



# **Key Stage 1 National Curriculum Assessments**

Parent and Carer Meeting  
22<sup>nd</sup> February 2023

# What are SATs?



At the end of key stage 1, your child's teacher will assess the standard that your child is working at in English, maths and science.

To help the teacher make these judgements, your child will sit national curriculum tests in maths and English, known as standard attainment tests (SATs).

These tests, along with your child's work throughout the year, help the teacher to assess your child's performance and, as they move up to key stage 2, identify their needs.

SATs are taken during May, but as we incorporate them into everyday teaching, and we spread them out over time, your child may not even realise that they have taken them!

*The government previously announced plans to scrap KS1 SATs but have since decided that the tests will take place in May 2023. From September 2023, schools will have the option to opt in or out.*



# Reading



The reading test for Year 2 pupils is made up of two separate papers:

**Paper 1** consists of a selection of texts totalling **400 to 700 words**, with questions interspersed.

**Paper 2** comprises a reading booklet of a selection of passages totalling **800 to 1100** words. Children will write their answers in a separate booklet.

Each paper is worth 50 per cent of the marks, and should take around 30 minutes, but children are not strictly timed, as the tests are not intended to assess children's ability to work at speed.

The texts in the reading papers cover a range of **fiction, non-fiction and poetry**, and get progressively more difficult towards the end of the test.

*Teachers have the option to stop the test at any point that they feel is appropriate for a particular child.*

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?

\_\_\_\_\_



1 mark

Red, white, green and yellow droplets flicked all over the sky at the top of our lovely painting! Great splashes of paint landed on my clothes.

"Mum will be furious!" I wailed.

We rubbed and scrubbed as much as we could. We did not hear Mum come home.

Then we saw her. I wanted to hide from her really cross face.



- 7 What happened when Jasmine dropped the brushes?

\_\_\_\_\_



1 mark

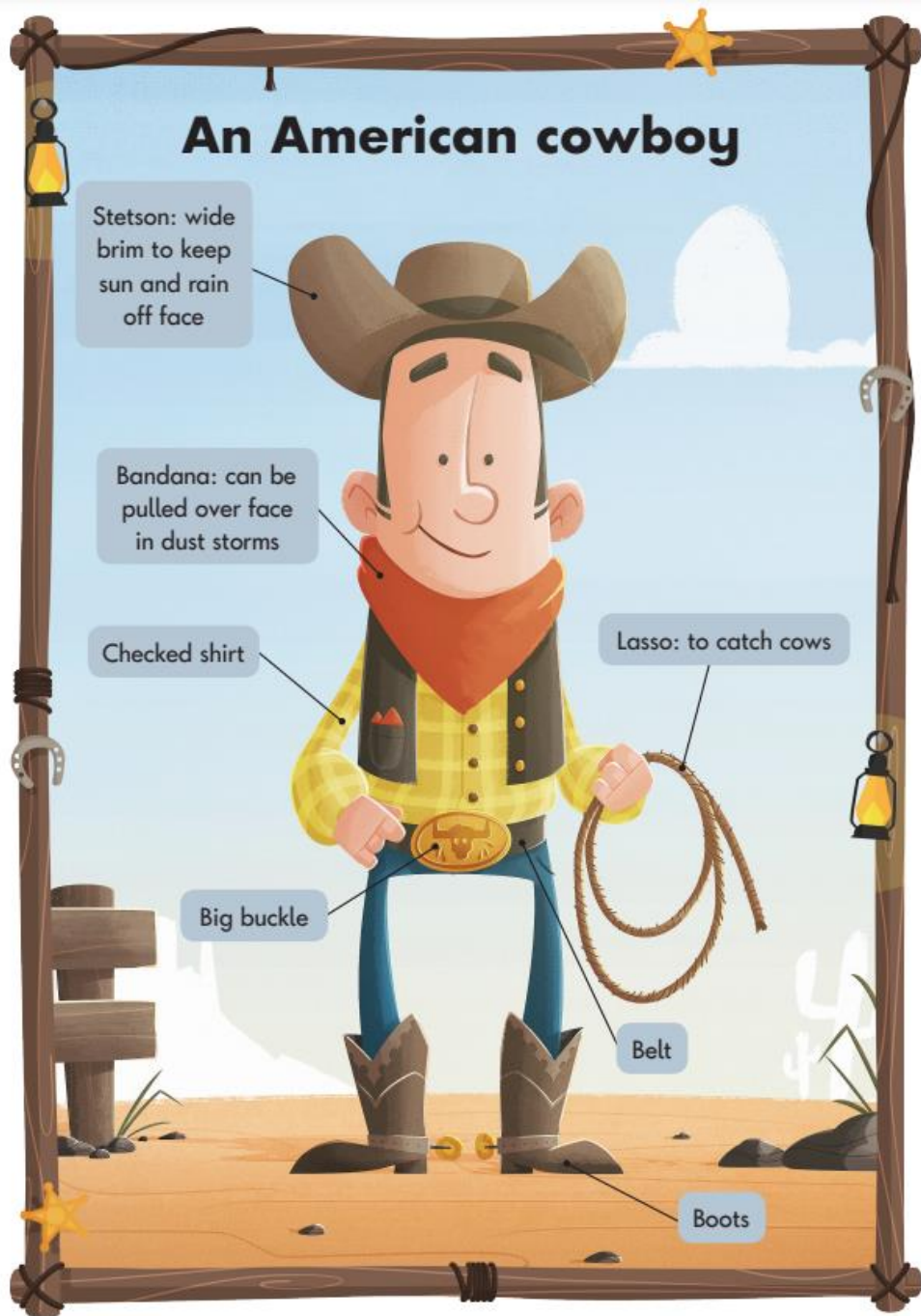
- 8 **Find** and **copy two** words that tell you how JJ and Jasmine tried to clean off the paint.

