

# KS1 SATS

## ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



# Aims

- To share end of year expectations
- To share the types of questions children be required to answer
- To share how you can help your child

# 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. They will never know from us that they will be doing SATs.

# How and when we will administer the SATs

The SATs will take place during the last two weeks of the first half of the summer term (the last two weeks in May). 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, assessments or tests.

The children will undertake the SATs in groups of 15. The rest of the children will undertake other activities during this time, away from their classroom.

# 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. Please **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, Maths homework, Times tables Rock Stars, Words of the Week, 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!

# The Tests

- The children will take assessments in:
  - Reading;
  - Writing - Grammar, punctuation and spelling; and
  - Maths.
- The tests are due to take place in May.

# Reporting to parents

- The marks are used to **inform** teacher assessment. The **teacher assessments** 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**.

# 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

The words in the test are a mixture of common exception words and words covered in our daily phonics sessions.

## Spelling

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

---

**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.

\_\_\_\_\_

5

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

The shoes were shiny.

We cover the grammar and punctuation objectives during discrete grammar sessions, and throughout our English teaching.

- 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 Tick the correct word to complete the sentence below.

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

Tick **one**.

if ☐

or ☐

that ☐

because ☐

# 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

The Arithmetic paper includes addition, subtraction, multiplication and division.

7

$6 \times 2 =$



1 mark

8

$90 - 80 =$

# Sample Questions

Maths Paper 2: Reasoning. This paper includes some oral questions read by the teacher.

13 Look at these numbers.

0      14      50      61

Write each number **once** to make these correct.

>

>

We encourage children to make jottings/do workings out. We do this during lessons too.



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.

# How you can help your child read

- Read for at least 10 minutes every night
- Read a few pages to your child, read them together, then get your child to read it back to you independently
- Talk about what you have read using some of the VIPERS question stems

# KS1 Reading Vipers

## Vocabulary

Draw upon knowledge of vocabulary in order to understand the text.

### Example questions

- What does the word ..... mean in this sentence?
- Find and copy a word which means .....
- What does this word or phrase tell you about .....?
- Which word in this section do you think is the most important? Why?
- Which of the words best describes the character/setting/mood etc?
- Can you think of any other words the author could have used to describe this?
- Why do you think ..... is repeated in this section?



# KS1 Reading Vipers

## Infer

Make inferences from the text.

### Example questions

- Why was..... feeling.....?
- Why did ..... happen?
- Why did ..... say .....?
- Can you explain why.....?
- What do you think the author intended when they said.....?
- How does ..... make you feel?



# KS1 Reading Vipers

## Predict

Predict what you think will happen based on the information that you have been given.

### Example questions

- Look at the book cover/blurb – what do you think this book will be about?
- What do you think will happen next? What makes you think this?
- How does the choice of character or setting affect what will happen next?
- What is happening? What do you think happened before? What do you think will happen after?
- What do you think the last paragraph suggests will happen next?



# KS1 Reading Vipers

## Explain

Explain your preferences, thoughts and opinions about the text.

### Example questions

- Who is your favourite character? Why?
- Why do you think all the main characters are girls in this book?
- Would you like to live in this setting? Why/why not?
- Is there anything you would change about this story?
- Do you like this text? What do you like about it?



# KS1 Reading Vipers

## Retrieve

Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information.

### Example questions

- What kind of text is this?
- Who did.....?
- Where did.....?
- When did.....?
- What happened when.....?
- Why did ..... happen?
- How did .....?
- How many.....?
- What happened to.....?



# KS1 Reading Vipers

## Sequence

Sequence the key events in the story.

### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/middle/end of the story?
- In what order do these chapter headings come in the story?



# 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.

# How can you help your child with their writing

- Practise ‘Words of the Week’ – write them in sentences.
- Look at the patterns in the words, Underline the focus grapheme or pattern – gnaw, flies.
- Always use the school font when practicing weekly words/writing.

# Year 2

## Vocabulary, Grammar and Punctuation

### Word

I can

make nouns and adjectives  
using suffixes

make compound words

compare using -er and -est

use -ly to make adverbs

### Sentence

I can

extend my sentences using if,  
that, because

extend my sentences using or, but

use adjectives to describe nouns

recognise statements, questions,  
exclamations and commands

### Text

I can

use past and present tense correctly  
use verbs to show actions in progress

### Punctuation

I can

use capital letters, full stops, question marks and  
exclamation marks

use commas in a list

use apostrophes to show that a letter is missing

use apostrophes to show that something belongs to somebody

### I can talk about my work using these words

noun

noun phrase

suffix

statement

compound

verb

command

question

comma

adjective

adverb

tense

apostrophe





What ingredients does my child need in their writing to be **secure** by the end of Year 2?

