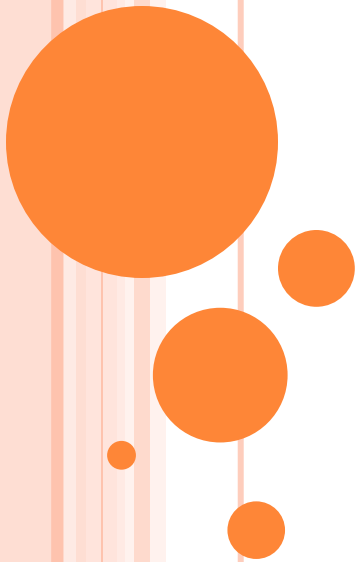




Loose
Primary School

Key Stage 1 Assessment



KS1 SATs 2023

Aims:

- To introduce the KS1 assessment arrangements for 2023
- To discuss examples of questions
- To explain how we administer the tests to young children



- At the end of Key Stage 1 the children are formally assessed in Maths, Reading, Writing and SPaG.
- A spelling and grammar test which is not statutory is used to inform results and we have moderation processes with the local authority, within our trust, and with other local schools to ensure consistency in our judgements

- KS1 tests are a statutory requirement.
- The results are used to inform our teacher assessment.
- Our teacher assessment is based on the children's progress and attainment in class throughout the year.



TIMINGS

- The tests are administered throughout May.
- The tests are carried out in our classrooms.
- They are timetabled into our normal weekly planning.
- We keep to normal classroom practice.
- We do not say the 'S' ('SATs') word!!!



THE READING TESTS

- There are two reading papers that can be based on fiction, non-fiction or poetry texts:
 - Paper 1 – Reading prompt and answer booklet.
 -
 - Paper 2 – Separate reading and answer booklet.



The World of Ants



Ants are insects that you can often see in a garden, in a park or just on the pavement. They usually live underground.

Practice questions

a What kind of animal is an ant?

b Find and copy two places you might see ants.

1. _____

2. _____



What Is A Cowboy?

A long time ago, there were lots of cowboys in North America. Some were young and some were old; most were men and very few were women. They rode horses and looked after cows.



A cowboy with his horse

Practice questions

c Most cowboys were...

Tick **one**.

men.

☐

girls.

☐

women.

☐

boys.

☐

They searched Gran's house, upside down and inside out. They even looked all along the beach but they couldn't find Duck anywhere.

Lenny tried hard to be brave, but he missed Duck very much. Even though he had other lovely toys, none of them was the same as Duck.

Time passed and Lenny played with lots of different toys. He nearly forgot about the little duck with the orange beak and bright button eyes.

Nearly... but not quite.



3 Write **two** places that the family looked for Duck.

1. _____
2. _____

4 Put ticks in the table to show which statements are **true** and which are **false**.

| | True | False |
|----------------------------------|------|-------|
| They found Duck at the beach. | | |
| Lenny missed Duck. | | |
| Duck was the only toy Lenny had. | | |

10

Look at the whole story.

Number the sentences below from 1 to 4 to show the order they happen in the story.

The first one has been done for you.

Lenny got a new toy.

1

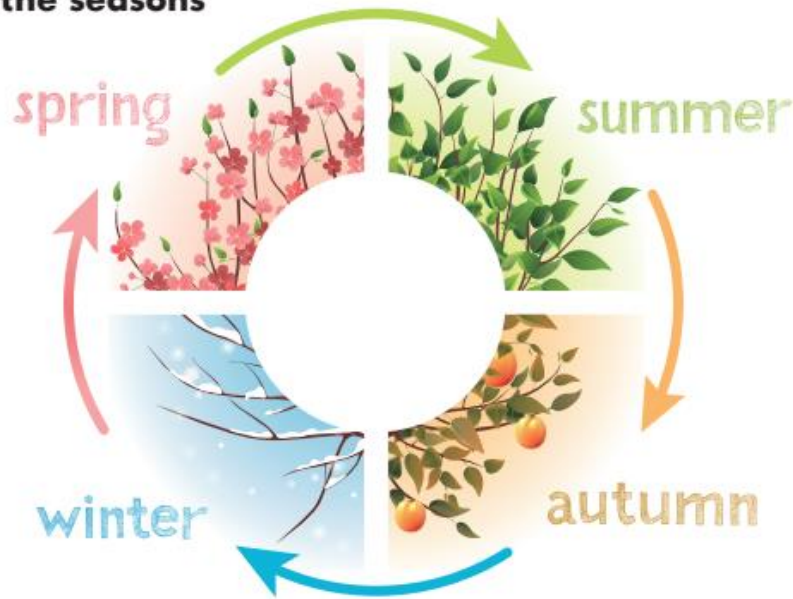
Duck was found in the attic.