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

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



1 mark



**12** Which **two** pieces of clothing did cowboys use to protect their faces from the weather?

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

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



1 mark

**13** Write **one** item that cowboys used for working with animals.

\_\_\_\_\_



1 mark





**Liam the  
Park Keeper**



**Dora the Storer**

# Reading Booklet

2019 key stage 1 English reading booklet



## Dora the Storer

Dora liked things. She didn't go out looking but somehow she always spotted them, lost or thrown away, just the very things she knew would come in useful one day.

Birdcages and bookcases, bicycles and balls, Dora found and kept them all. The one thing that Dora did not have was space.

Dora had no space to put things. Dora had no space to cook things. Dora had no space to sit or eat.

"I must find more space," she said, as she clambered carefully out of bed.

Later that morning, a slip of paper squeezed in through the letter box. Dora finally found her glasses and this is what she read:

### JUMBLE SALE

FOR A VERY GOOD CAUSE

Bring all your old things

PLEASE BE GENEROUS

Come to the Village Hall  
on Saturday 20th May  
from 11am to 2pm.



Questions 1–9 are about *Liam the Park Keeper*  
(pages 4–8)

1 Liam works...

(page 4)

Tick **one**.

outside all of the time.

☐

at a desk when it is cold outside.

☐

outside when it is sunny.

☐

at a desk all of the time.

☐

1 mark

7 Look at page 7.

(page 7)

Being a park keeper is a good job for Liam. Why?

---

---



1 mark

(pages 9–10)

**13** Why did Dora want to give things to the jumble sale?

Write **two** reasons.

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



2 marks

(page 10)

**16** **Circle two** words that show Dora was in a rush to get back to the hall the next morning.

When the sun came up, Dora dressed quickly and  
raced up to the hall. She could see her things through  
the window, waiting to be sold.



1 mark



# Supporting your Child Reading



## Reading Books

Read daily with your child. It is important they read their banded book frequently throughout the week. You will notice their fluency and understanding improving upon each read.

## Reading for Pleasure

Read a range of texts at home: bedtime stories, newspaper articles, cereal boxes, instructions, signs – the list is endless. Ask them questions about what they have read.

## Role Model

Let your child see you read your own book, and talk to your child about books you enjoy. You could share a book you enjoyed as a child.

## Phonics

If your child is learning phonics at school, practise the sounds they are learning. Visit: <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/> for support and resources.

