



KS1 SATS

ST JOSEPH'S CATHOLIC  
PRIMARY SCHOOL

2020



# Aims

- To share end of year expectations
- To share the types of questions children be required to answer
- To put your mind at ease!

# The Tests

- At the end of Year 2, children will take assessments in:
  - Reading;
  - English grammar, punctuation and spelling; and
  - Maths.
- The tests are due to take place in May.
- There is no longer a test for writing. Writing is assessed through the grammar, punctuation and spelling tests.

# Reading

- The Reading Test consists of two separate papers:
  - 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

When she came back, the palace  
had gone. Her bedroom was tidy.  
Molly didn't understand.  
"It's magic," thought Molly.



1 Molly didn't understand.

This means Molly was...

Tick **one**.

angry. ☐

sad. ☐

happy. ☐

confused. ☐



(page 5)

4 Find and **copy two** things children have to take when they go to the lessons.

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

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

These  
often catch  
children out



1 mark

(page 5)

5 'golden' rules

This means the rules are...

Tick **one**.

very expensive  
to follow. ☐

only for good  
swimmers. ☐

very important. ☐

completely useless. ☐



1 mark

Reading – Paper 2 (Separate  
reading and answer paper)

# Spelling

## Spelling

**P.** The \_\_\_\_\_ covered the branches.

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**1.** Remember to \_\_\_\_\_ your hands before cooking.

☐

**2.** I ride my \_\_\_\_\_ to school.

☐

**3.** The Moon looks \_\_\_\_\_ as it is so far away.

☐

**4.** My sister is learning to \_\_\_\_\_.

☐

**5.** Jo is playing in the \_\_\_\_\_.

☐

**6.** The dentist told me to open my \_\_\_\_\_.

☐

# Grammar, punctuation and spelling

- 3 Why does the underlined word start with a **capital letter** in the sentence below?

Dad cleaned the kitchen and Joe helped.



1 mark

- 5 Circle the **noun** in the sentence below.

The shoes were shiny.



1 mark

- 6 Add a **full stop** or a **question mark** to complete each sentence below.

There is a pony in the field ☐

Are we going swimming ☐

Have you seen my hat and gloves ☐



1 mark

- 1 Tick the correct word to complete the sentence below.

Sasha was running to school \_\_\_\_\_ she was late.

Tick **one**.

if

☐

or

☐

that

☐

because

☐

1 mark

# Mathematics

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

- Paper 1 is for arithmetic. It covers calculation methods for all operations.
- Paper 2 covers problem solving, reasoning and mathematical fluency.
- 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



# Sample Questions

Maths Paper 1: Arithmetic

7

$6 \times 2 =$



1 mark

8

$90 - 80 =$

# Sample Questions

## Maths Paper 2: Reasoning

13 Look at these numbers.

0	14	50	61
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Write each number **once** to make these correct.

<input type="text"/>	>	<input type="text"/>
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<input type="text"/>	>	<input type="text"/>
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What is the largest amount you can make using **three** of these coins?

--

p

17 Ben ate half a pizza.

Which fraction shows the amount he ate?



Circle it.

$$\frac{1}{4}$$

$$\frac{1}{3}$$

$$\frac{2}{4}$$

$$\frac{3}{4}$$

# Key Stage 1 frameworks: Standards

For English reading, English writing (Spelling, Punctuation and Grammar) and mathematics pupils will be grouped into 4 categories:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard, or
- a category for those pupils who do not meet the 'working towards the expected standard'.

For science pupils will be grouped into 2 categories:

- Working at the expected standard, or
- A category for those pupils who do not meet the standard,

# Reading – Working towards the expected standard

## 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.

# Reading – Working at the expected standard

## **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<sup>1</sup> 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<sup>2</sup>
- 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.

# Reading – Greater Depth

## **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.

# Writing – Working towards

## **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.

# Writing – Expected standard

## **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.



# Writing – Greater depth

## 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.

# Maths – Working towards

## 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<sup>1</sup> 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<sup>2</sup> 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).

# Maths – Expected Standard

## 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  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ , 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.

# Maths – Greater depth

## 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.  $29 + 17 = 15 + 4 + \square$ ; '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 – Expected standard

## Working at the expected standard

### Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- 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:
  - observing changes over time
  - noticing patterns
  - grouping and classifying things
  - carrying out simple comparative tests
  - finding things out using secondary sources of information
- communicate their ideas, what they do and what they find out in a variety of ways.

### Science content

The pupil can:

- name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]
- describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]
- identify whether things are alive, dead or have never lived [year 2]
- describe and compare the observable features of animals from a range of groups [year 1]
- group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]
- describe seasonal changes [year 1]
- name different plants and animals and describe how they are suited to different habitats [year 2]
- distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].

