

KS1 SATs 2022

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# Intended aims:

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- To give you an outline of the end of Key Stage One assessment arrangements
- Ways in which you can help your child to prepare
- An opportunity to look through the sample papers/tests
- A chance to ask any questions

# Assessment Arrangements at the end of Key Stage One in 2022

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

- Reading (2 papers one with a reading booklet)
  - Maths (arithmetic and reasoning)
  - Spelling, Grammar and Punctuation (spelling and questions)
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- These assessments will take place during May this year.
  - Tests are marked internally by class teachers
  - Teacher assessments also take place for Maths, Reading and Writing
  - Overall judgement is based on teacher assessment
  - Some children will also undergo Phonic Screening, if they were not at the required standard in autumn 2021.
  - These tests are intended to assess pupils' abilities in a fair and comparable way.

# How and When?

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- The assessments will take place during May
- We will split the children into smaller groups to allow adequate support as needed.
- Adults will be on hand to encourage and support with reading where allowed.
- They are given a guided time limit but there is flexibility.

# Scaled Scores

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Scaled Scores What is meant by 'scaled scores'?

- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- A child who achieves 100 will be working at the 'national standard' will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- A child awarded a scaled score of more than 100 is judged to have exceeded the national standard.
- 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.

# How do we know how they did?

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- We will use the tests to support our teacher assessment judgements in maths, reading and writing
- You will receive information for each subject – Maths, Reading and Writing with their report at the end of term
- Your child will be assessed as either: *Working Towards* the expected standard, working at the *Expected Standard* or *Working at Greater Depth*.
- Children that are not yet working towards the expected standard will be assessed using pre key stage standards.

# Writing

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- No formal tests
- All teacher assessment is based on classwork and independent writing opportunities

# Reading

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- The Reading Test consists of two separate papers:
  - Paper 1 – consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils. The test takes approximately 30 minutes to complete, but is not strictly timed. This test is worth 20 marks.
  - Paper 2 – consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper and this paper has more challenging texts than Paper 1. The test takes approximately 40 minutes to complete, but is not strictly timed. This test is worth 20 marks.

The texts will cover a range of poetry, fiction and non-fiction and both papers are designed to increase in difficulty as the children work through them. Teachers can use their discretion to stop the test early if a pupil is struggling.

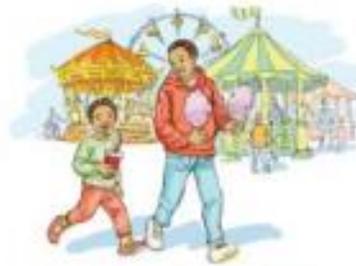
In 2017, 2018 and 2019, a score of 25/40 was needed to obtain a scaled score of 100.

# Paper 1 example questions

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

1 mark

2 What did Jasmine and JJ see at the circus?

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1 mark

## Cowboys in films

Cowboys come in many different shapes and sizes, but all cowboys had to be able to ride horses. Cowboy films often show cowboys who are handsome, clean and young, having lots of adventures.

In real life, cowboys were often quite old. They were covered in dust and had little time to wash or shave. Usually their horses were more handsome than they were!



There are 20 Real cowboys are different from cowboys in films.

Put **three** more ticks in the table to show what cowboys are like.

One has been done for you.

	real cowboys	cowboys in films
have adventures		✓
are clean		
are dirty		
are old		

1 mark

# Reading Sample Questions

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

There are a variety of question types:

## 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/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

# Paper 2

"Go, little one, fly away," he said, gently.

And then an odd thing happened. The bird spoke. "You were so kind to me and expected nothing in return. I shall return with your reward."

**Later that day**, the little bird returned carrying a large pumpkin seed for the farmer to plant. The seed grew into a long vine with many little pumpkins on it. Delighted, the farmer watched the pumpkins ripen, then he split one open to eat. It burst, not with pumpkin flesh but with gold! Every single pumpkin he cut was filled with riches. The farmer was so pleased with his good fortune that he rushed to tell everyone.

The greedy man was so jealous that he felt sick. He was determined to get rich in the same way.



## 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 \_\_\_\_\_



(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



# Reading Sample Questions

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## Matching/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.	<b>Introduction</b>
Africa has deserts, forests and mountain areas.	<b>Clothes</b>
Traditional African clothes are made from local materials.	<b>Music and Dance</b>
Some African people play 'talking drums'.	<b>Story Time</b>

## Short-Answer Questions

- 4 What job did Tony Ross want to do before he became a writer and illustrator?



# Reading Sample questions

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## Find and Copy Questions

- 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

## Open-Ended Questions

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

\_\_\_\_\_  
\_\_\_\_\_



1 mark

# Spelling, Punctuation and Grammar

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2 papers, these are optional:

- Paper 1: spelling (20 minutes)
- Paper 2: questions (20 marks)

# Spelling Paper

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## 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**.