Duck was lost.

Lenny took Duck to the seaside.



Through the seasons



Liam's jobs change throughout the seasons.

Liam's jobs change throughout the year. Spring is the time to care for the lawn and old flower beds. Flowers are planted in spring ready for summer. From spring until autumn, the grass needs to be cut once a week.

During summer, Liam's main job is keeping the displays looking their best. Flower beds are watered every day and weeded. As the flowers fade, Liam cuts away the old parts.

In autumn, Liam plants bulbs ready for spring. He collects fallen leaves and gives the lawn some well-needed treatment.

In winter, he digs over the empty flower beds to keep the soil in good condition. He also creates new beds. The winter frost helps to

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!'

When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.

"I'll get them back," said Dora, "if I have to buy them all. At least I'm the



New Year festivals

New Year festivals celebrate the end of one year and the beginning of the new one.

Hogmanay

In Scotland, people call the New Year festival Hogmanay and they celebrate it on the last day of the year. At Hogmanay, there are dazzling firework displays and lots of singing and dancing.

Chinese New Year

The Chinese New Year festival is celebrated on the first day of the new year in the traditional Chinese calendar. This day changes every year but it is always in January or February.

At Chinese New Year, people celebrate with music and dancing. They often have wonderful parades. In the parades, huge puppets move through the streets and people wave colourful flags. The most impressive puppet is the dragon. In Chinese legends, dragons are friendly and bring good luck. In the parades, the dragon puppet always comes last.

After the parades, people let off firecrackers (noisy fireworks). Everyone has fun!



a Chinese dragon puppet

Flower festivals

Flower festivals are held all over the world in spring and summer. They usually celebrate the arrival of spring and the new flowers that grow.

In a country called the Netherlands, people decorate boats and lorries (called floats) with tulips and other flowers. The Netherlands is famous for its tulips.

In a country called Italy, people make huge carpets of flowers in the streets. The flowers stay in place for days or even weeks. At the end of the festival, children are allowed to play in the flowers.



a street covered in flowers

On an island called Jersey, people make giant models of animals, boats and cars out of flowers and take these models on a parade through the island's towns. There is music and dancing. At night, the models are covered in lights and they make the streets sparkle. At the end of the parade, there is a huge firework display.



3

Why do bakers sometimes make bread in the shape of wheat?

Tick **one**.

to celebrate New Year

☐

because children in schools enjoy eating it

☐

to celebrate a harvest

☐

because it makes the bread taste better

☐

1 mark

4

What **two** things can you see at **both** the Chinese New Year and Hogmanay festivals?

1. _____

2. _____



2 marks



(page 9)

15

What could William's great-grandchildren do in the garden?



1 mark

(page 9)

16

The story finishes with the words ...*someone who loved trees*.

Who does this describe?



1 mark



MULTIPLE CHOICE

1 When Bella was learning to fly, she...

Tick **one**.

was lazy.

☐

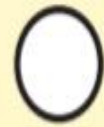
did not try hard.

☐

did not give up.

☐

found it easy.

☐

1 mark

RANKING AND 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 AND 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.

Africa has deserts, forests and mountain areas.

Traditional African clothes are made from local materials.

Some African people play 'talking drums'.

Introduction

Clothes

Music and Dance

Story Time



FIND AND COPY / OPEN-ENDED

- 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

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



1 mark



THE SPELLING, PUNCTUATION AND GRAMMAR (SPAG) TESTS

These are not statutory. We use them informally to inform our teacher assessment of their independent spelling and grammar ability.