# How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Do not use words like exams or tests. We call it 'Special Work'.
- Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any home learning activities, MyMaths, Times tables Rock Stars and reading – these often involve speaking and listening and problem solving which are vital skills.
- 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!

Add two 2-digit numbers

$$36 + 23 = 59$$

$$\underline{30} + \underline{20} = 50$$

$$\underline{6} + \underline{3} = 9$$

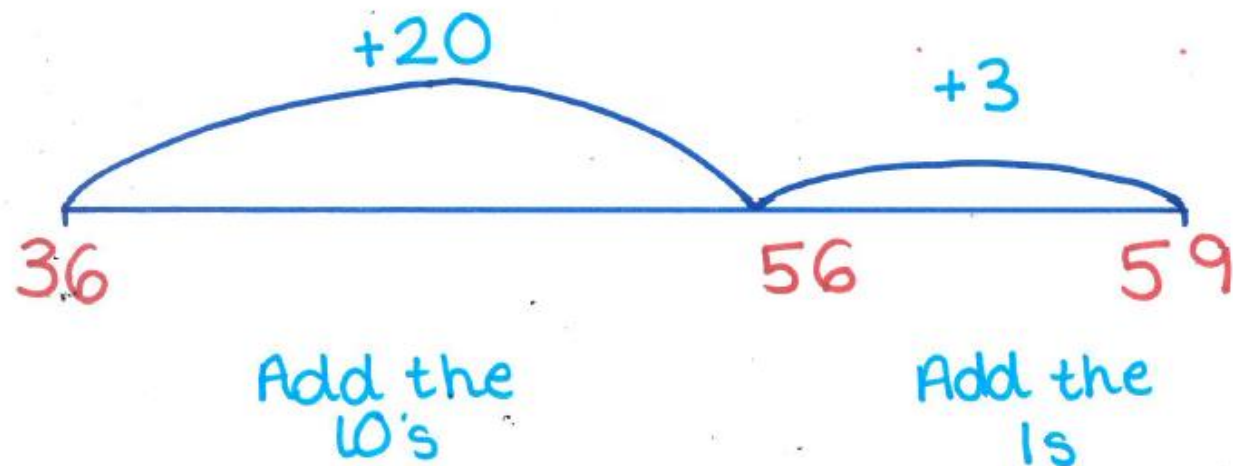
$$50 + 9 = 59$$

Add the 10s

Add the 1s

Add the totals together

J10 (jump  
10) strategy

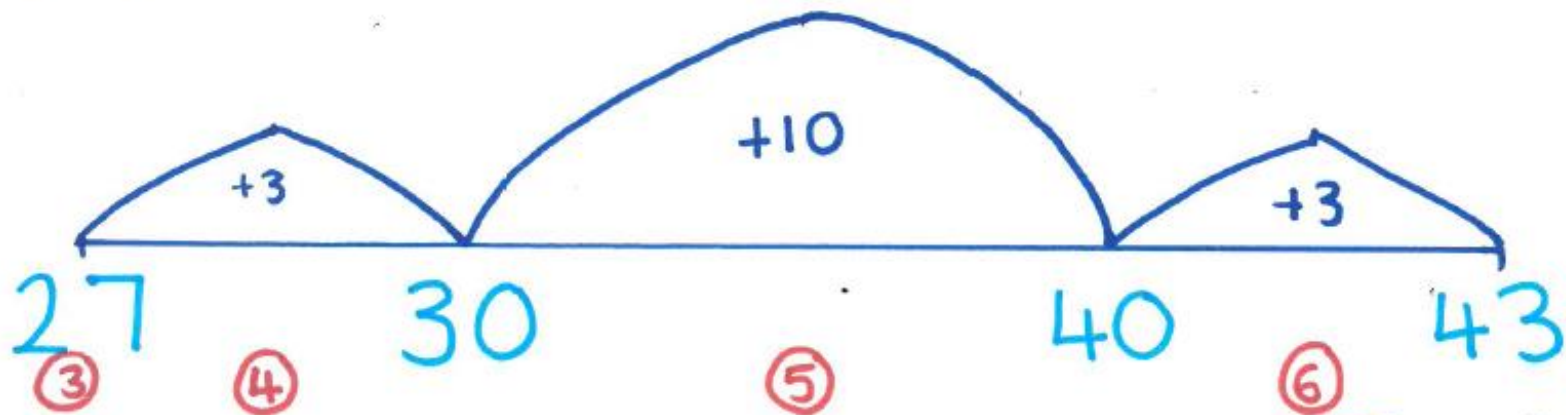


\* Count  
up →  
\* Label  
the number  
line



Add two 2-digit numbers using Target 10 (T10)

$$27 + 16 = 43$$



1. Find the pair to 10  $7 + 3 = 10$
2. Find the next bond  $3 + 3 = 6$
3. Start the number line  $27$
4. Add pair to 10 to get to multiple of 10  $27 + 3 = 30$
5. Add 10s  $30 + 10 = 40$
6. Add remaining bond (ones)  $40 + 3 = 43$
7. Complete number sentence  $27 + 16 = 43$



Jerry believes...

