement, data
- Varied questions 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.

Maths: Sample Questions

Maths Paper 1: Arithmetic

15

$3 \times 3 = \boxed{}$



16

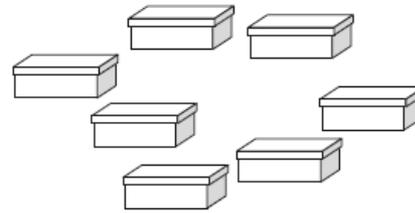
$12 \div 2 = \boxed{}$



Maths: 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	

Maths: Sample Questions

Maths Paper 2: Reasoning

27 Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show
your
working

raisins



2 marks

Spelling, Punctuation and Grammar

The test consists of two separate papers:

- **Paper 1: Spelling**
 - Pupils spell 20 missing words within a test booklet.
 - Approx. 15 minutes but is not strictly timed.
- **Paper 2: Grammar, Punctuation and Vocabulary**
 - A combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary.
 - Approx. 20 minutes to complete but it is not strictly timed.

Grammar, Punctuation & Spelling: Sample Questions

Grammar, Punctuation and Vocabulary Paper

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

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



1 mark

8 Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.



1 mark

Grammar, Punctuation & Spelling: Sample Questions

Grammar, Punctuation and Vocabulary Paper

- 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.		



1 mark

Grammar, Punctuation & Spelling: 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.

Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences. In this example, the missing spelling words are: **pack**, **sky**, **shell** and **baby**.

How to Help Your Child

- Support and reassure your child – there is nothing to worry about! They should always just try their best. Praise and encourage!
- Best possible attendance.
- Support with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) practise.
- Talk about what your child has learnt at school and the book they are reading (the character, the plot, their opinion).
- Sleep, healthy breakfast, outdoor time / exercise!

How to Help Your Child with Reading

- First and foremost, 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.
- Read little and 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...
- 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 could be fiction, non-fiction, poetry, newspapers, football programmes...
- Visit the local library.

How to Help Your Child with Maths

- Numbots (and later Times Tables Rock Stars).
- Play games involving number bond games, times tables, counting forwards and backwards etc.
- Encourage opportunities for telling the time and counting coins and money.
- 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, draughts or chess.

How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun! Edshed
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- 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!

Questions?