- There are two SPaG papers:
 - Paper 1 – Spelling
 - - 20 spellings worth 20 marks
 - Paper 2 – Punctuation and Grammar



1. Hannah ran _____ than Lee.
2. Yesterday it was very _____.
3. I had a big smile on my _____.
4. There was a large _____ of children at the party.
5. You pick things up with your _____.
6. The _____ in the box are different colours.
7. Our new _____ is black with white paws.
8. I _____ my friend for her help.
9. We are going on holiday on _____.
10. I am not allowed to eat too many _____.



3

Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

Aisha found some red blue and purple beads in the box.

↑
☐

↑
☐

↑
☐

↑
☐



- 13 Draw a line to match each word to a **suffix** to make a different word.

| Word | Suffix |
|-------|--------|
| enjoy | es |
| bunch | est |
| hope | ment |
| slow | ful |

- 19 Circle all the words that need a **capital letter** in the sentence below.

my cousin mary is meeting us at the park for a picnic on saturday.

- 15 Which word should have an **apostrophe**?

Tick **one**.

The boys parents were checking his homework.

| | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

- 16 Circle the **verb** in the sentence below.

Hiba took some pictures for her project.

- 7 Tick **two** suffixes that can be added to the word small to make two different words.

Tick **two**.

ful ☐

er ☐

ly ☐

ment ☐

est ☐



THE MATHS PAPERS

- There are two Maths papers:

- Paper 1 – Arithmetic

-

- Paper 2 – Reasoning



1

$$3 + 7 = \boxed{}$$



1 mark

2

$$100 - 1 = \boxed{}$$



1 mark



8

$3 + 30 + 3 =$

4

$18 - 8 =$

5

$88 - 4 =$

3

$10 + 20 =$

6

$3 \times 10 =$



15

$$3 \times 3 = \boxed{}$$



16

$$12 \div 2 = \boxed{}$$



14

$$8 + \boxed{} + 4 = 17$$



1 mark

23

$$92 - 85 = \boxed{}$$



1 mark

24

$$\boxed{} - 50 = 50$$



1 mark

19

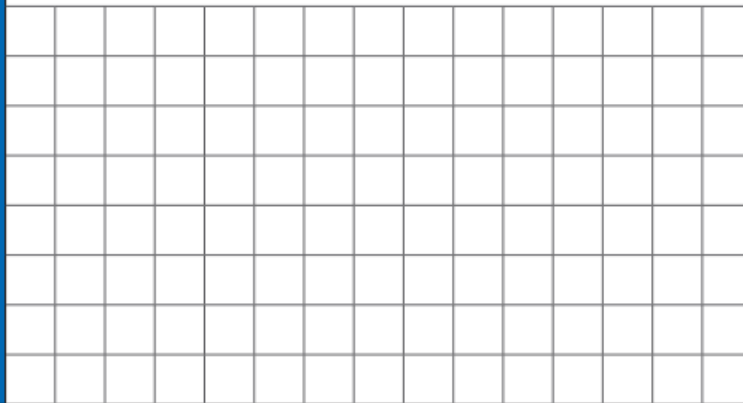
$$60 + \boxed{} = 89$$



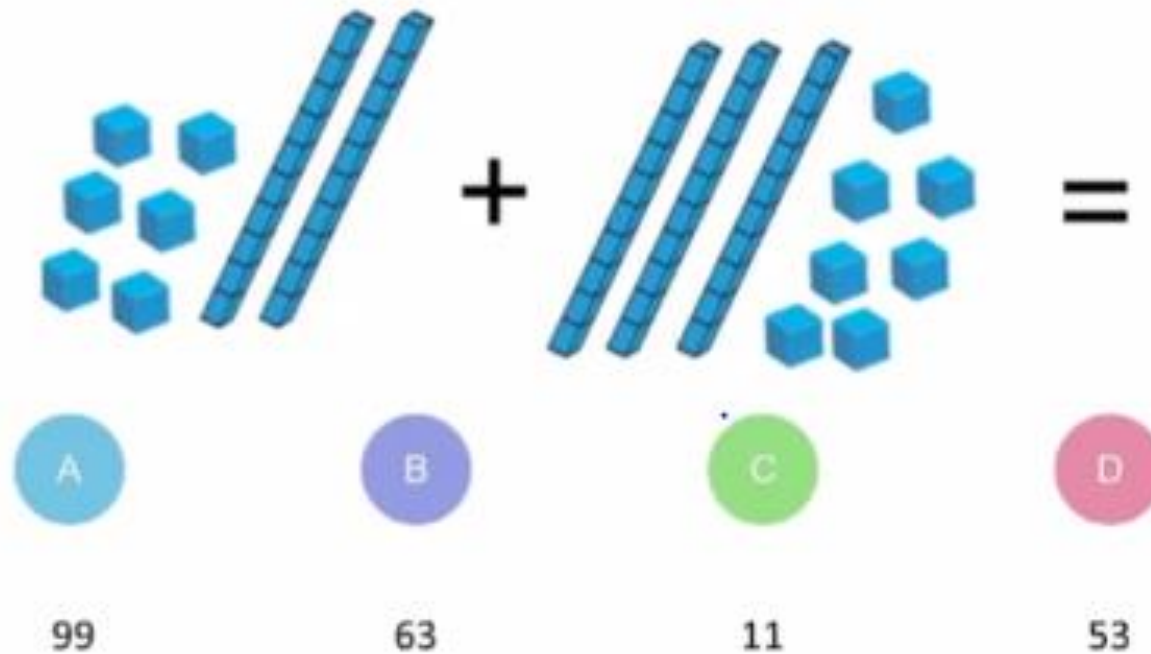
1 mark

20

$$\boxed{} + 25 = 37$$



1 mark



An example of our classroom practice. If they can explain their answer to this, they will have so many skills they can apply to arithmetic and problem solving. They won't have access to apparatus in the assessments, but are they able to draw tens and ones to help themselves.



1



Ajay

5 blue cars



Kemi

14 red cars

cars

2

two-digit number

less than 20

even number

3

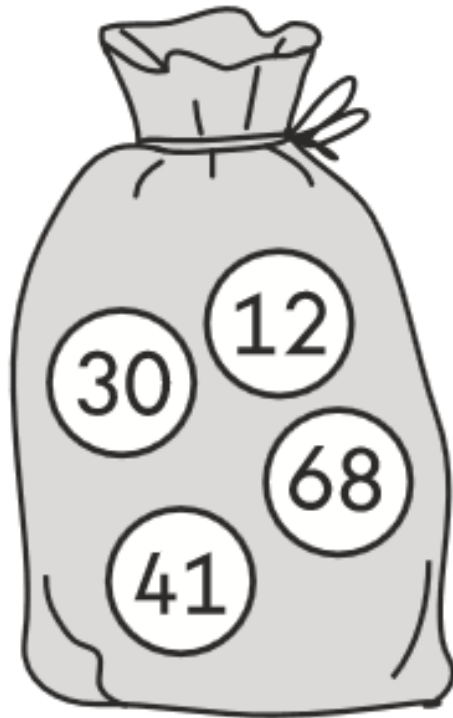
60



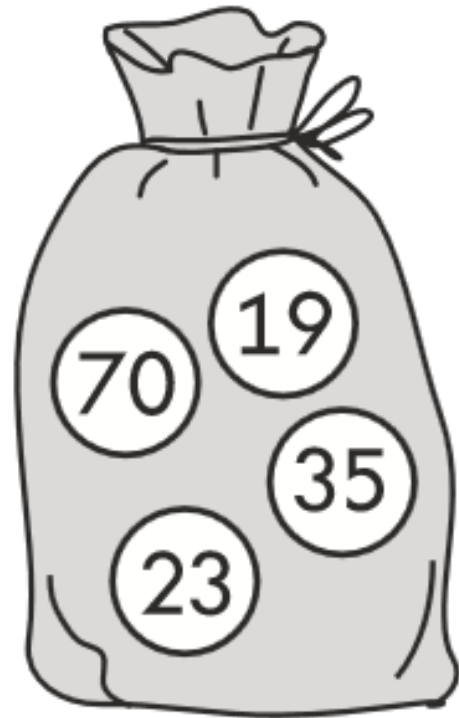
12

Two of the numbers are in the **wrong** bag.

Draw a cross (X) on each of them.