# Maths

The Key Stage 1 maths test is made up of two papers:

**Paper 1: arithmetic**, worth **25 marks** and taking around 20-30 minutes.

**Paper 2: mathematical fluency, problem-solving and reasoning**, worth **35 marks** and taking 35-45 minutes, with a break if necessary.

There are a variety of question types: multiple choice, matching, true / false, constrained (e.g. completing a chart or table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).

Children are not allowed to use any tools such as calculators or number lines; however children are encouraged to write/draw their working out.



1

$9 - 3 = \boxed{\phantom{000}}$



1 mark

7

$5 \times 6 = \boxed{\phantom{000}}$



1 mark

2

$5 + 10 + 5 = \boxed{\phantom{000}}$



1 mark

8

$98 + 4 = \boxed{\phantom{000}}$



1 mark

19

$$\boxed{\phantom{000}} = 19 - 5$$



1 mark

23

$$\frac{2}{4} \text{ of } 36 = \boxed{\phantom{000}}$$



1 mark

20

$$\frac{1}{4} \text{ of } 8 = \boxed{\phantom{000}}$$



1 mark

24

$$62 - 54 = \boxed{\phantom{000}}$$



1 mark

1

Monday

Friday

Wednesday

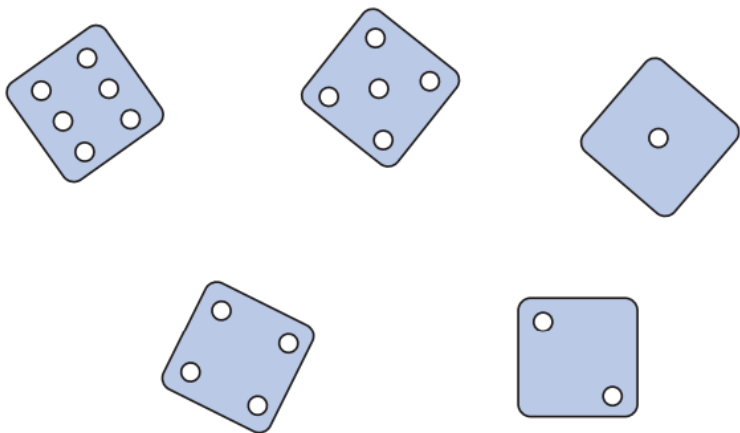
Saturday



1 mark



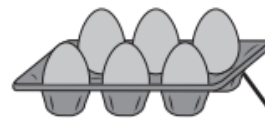
8 Circle the **three** dice that add up to **13**



1 mark

9 Match each egg box to the correct multiplication.

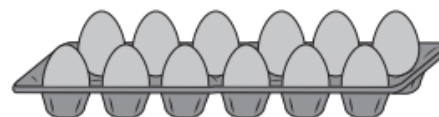
One is done for you.



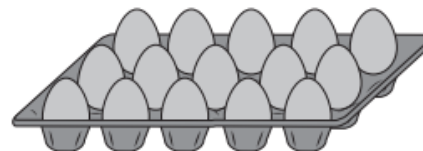
$$6 \times 2$$



$$5 \times 3$$



$$3 \times 2$$



$$5 \times 2$$



1 mark

15 Amy has 50p.

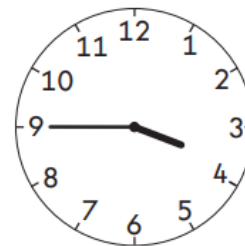
She buys a pencil for **30p**.

Tick the purse that shows how much money Amy has **left**.

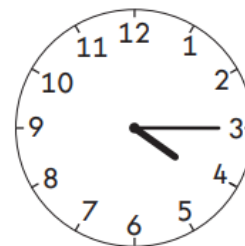


1 mark

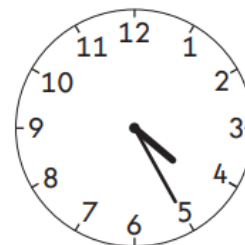
17 Match each clock to the time it shows.



twenty-five past four




quarter to four



quarter past four

1 mark

- 24 Sam plays a maths game.

Each  is equal to **2** points.

 +  +  = 10 points

How many points is **one**  equal to?

  
points

1 mark

- 29 There are **100g** of chocolate chips in the bag.

Sita uses **25g**.

