

# Key Stage 1 SATs briefing 2017

PETWORTH COFE PRIMARY SCHOOL

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# Assessment

In 2016 the new SATs testing was brought in for Year 2 and Year 6 children. The old national curriculum levels (e.i. level 2 and level 3 etc) have been abolished and children now receive a “scaled score”.

The new curriculum is more rigorous and sets high expectation which all schools have had to work hard to meet since the introduction last year.

# Scaled Scores

## ► What is meant by 'scaled scores'?

- 100 will always represent the 'national standard'.
- Each pupil's raw test score will be converted into a score on the scale, either at, above or below 100.
- The scale has a lower end point which is 85 and an upper end point which is above 110.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated the expected level in that subject.



100

# The SATs papers

- ▶ Reading:

Test 1 – combined reading prompt and answer booklet

Test 2 – more challenging separate reading booklet and reading answer booklet

- ▶ Mathematics:

Arithmetic

Reasoning

This year the Spelling, Punctuation and Grammar test has been cancelled due to being leaked last year.

# 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.

# Reading paper 1 question examples

## Ants underground

### Who lives inside?

Inside the nest lives a big queen ant. Most of the ants who live in the nest are busy worker ants.

### Queen ant

The queen ant spends all her time laying eggs.



2 What does the queen ant do?

Tick **one**.

keeps the nest clean

☐

lays eggs

☐

moves eggs

☐

finds food

☐

4 Give **two** jobs that the worker ants do.

1. \_\_\_\_\_

2. \_\_\_\_\_

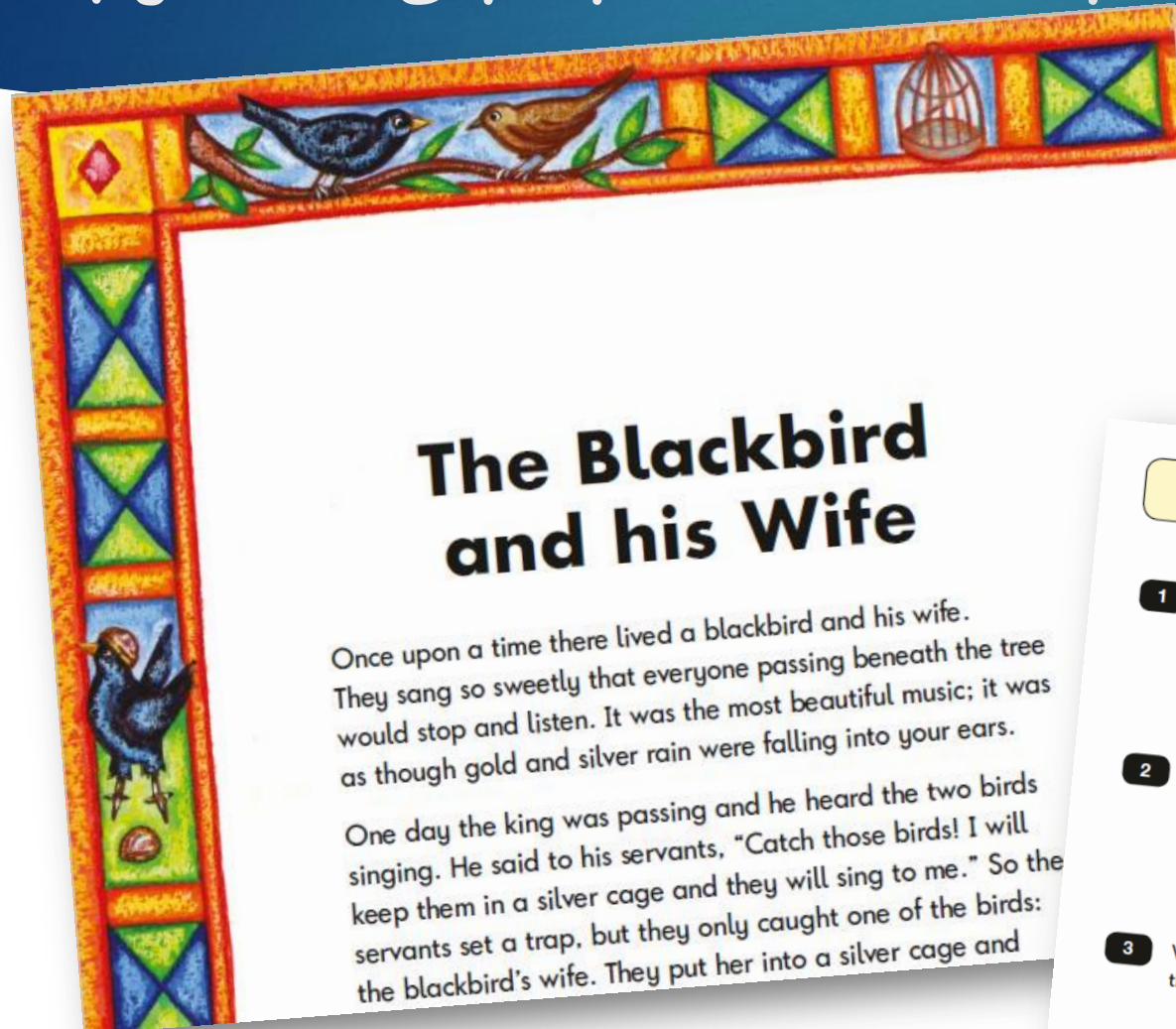
5 What happens to the eggs in the special room?

