End of Key Stage 1 (Year 2) Assessment meeting

Aim: To explain key national changes to End of KS1 Assessments (SATs)

SATs Tests

- As it has been in previous years the SATs tests in Year 2 are administered in order to help teacher's judge how well children are progressing.
- Teacher assessments will NOT be made on test results alone.
- When making judgements about a child's level of understanding teachers will be thinking about what they have seen over the whole of Years 1 and 2. This is to ensure they have a full and accurate picture of how well a child is doing.

SATs Tests (Year 2)

At the end of Year 2 children will take SATs tests in:

- **Reading (2 papers)**
- **Maths (2 papers)**

There is no test for writing.

It is assessed based on on-going assessment of writing throughout Years 1 and 2.

All tests must take place during the month of May.

Important Consideration

- Please avoid hyping up the tests with your child and asking lots of questions. As a school we do not refer to the assessments as 'tests' and encourage the children to see them as part of everyday normal classroom practice to ensure we do not cause any unnecessary stress.
- The children will be doing the tests at different times based on their readiness.
- They may also be administered in small groups on different days.
- They can be administered at any time throughout the month of May.

Reading

The Reading test consists of 2 separate papers.

<u>Paper 1</u>

A selection of text types (story, poem, non-fiction text) of between 400 and 700 words.

Text is broken into short sections and is followed by 2 or 3 questions.

Many questions require either short single word and short phrase answers or ticking a box.

The paper takes approximately 30 minutes.

It is worth a total of 20 marks.

Bella Goes To Sea

Bella the goose lived with William in a cottage by the sea. William was a fisherman. He had a big garden with lots of good grass for Bella to eat. Sometimes for a treat he took Bella to the Harbour Cafe and bought her a milkshake and biscuits. But whenever William went to sea, Bella had to stay behind. "You can guard the house," he said.

Bella was lonely when William was away. She wished her wings were stronger so that she could fly after him. I will fly, thought Bella. She tried and tried... and at last she was flying perfectly.

One morning she followed William down to the harbour and out to sea. William was cross. "A fishing boat is no place for a goose," he said. But he let her stay. Bella loved life at sea.

Practice questions

a What was William's job?

Tick **one**.

cafe owner	☐	guard	☐
gardener	☐	fisherman	☐

b When William went away, what did he tell Bella to do?

_____

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

2 Why was William cross with Bella?

_____

1 mark

Reading

Paper 2

Contains 2 text types (fiction and non-fiction text) of between 800 and 1100 words).

Text is contained within a reading booklet.

Children write their answers to questions about the text in a separate booklet.

The paper takes approximately 40 minutes.

It is also worth a total of 20 marks.

Most children will take this paper, but teachers will not expect all children to complete the whole task.

If your child finds reading more of a challenge at this stage, then his/her teacher will stop the test at an appropriate time.

Questions contain a mix of tick-box and 'circle the correct answer' questions , with some that require a written answer.

Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK.

You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.

Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon.

He also brought aliens to life in stories about Dr Xargle, written by Jeanne Willis.

Questions 1–6 are about
***Meet Tony Ross* (pages 4–5)**

(page 4)

1 **Find** and **copy one** word from the top of page 4 that means *well known*.

_____

1 mark

(page 4)

2 The Little Princess reminds Tony Ross of someone. Who is it?

_____

_____

1 mark

(page 4)

3 Tick **True** or **False** for each statement about the Little Princess.

Statement	True	False
There are lots of books about her.		
She always does as she's told.		
She is 5 years old.		
She doesn't like going to bed.		

2 marks

The Greedy Man

A long time ago in China, there were two neighbours, a kind farmer and a greedy merchant. One evening, when they were walking along a riverbank, they saw a wounded bird. The tiny sparrow was hurt and its body was throbbing in pain. The farmer stopped to pick it up and stroked its ruffled feathers.

"Why bother with a creature that is half dead? It will be nothing but trouble to you," said the greedy man impatiently.

"You go on ahead," said the farmer.

He brought the bird home to care for it, talking to it each day as if it were a little child. When the bird's broken wing was better, he knew he must let it go, although he was sad to say goodbye.