**MOST** sentences...



FULL  
STOP

Capital letters are  
always used at the  
beginning of a sentence.

Names / proper nouns also  
need a capital letter.

**Consistent use of the correct tense.**

e.g. she **is** smiling / she **was** smiling

**present**

**past**

**Handwriting:**

- spacing and size of letters
- capital letters and lower case are the correct size and relationship to one another
- horizontal and diagonal strokes to join



**SOME** sentences.....

Noun phrases...

**blue** butterfly

**adjective**—**noun**

**golden** sun



Be able to use **ALL** conjunctions /  
subordination below...

**or and but when if that**

**SPELLING:**

**MANY:** Common exception words are spelt correctly.

(see additional sheet)

Spelling is accurate or phonetically accurate.

**SOME:** words in contracted form—it's, won't

**SOME:** longer words using **suffixes**— enjoyment / beautiful / feeling



What ingredients does my child need in their writing to be **exceeding** by the end of Year 2?

**MOST** sentences...



Capital letters are always used at the beginning of a sentence.

Names / proper nouns also need a capital letter.

**Consistent use of the correct tense.**

e.g. she **is** smiling / she **was** smiling

**present**

**past**

Handwriting:

- Spacing and size of letters
- Capital letters and lower case are the correct size and relationship to one another.
- Horizontal and diagonal strokes to join.



An exclamation mark is a form of punctuation!

An **exclamation** sentence must start with the words ... **what** / **how**

**How** amazing!

**What** a great time you will have!

**SPELLING:**

**MANY**— Common exception words are spelt correctly.

(see additional sheet)

Spelling is accurate or phonetically accurate.

**SOME**— words in contracted form—it's, won't

**SOME** sentences.....

Expanded noun phrases...

**blue, beautiful butterfly**

**adjective—noun**

**golden, round sun**

Be able to use ALL conjunctions / subordination below...

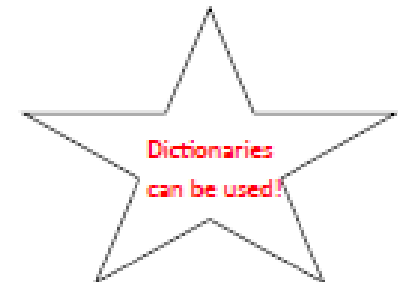
**or and but when if that**

**because**

Be able to write...

**statements / questions /**

**exclamation / commands**



# Year 1 and 2 Common Exception Words

## Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

## Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

## How to hold a pencil correctly using the pick, flick and pinch technique.



Put your pencil on the table with the pointy part nearest you. **Pick it up** pencil using your thumb and pointer finger.



**Flick it up** with your other hand, and rest it in the space between your thumb and pointer finger.



**Pinch your pencil** using your thumb and your pointer finger. Now you are ready to write.



# Lower case letters



a b c d e f g



h i j k l m n o



p q r s t u



v w x y z

Most letters start at the top. Try to write each letter on the line.

# Capital Letters

A B C D E

F G H I J K

L M N O P

Q R S T U

V W X Y Z

All capital letters start at the top. Try to write each letter on the line.

a b c d e f g h i j k l m n  
o p q r s t u v w x y z

*Capital letters are formed as follows:*

A B C D E F G H I J K L M N  
P Q R S T U V W X Y Z

# 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).

Jerry believes...

"Fifteen less than forty five is thirty."

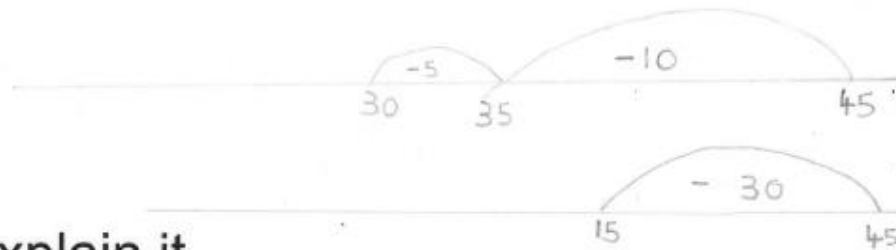
Is Jerry correct?

**Answer**

yes

**Prove it**

$$45 - 15 = 30 \text{ or } 45 - 30 = 15$$



**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**



Number formation – start all numbers from the top



10 20 30

40 50 60 70

80 90 100





# 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].