\_\_\_\_\_

*Children will be asked to tick correct answers, they will be expected to find and retrieve facts and sometimes explain their answers.*



# Reading paper 2 example questions



## The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and

Questions 1 – 8 are about  
*The Blackbird and his Wife* (pages 4 – 7)

1 Why did the king want to have the blackbirds? (page 4)

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2 Why was the blackbird's wife sad? (page 4)

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3 What instrument did the blackbird play on the way to the palace? (page 4)

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Reading Test 2 will have a more Challenging separate reading booklet and reading answer booklet.

# How do we prepare?

- ▶ To prepare for these tests we:
  - Expose the children to challenging traditional and Classic texts.
  - Teach children the skills of unpicking texts they have read through Cracking Comprehension.
  - Building reading stamina – children must have a fluency of over 90 words per minute
  - Encouraging a love of reading during D.E.A.R time (drop everything and read).



# How to help with reading

- ▶ Listening to your child read can take many forms:
  - 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 a little at a time but 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 and encourage your child to have their own opinions.
  - Look up definitions of words together – you could use a dictionary or the internet.
  - 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 and even road signs.
  - Visit the local library together to find different books.

# Maths papers

- ▶ Children will sit two tests: Paper 1 and Paper 2:
  - Paper 1 is an arithmetic test, lasting approximately 25 minutes and worth 25 marks. It covers calculation methods for all operations.
  - Paper 2 covers problem solving, reasoning and mathematical fluency, it 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.

# Arithmetic example questions

5

$15 + 3 + 3 = \boxed{\phantom{00}}$

11

$87 - 40 = \boxed{\phantom{00}}$

21

$\frac{1}{2} \text{ of } 30 = \boxed{\phantom{00}}$

15

$3 \times 3 = \boxed{\phantom{00}}$

16

$12 \div 2 = \boxed{\phantom{00}}$

12

$50 - \boxed{\phantom{00}} = 20$

14

$2 \times 0 = \boxed{\phantom{00}}$



# How to help your child in maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- 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.

# Writing

- ▶ Children are no longer tested in writing, they are assessed by their teachers using an assessment framework.
- ▶ The children complete a variety of pieces of detailed writing throughout the year which cover a range of genres that have been taught in class and provide evidence of the writing skills necessary to meet the expected standard.
- ▶ In past years a best fit approach was used. However, now **ALL** of the skills must be grasped and applied in independent work to meet the expected standard.
- ▶ Some children will be able to apply the skills consistently across most genres and will therefore be working at greater depth within the expected standard (GDS).



# Expected standard in writing

If you go into a snowy forest, you will see the most evil witch you have ever seen. She has a gold crown and it's sharp as shark teeth. She also has shimmering, silver clothes. How shiney she looks! Her heart is frozen ice because she lives in a freezing castle. Her palace is ice because she lives in the snowy forest. The White witch stomps because she is nasty and evil. Is the witch made out of ice? She talks very, very, very nicely but she is so evil, that she will break the whole city!



## Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words\*
- spelling some words with contracted forms\*
- adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly\*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

# How to help with writing

- Practise and learn weekly spelling lists – make it fun!
- 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 or tablet 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 you can help

- 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!
- The children will not know they are sitting tests, they are used to working on 'quizzes' and enjoy completing them.
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks, Mathletics is a great way of engaging children in different maths questions.
- Make sure your child has a good sleep and healthy breakfast every morning!

# What to expect

WORKING TOWARDS the 'Nationally Expected Standard' for a pupil at the end of Year 2

WORKING AT the 'Nationally Expected Standard' for a pupil at the end of Year 2

WORKING AT GREATER DEPTH *within* the 'Nationally Expected Standard' for a pupil at the end of Year 2

Any questions?