"Fifteen less than forty five is thirty."

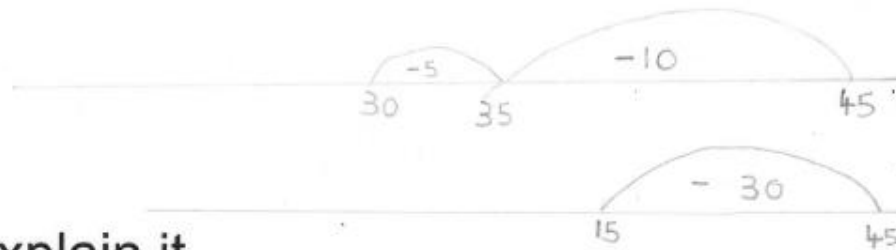
Is Jerry correct?

**Answer**

yes

**Prove it**

$45 - 15 = 30$  or  $45 - 30 = 15$



**Explain it**

The words 'less than' tells me that I need to do a take away. I also know that 15 is the same as 1 ten and 5 ones. 45 take away 10 is 35. I then need to take away 5. So, 35 take away 5 is 30. I also know that  $30 + 15 = 45$ .

**Reasoning**

**Answer**

**Prove it**

**Explain it**

# How do we prepare your children for the SATs?

- We will continue to teach the skills for reading, writing and maths as usual.
- We will give children past papers nearer to the time so that they are not surprised by the format on the day. We will model how to find answers in the text for reading. We will remind the children of different strategies for solving maths problems. We teach grammar terminology to the children during English lessons.
- We will make the SATs experience as stress free as possible.

# How we will administer the SATs?

The SATs will take place during the last two weeks of the first half of the summer term. We will not share the timetable with children or parents – we don't want to cause any unnecessary anxiety.

We will tell the children that they will be doing special work – we will not use the terms SATs or tests.

The children will undertake the SATs in groups of 15. The rest of the children will go to another class – Reception.

# Reporting to parents

- The marks are used to **inform** teacher assessment. The teacher assessment will be reported to parents in reports in **July** once they have been moderated.
- The terms 'Working towards', 'Working at the expected standard' and 'Working at greater depth' or 'Above the expected standard' will be used on your child's **end of year report**.

We are now in the last couple of days before SATs and it is vital that you use your time this weekend wisely. This is your homework for this weekend. Please complete as many of these activities as possible and tick to say they have been done.

- Go on a bike/scooter ride
- Read a book
- Watch your favourite TV programme
- Smile
- Eat Haribo or ice-cream
- Spend time with people you love
- Laugh until your tummy hurts
- Go outside and enjoy the weather
- Go for a swim or a walk
- Spend time on your favourite hobby
- Rest
- See friends
- Run until you just can't anymore
- Cook or make something
- Have more Haribo or ice-cream
- Play in your garden
- Do something you have never done before

If you feel you have to, you may revise, BUT you can only do this for a maximum of one hour total.

REMEMBER- Mrs Thom is in charge of worrying- you don't need to. You are all amazing and I couldn't be more proud of you.

HAVE A FABULOUS WEEKEND ☺

Let your children  
be children. They  
won't be children  
forever!

3<sup>rd</sup> May 2016

Dear Year 6 Pupils,

Next week you will sit your SATs tests for maths, reading, spelling, grammar and punctuation. We know how hard you have worked, but there is something very important that you must know:

The SATs tests do not assess all of what makes each of you special and unique. The people who create these tests and score them do not know each of you the way that we do and certainly not in the way that your families do.

They do not know that some of you speak two or more languages or that you love to sing or draw. They have not seen your natural talent for dancing, football or playing a musical instrument. They do not know that your friends can count on you to be there for them; that your laughter can brighten the darkest day or that your face turns red when you feel shy. They do not know that you participate in sports or are fascinated about space, or that sometimes you have to help your mum with your little brother or sister before and after school. They do not know that you are kind, trustworthy and thoughtful and that every day you try to be your very best.

The levels that you will get from these tests will tell you something, but they will not tell you everything. There are many ways of being smart. You are smart! So while you are preparing for the tests and in the midst of it all, remember that there is no way to 'test' all of the amazing and awesome things that make you, YOU!

*"Educating the mind without educating the heart is no education at all."*

Aristotle

Sleep, Rest and Believe!

Good Luck

Mrs King and the Year 6 Staff Team

Remember...

A child is more than a  
test score.