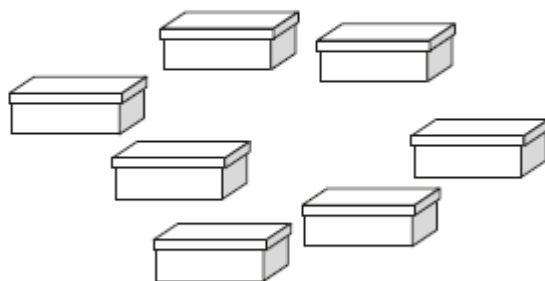


even numbers



odd numbers

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 | |

26

There are **43** people on a bus.

15 people get off.

8 people get on.



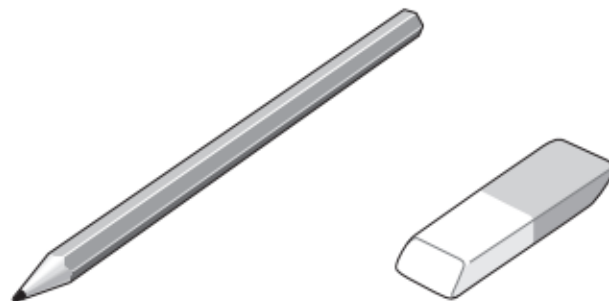
How many people are on the bus **now**?

Show
your
working

people



2 marks



pencil
15p

rubber
25p

Kemi has **£1**

She buys a **pencil** and a **rubber**.

How much **change** does Kemi get from **£1**?

Show
your
working

p

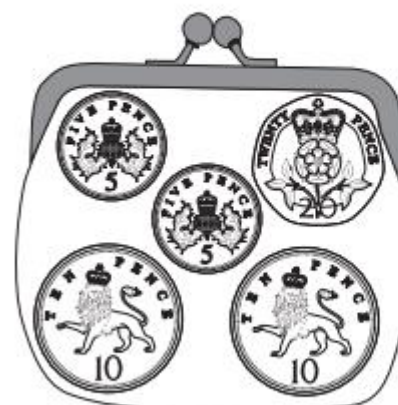
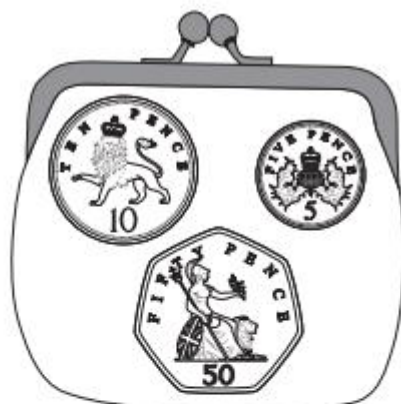
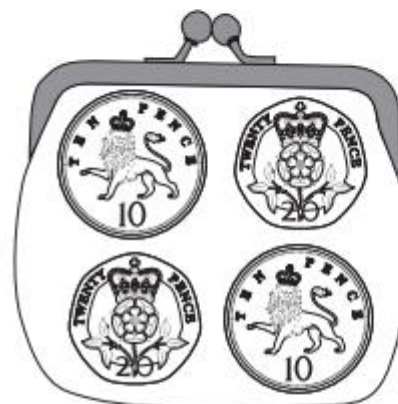
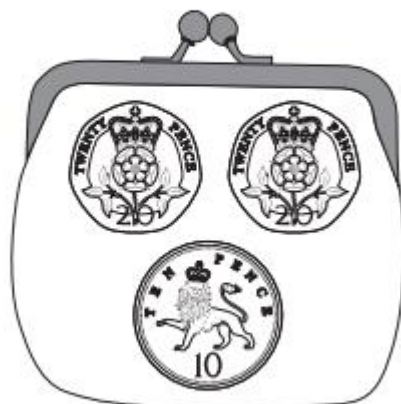


2 marks

19

Two of these purses have the **same amount** of money.

Tick them.



1 mark

14

Here are two number patterns.

There are **three** missing numbers.

Write them in the empty boxes.