# GPS - Sample Questions

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## Grammar, Punctuation and Vocabulary Paper

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

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.		

# GPS - Sample Questions

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

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

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

You have left your pencil on the bench over there.



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



# Maths

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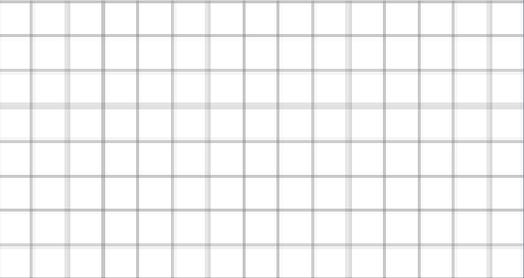
- 2 tests:
  - Paper 1: Arithmetic - lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations. This test is worth 25 marks.
  - Paper 2: Reasoning - lasts for approximately 35 minutes, which includes time for five aural questions (five minutes). Pupils will still use 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. This test is worth 35 marks.

In 2017 and 2018, a score of 36/60 was needed to obtain a scaled score of 100. In 2019 you needed a score of 34 to obtain a scaled score of 100.

# Paper 1 : Arithmetic

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9  $22 + 22 =$



1 mark

10   $+ 8 = 12$

1 mark

15  $3 \times 3 =$

1 mark

16  $12 \div 2 =$

1 mark

# Paper 1 : Arithmetic

32 Ben has **90p**.

He buys **2** tickets.

Each ticket costs **35p**.

How much money does Ben have **left**?



Show  
your  
working

p

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

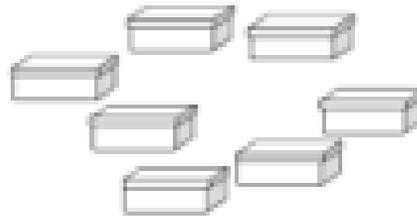
# Paper 2 - Reasoning

8 Match each shape to the correct description.

One is done for you.

shape	description
triangle	has 8 vertices
square	has 3 sides
octagon	has 4 right angles
circle	has no vertices

7



Site puts 2 shoes in each of these boxes.

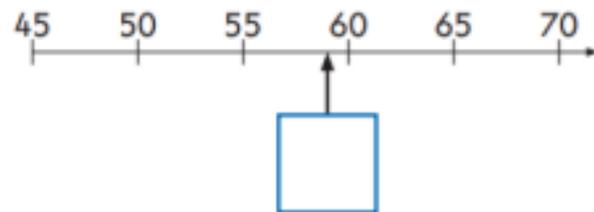
How many shoes are there altogether?

 shoes

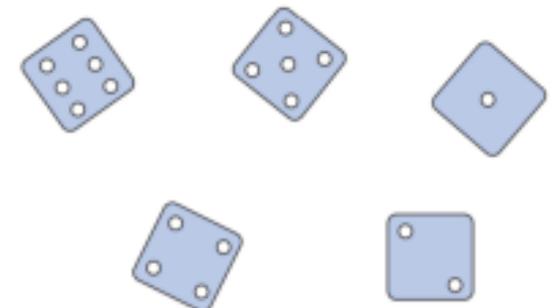
9 Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

14 Write the correct number in the box.



8 Circle the **three** dice that add up to **13**



# How to Help Your Child

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- 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 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 can you support with SPAG?

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- Practise your child's weekly spellings each day. We will be sending home a sheet with the edshed spellings each week.
- I spy a suffix when reading
- Take account of punctuation when reading and discuss it.

# How can you support with maths?

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- Play quick fire maths and tables games also using the inverse. (+ - ÷ and x)
- Number bonds to 20 and doubles and halves to 20
- Use mathshed or sumdog even when it has not been set as homework.
- Play mental maths games including counting in different amounts, forwards and backwards. (1s, 2s, 3s, 5s and 10s)
- Encourage opportunities for telling the time
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping. [http://mathsathome.lgfl.org.uk/y2\\_measurement.html](http://mathsathome.lgfl.org.uk/y2_measurement.html)
- Practice labelling fractions of different shapes, food and when baking
- 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 can you support with Reading?

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## READ EVERY DAY!

- Read aloud to your child to promote enjoyment, fluency and expression.
- 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 and TV guides.
- Visit the library.

# How can you support with writing?

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- Practise and learn weekly spelling lists from edshed – 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 we help your child at school

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- Practise papers
- Familiarisation with format of papers in lessons.
- SATs style questions in our lesson
- Year 2 focused work 8 times a week in smaller groups.

# Questions?

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- Please feel free to look at some of the papers.
- A copy of the PowerPoint will be available on the school website.