Ben uses **35g**.



How many grams of chocolate chips are **left** in the bag?

Show  
your  
working

  
g

2 marks

# Supporting your Child Maths



## Arithmetic

Practise basic number skills. For example: number bonds to 10 and 20; counting in 2s, 5s and 10s; mental addition and subtraction.

## Shape

Encourage your child to spot shapes whenever you go out – discuss their properties.

2D: circle, triangle, square, rectangle, pentagon, hexagon and octagon.

3D: sphere, cube, cuboid, pyramid, cylinder, cone

## Time

Use the clocks around you – analogue and digital. Encourage them to work out times when you are out and about (in 15 minute intervals) e.g. What time will swimming be finished if your lesson is half an hour?

# Supporting your Child Maths - Methods



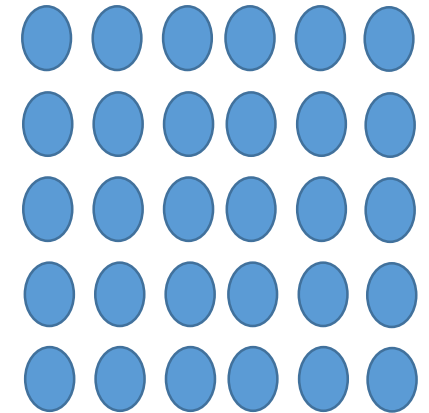
## Addition Column Method

Tens	Ones				
	...	40	3	50	7
+	.....	+ 30	5	+ 20	5
	.....	70	8	80	<del>12</del> 2
				10	

## Multiplication Groups of

$$5 \times 6 =$$

$$5 \text{ lots of } 6 =$$



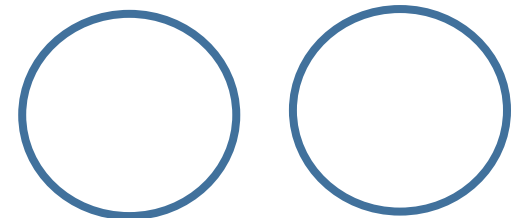
## Subtraction Column Method

80	7	60	13
-50	3	<del>70</del>	<del>3</del>
30	4	40	6
		20	7

## Division Sharing into two groups

$$30 \div 2 =$$

$$30 \text{ shared between } 2 =$$







# Grammar, Punctuation and Spelling



Children taking Key Stage 1 SATs will also sit two separate papers in grammar, spelling and punctuation:

**Paper 1:** a **20-word spelling test** taking approximately 15 minutes and worth **20 marks**.

**Paper 2:** a **grammar, punctuation and vocabulary** test, in two sections of around 10 minutes each (with a break between, if necessary), worth **20 marks**. This will involve a mixture of selecting the right answers e.g. through multiple choice, and writing short answers.

*There are a variety of question types:*

- Multiple choice
- Ranking / ordering, e.g. 'Number the events below to show in which order they happened in the story'
- Matching, e.g. 'Match the character to the job that they do in the story'
- Labelling, e.g. 'Label the text to show the title'
- Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'
- Short answer, e.g. 'What does the bear eat?'
- Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons'

## Spelling

P. We always \_\_\_\_\_ the rabbits before school.

1. The display is on the \_\_\_\_\_.

2. Amar \_\_\_\_\_ his teddy a hug.

3. Matt ate a slice of \_\_\_\_\_.

4. Amy moved the \_\_\_\_\_.

5. My little \_\_\_\_\_ is four years old.

6. My friend has very long \_\_\_\_\_.

7. What is all the \_\_\_\_\_ about?

8. My cousin is saving up to \_\_\_\_\_ a scooter.

9. Please read that story \_\_\_\_\_.

10. The \_\_\_\_\_ came out at night.

**Spelling 1:** The word is **wall**.

The display is on the **wall**.

The word is **wall**.

**Spelling 2:** The word is **gave**.

Amar **gave** his teddy a hug.

The word is **gave**.

**Spelling 3:** The word is **bread**.

Matt ate a slice of **bread**.

The word is **bread**.

**Spelling 4:** The word is **boxes**.

Amy moved the **boxes**.

The word is **boxes**.

**Spelling 5:** The word is **brother**.

My little **brother** is four years old.