The diagram shows a 2D array with 4 rows and 5 columns. The first row contains the values 15, 20, and 25 in its first three columns, with the remaining two columns being empty. The second row contains the values 18, 21, 24, and 27 in its first four columns, with the fifth column being empty. The third and fourth rows are entirely empty. A horizontal arrow points to the right from the first column, and a vertical arrow points downwards from the first row, indicating the direction of pointer movement.

2 marks

4

Tick **one**.

quarter to 9

☐

quarter to 4

☐

quarter past 9

☐

quarter past 4

☐


1 mark


15

Draw a line to match each measurement to the correct unit.


One is done for you.

measurement


unit

 the **length** of a pencil


kg

 the **mass** of a bag of potatoes

°C

 the **capacity** of a cup

cm

 the **temperature** outside

ml



1 mark

Writing

Children write everyday in literacy and across the curriculum.

Writing is teacher assessed – there is no test.

We look at lots of pieces of writing, across several occasions before making a judgement and our moderations are checked by the local authority. To get greater depth in writing is unusual these days. We hope that many children will secure expected.



Dear Miss

I am writing to tell you how we can save the environment.

I want to persuade you to make a difference to our world so you can help too.

Obviously you need to help the environment because then every thing will get better.

I know you care about our trees. Are you said that rubbish is all over our environment?

Recycling is better for the world because animals don't get trapped in it.

You need to recycle now!

Do you want to plant more trees?

Planting trees is really good because



Standing on the tall cliff neyer
the see and the air was a Seemster.
I called the boys over and told
them my friendishly, clever plan.

Fuerst I will need sever bothboms.
To make a Severbothbom
you need Severs from a
part. I slid and then I sor
the seedrigo and then the boys
said drop the bothboms.
His tung felt tingly and ticky.
He had swmd awye and we
said awer plan wuct.

"Go to your room without any of your favourite scrumptious dinner!" shouted Poppy's mother. Poppy felt really miserable, so she went to her room without any of her favourite scrumptious dinner.

The next morning Poppy saw a massive and it was reaching into the fluffy, white, cuddly clouds. Poppy decided to climb it.

Up... up... up. It got colder and colder and colder. Poppy got really cold. Finally she arrived up to the top of the massive beanstalk.

Slowly, Poppy lifted her head and then she saw a hummingous castle. Poppy was so amazed she couldn't say anything. When she could speak she crawled to the castle and knocked quickly but nobody answered.

Creep... creep... creep. Trembling, Poppy heard a booming voice. "FEEFI FO FUM!" roared the voice. "I SMELL THE BLOOD OF AN ENGLISH MAN!" As fast as Poppy's legs could take her, she ran to an oven to hide and she was safe. Luckily the person went to sleep. Slowly Poppy sneaked out of the oven and realized that the person was an enormous giant! Then Poppy saw some golden flowers on the table. Really quickly, Poppy grabbed the golden flowers as fast before you could say jump.

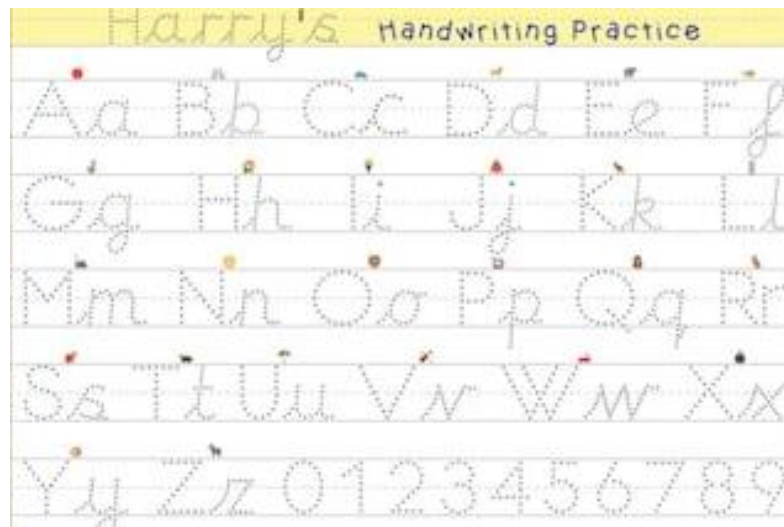
Carefully, Poppy scurried down the massive beanstalk and gave the golden flowers to her poor mum.