Questions 7–18 are about *The Greedy Man* (pages 6–11)

(page 6)

7 There are two men in the story.

Which man is kind and which man is greedy?

kind _____

greedy _____

1 mark

(page 6)

8 Where were the two neighbours walking at the beginning of the story?

Tick **one**.

in a town	☐	along a riverbank	☐
on a bridge	☐	through a field	☐

1 mark

Maths

Once again there are 2 papers for Mathematics.

<u>Paper 1 – Arithmetic</u>

- This paper test's your child's number and calculation skills.
- It lasts approximately 20 minutes.
- It involves 25 questions (25 marks).
- Some questions require children to know some basic number facts – number bonds, 2x, 5x and 10x tables.
- Some questions towards the end involve missing number problems and finding fractions of quantities.

1. $8 + 6 =$ ☐
2. $12 - 7 =$ ☐
3. $10 -$ ☐ $= 2$
4. $52 + 7 =$ ☐
5. $4 + 5 + 6 =$ ☐
6. $9 \times 10 =$ ☐

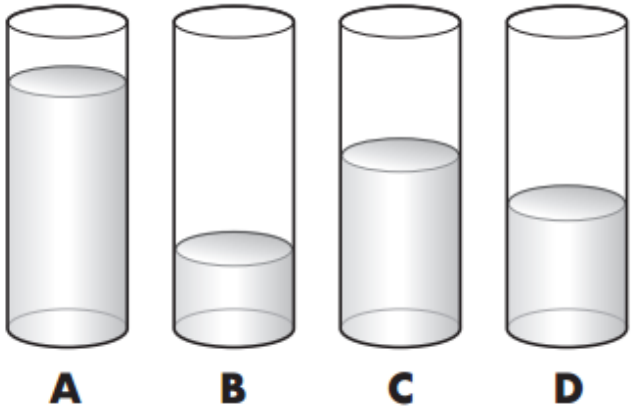
21. $55 \div 5 =$ ☐
22. $\frac{1}{4}$ of $12 =$ ☐
23. $71 - 14 =$ ☐
24. $\frac{1}{3}$ of $30 =$ ☐
25. $\frac{3}{4}$ of $20 =$ ☐

Maths

Paper 2 – Reasoning

- This paper test's your child's reasoning skills – using maths to solve problems.
- It lasts approximately 35 minutes.
- It is worth 35 marks.
- The first 5 questions are verbal questions which are read to the children before they move on to the rest of the paper.
- If the children find anything difficult to read, then the questions can be read to them.
- Earlier questions are more straight forward and questions towards the end will offer more challenge.
- Not all children will complete all of the questions. As with the reading paper 2 teachers will use their judgement to decide if a child needs to stop before the end of the paper.

6



Sort the glasses from **least full** to **most full**.

least full **most full**

1 mark

11 There are **20** balloons.

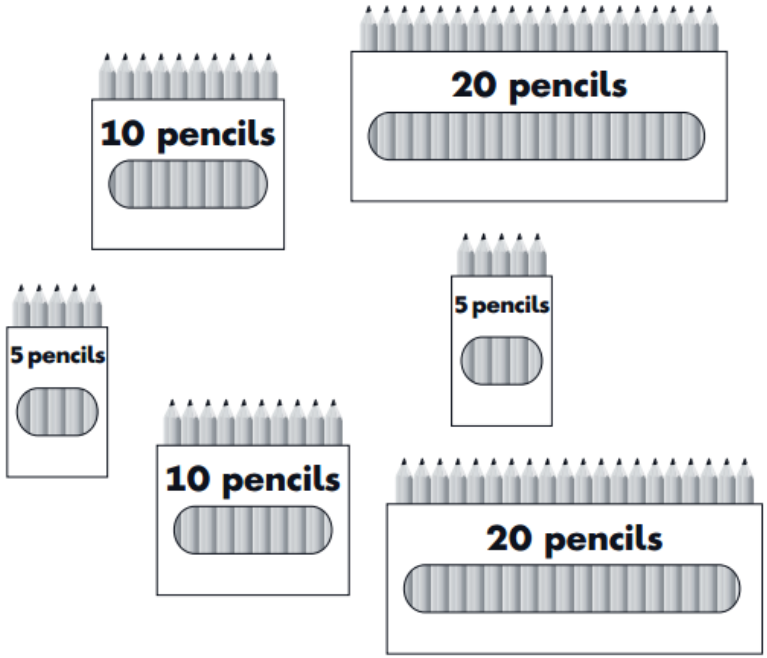
7 balloons fly away.