The word is **brother**.

**Spelling 6:** The word is **hair**.

My friend has very long **hair**.

The word is **hair**.

**Spelling 7:** The word is **fuss**.

What is all the **fuss** about?

The word is **fuss**.

**Spelling 8:** The word is **buy**.

My cousin is saving up to **buy** a scooter.

The word is **buy**.

**Spelling 9:** The word is **again**.

Please read that story **again**.

The word is **again**.

**Spelling 10:** The word is **mice**.

The **mice** came out at night.

The word is **mice**.

- 2 The sentences below have their punctuation marks covered.

Which sentence is a **question**?

Tick **one**.

I have finished my puzzle ☐

Find me a new puzzle ☐

Where is my puzzle ☐

What a tricky puzzle this is ☐



1 mark

- 5 Which word can have the letters un in front of it to make another word?

Tick **one**.

tie ☐

big ☐

hot ☐

sit ☐



1 mark

- 6 Circle **one** word in the sentence below that can be replaced with the word but.

Paul and Anil went to music club and Joe went home.



1 mark

19

Tick to show whether each sentence is in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Samir enjoys cooking.		
Eva laughed at the joke.		
Poppy caught the ball.		



1 mark

# How are tests marked?



Although the tests are set externally, they are marked by teachers within the school.

Children are given a scaled score. Their raw score – the actual number of marks they get – is translated into a scaled score, where a score of 100 means the child is working at the expected standard.

A score below 100 indicates that the child needs more support, whereas a score of above 100 suggests the child is working at a higher level than expected for their age. The maximum score possible is 115, and the minimum is 85.

Teacher assessments are also used to build up a picture of your child's learning and achievements. In addition, your child will receive an overall result saying whether they have achieved the required standard in the tests (your child's test results won't be communicated to you unless you ask for them).



## Example: 2022 scaled scores at key stage 1

### English reading

Raw score	Scaled score
0	No scaled score
1	No scaled score
2	No scaled score
3	85
4	85
5	85
6	86
7	87
8	88
9	88
10	89
11	90
12	91
13	91
14	92
15	93
16	93
17	94
18	95
19	95
20	96

Raw score	Scaled score
21	97
22	97
23	98
24	99
25	99
26	100
27	101
28	101
29	102
30	103
31	104
32	105
33	106
34	107
35	108
36	109
37	111
38	112
39	114
40	115

### Mathematics

Raw score	Scaled score
0	No scaled score
1	No scaled score
2	No scaled score
3	85
4	85
5	85
6	85
7	86
8	86
9	87
10	88
11	89
12	89
13	90
14	90
15	91
16	91
17	92
18	92
19	93
20	93
21	94
22	94
23	95
24	95
25	96
26	96
27	96
28	97
29	97
30	98

Raw score	Scaled score
31	98
32	99
33	99
34	99
35	100
36	100
37	101
38	101
39	102
40	102
41	103
42	103
43	103
44	104
45	104
46	105
47	106
48	106
49	107
50	107
51	108
52	109
53	110
54	110
55	111
56	112
57	114
58	115
59	115
60	115

# Writing



There is not a formal writing test - children's writing will be assessed by their teacher.

Pupils will be asked to write a narrative about their own and others' experiences (real and fictional).

These writing opportunities are embedded within their usual English lessons.

Teachers are given a series of statements to assess pupil's writing against. A pupil's writing should meet all of the statements within the standard at which they are judged.

*However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall.*



# Writing



## Working at the expected standard

- 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



## Example Narrative

Meet Fred. Fred loves to find things. One day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. <sup>It</sup> It was really dark in the attic and there were many deep holes in the floor. Just then some thing caught his eye. <sup>It</sup> It was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took took~~ <sup>took</sup> took them all down stairs. & First he opened the silver one which had wires in it. ~~Soon~~ <sup>Soon</sup> he had opened all of them.

My dragon is a fire dragon. his  
breath can make cars sise like dinamite.  
Ifx you make him angry, he will  
breath rings of fire at you.  
~~When~~ when he flys; he lights up  
the sky it like the sun. He <sup>H</sup> lives  
in the center of the sun. ~~When~~ <sup>W</sup>hen he  
~~goes~~ goes to sleep the fire un <sup>the</sup> the  
sun goes out. He can turn things to  
stone, make people catch fire and make things  
explode. He can also turn any thing into  
food. When he gets angry he will throw you  
in the sun!