"Oh my!" cried Poppy's mum happily.

"What a lucky escape that was!" thought Poppy.

Handwriting

- Not the most important aspect of writing but they do need accurate letter formation to be judged as expected.
- Easy area to support at home. Sitting each letter on the line, and starting and stopping in the correct place. Correct size and tall tops and tails!



HOW DO WE PREPARE THE CHILDREN?

- Our daily and weekly planning is tailored to suit our children so that they are challenged and make good progress.
- Booster groups and interventions target particular areas.
- Practice tasks will take place this term to prepare and familiarise the children.



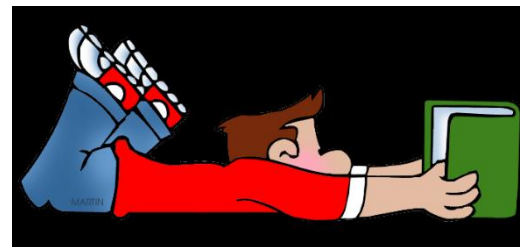
HOW DO WE PREPARE THE CHILDREN FOR MATHS?

- Daily maths lessons which are based upon the prior learning of the children.
- We have a arithmetic challenges in the morning and focus on learning 2, 5 and 10 times tables (and linking these to division facts) as well as counting. We also introduce 'Rainbow times tables' this term.
- Many of our tasks are based on a 'reasoning' style of questioning.



HOW DO WE PREPARE THE CHILDREN FOR READING?

- Whole-class reading sessions where answering comprehension questions is the focus.
- Individual reading with teachers, TA's and volunteers.
- A focus on reading through our Soundwrite phonics lessons, Bug Club, home reading rewards, book corner discussions and whole class storytelling.



HOW ARE THE TESTS MARKED?

- Marking is completed by your child's class teacher.
- Schools follow strict guidelines to ensure standards, consistency and security are maintained.
- Marking criteria is provided by the government.
- Teachers from schools across Kent meet to moderate judgements or the local authority visit the school to moderate judgements.



REPORTING THE RESULTS

- The information provided by the tests and our teacher assessment is used to provide the Year 3 teaching staff with a good base upon which to build their learning.
- Test scores are in the form of a 'scaled score' with 100 representing a national expected score. Children will therefore achieve expected (EXS), greater depth (GDS) or working (WTS) towards the expected level depending on how close their score is to 100.
- You will be informed of your child's teacher assessment results in their Term 6 report and you can request the standardised score if you would like to.



HOW CAN YOU HELP AT HOME?

- Everything that you are already doing!
- Daily reading and spelling, including Bug Club.
- Support for areas that link to learning within everyday life – visiting the library, writing shopping lists or invitations, counting money, telling the time, keeping a diary, making scrapbooks of days out.
- Keep our secret! We will not communicate anything to the children about ‘tests’. It will feel like a normal month in school.
- Plenty of rest and sleep.



SPECIFIC ACTIVITIES TO RAISE ATTAINMENT IN YEAR 2

- Defining words as you read and asking questions about their reading
- Reading a wide range of books and reading to your child
- Spelling all common Year 1 and 2 words correctly
- Telling the time to 15 minutes (including quarter to)
- Playing games to develop reasoning and maths like monopoly, chess, card games, Orchard Games
- Learning number bonds and times tables facts by heart
- Learning facts like $\frac{1}{2}$ of 30 is 15, 1000g in 1kg,

60 minutes in an hour, days and months of the year – cooking and measuring in g and ml!



USEFUL LINKS TO SUPPORT LEARNING IN YEAR 2

- Books for Year 2. Great Reads for 6-Year-Olds
(schoolreadinglist.co.uk)
- Year 2 Maths - England - BBC Bitesize
- ActiveLearn: Login
- PhonicsPlay
- Reading & comprehension: Age 6–7 (Year 2) |
Oxford Owl
- Times Tables Rock Stars: Play (ttrockstars.com)
- KS1 SATs 2023: a guide for parents
(theschoolrun.com)



- A very big thank you for your constant help and support with reading, spelling and with all the exciting things that are brought in to show us! Happy, confident, rested children will cope with the assessments with ease.