How many balloons are left?

balloons

1 mark

18



Kemi and Ben share these pencils equally.

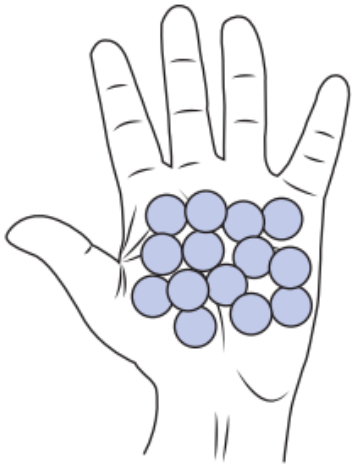
How many pencils do they each get?

pencils

1 mark

20 Amy has **21** counters altogether.

She has **14** counters in one hand.



How many counters does she have in the other hand?

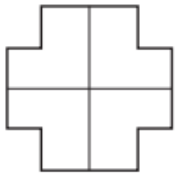
counters

1 mark

27 Shade the fractions of the shapes.

Shade $\frac{1}{2}$

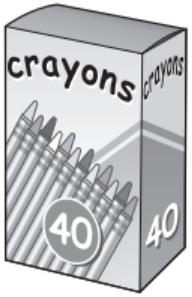
Shade $\frac{3}{4}$



Shade $\frac{1}{3}$

2 marks

28



There are **40** crayons in a box.

Sam takes **17** crayons.

Kemi takes **10** crayons.

How many crayons are left?

Show your working

crayons

2 marks

Marking Tests and Results

- The test papers are marked by the teachers.
- The results are used to form part of the wider picture of ongoing assessment of your child's learning
- The outcomes of the test are used as evidence alongside the work produced by the children during their daily lessons to help the teachers assess the children against the national criteria for working at the 'expected level' in each subject.

Final Outcomes

Following the tests teachers will be asked to use all of their knowledge about your child's understanding in a subject to decide whether they are:

- **Still working 'towards the expected standard' for the end of KS1**
- **'working within the expected standard' for the end of KS1**
- **'working at a greater depth within the expected standard' for the end of KS1**

This is what will be reported to you at the end of the school year.

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 a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

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[1] books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words[2]
- sound out most unfamiliar words accurately, without undue hesitation.

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

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Working at greater depth within the expected standard

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

- make inferences
- make a plausible prediction about 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.

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard

The pupil can, 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.

Working at greater depth

The pupil can, after discussion with the teacher:

- 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.

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources[1] to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30)
- recall at least four of the six[2] number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 – 17)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 – 3 = 4, then 17 – 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 – 14 = 3 and 17 – 3 = 14)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $^{1}/_{4}$, $^{1}/_{3}$, $^{1}/_{2}$, $^{2}/_{4}$, $^{3}/_{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + □; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Science

At this point a judgment is also made with regards to your child's knowledge and understanding of Science.

There is NO test for Science. It is based purely on teacher assessment.

There is also no 'working at a greater depth' grading.

Children are assessed as either 'working at the expected standard' or still 'working towards the expected standard'.

Interim teacher assessment framework at the end of key stage 1 - science

Working at the expected standard

The first statements relate to working scientifically, which must be taught through, and clearly related to, the teaching of substantive science content in the programme of study.

The pupil can:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:
  - observing changes over time
  - noticing similarities, differences and patterns
  - grouping and classifying things
  - carrying out simple comparative tests
  - finding things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

The remaining statements relate to the science content.

The pupil can:

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.

How can you help your child?

- Firstly, support and reassure your child that there is nothing to worry about and that they should always try their best each day in school - Praise and encouragement!
- Ensure your child has the best possible attendance in school. Every lesson counts!
- Make sure your child has a good nights sleep and breakfast every morning.
- Support your child with their homework tasks, especially reading and spelling.
- Talk to your child about what they have learnt in school and what books they are reading.

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.**
- **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, 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

- 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.
- Write together – be a good role model for writing.
- 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!

How to help your child with 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.
- Look at the place value of numbers – children need to understand what numbers mean.
- Identify 2D and 3D shapes in your child's environment and talk about the properties of these shapes, e.g. the number of sides, faces, etc.

Thank you for listening!

If you have any questions either today or at any point over the next two terms please come and speak to either ourselves or your child's class teacher.