Example Description





## Example Recount

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~<sup>snack</sup>. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a sticky punctuation party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favourite part of the day was identifying the trees.

# Writing



## Working at greater depth

- 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.

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a krickety, old and wooden house. They got there precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in return<sup>get</sup> some money?"

"Sure," replied Poppy and set off in the dusty allaway.

On the dusty allaway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.



Example Narrative



Example Narrative

Once upon a time there was a badger who always <sup>was</sup> hungry, because he worked day and night picking up rubbish in the active, adventurous park.

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm," he thought, "This is what I call an outstanding sandwich." A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~see~~ dark, red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit!! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.



# Porchester Castle

## Introduction

Yesterday I went to the old stoney Porchester Castle!



Example Recount

## On the bus.

First I stepped on the coach with my partner Lxxx. On the way we sang Wheels on the Bus, The king is in the castle and a little bit of Call me Maybe. I was really excited because we were nearly there!

## Looking at the Outer walls.

Next we arrived <sup>and</sup> we saw the keep and it was soooo tall! The other walls were protecting the inside of the castle so attackers won't attack. I felt very eager because I couldn't wait <sup>to see</sup> what we were going to do.

# Supporting your Child Writing



## Follow your child's interests

Encourage your child to write at home and practise the skills they are learning at school. They could write about anything – a hobby, a place they have visited, an imaginary character or story.

## Talk comes first

The standard of children's writing at school is not only how they form letters and handwrite. They must also be able to express their ideas clearly. Can they put thoughts in order and discuss what they want to say? All of these depend on speaking. So talk to your child, encourage them to express themselves, listen and respond to their ideas.

## Role model

Let your child see you write! You could write your own story or write a story together. You can write notes for your child to respond to. You could write a shopping list together. The possibilities are endless.

# Supporting your child

## Final Thoughts...



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.

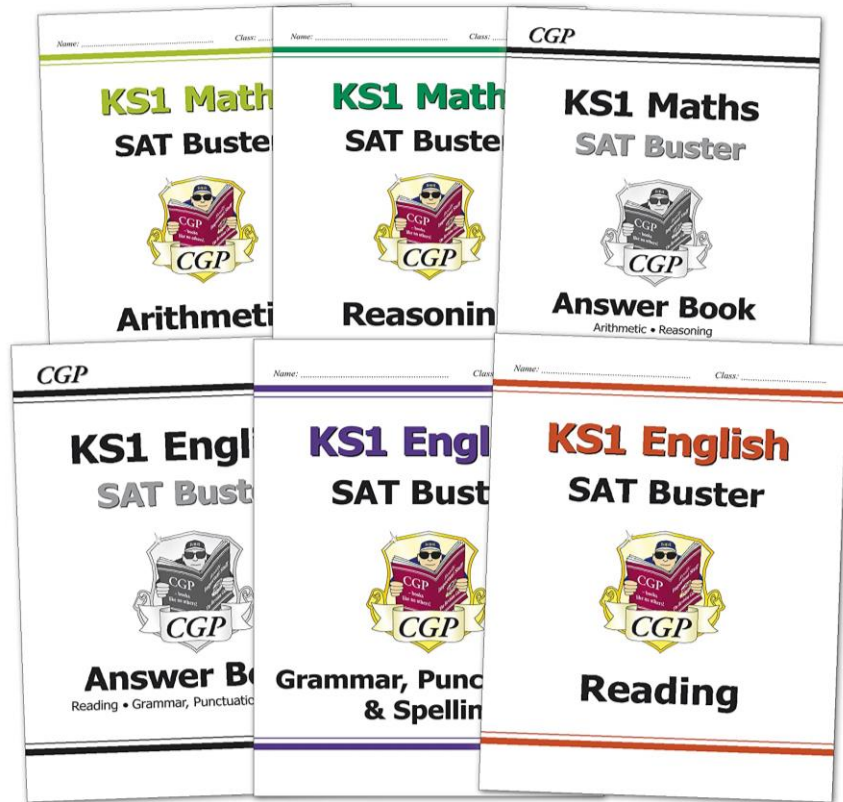
Reading, spelling and arithmetic (e.g. times tables) are always good to practise.

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!

# Supporting your child

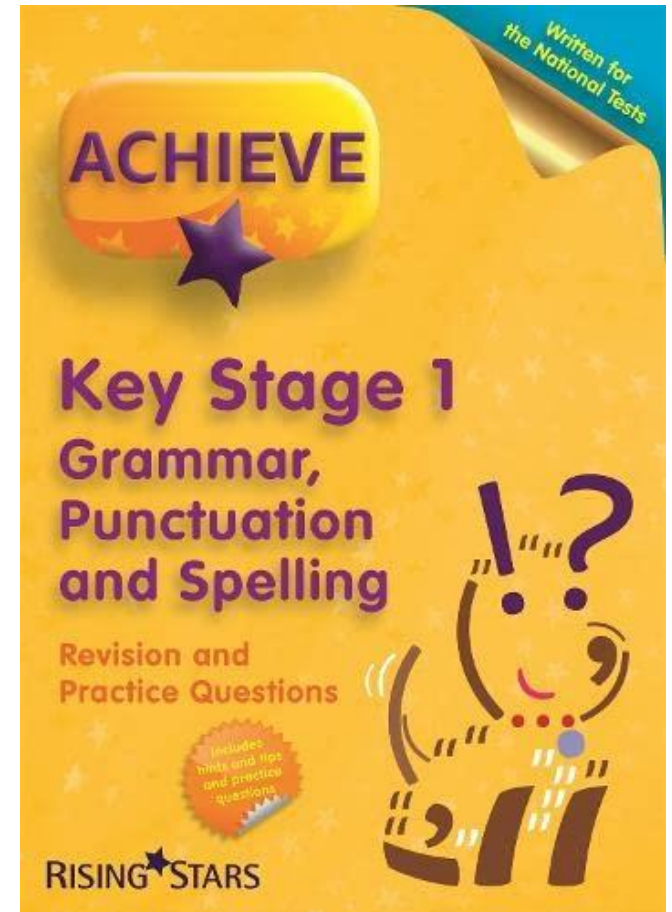
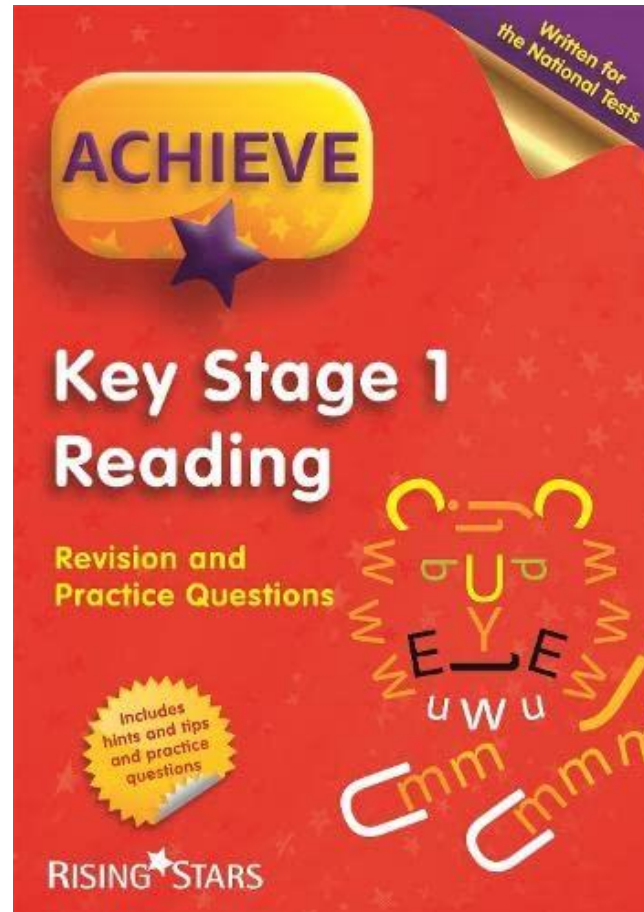
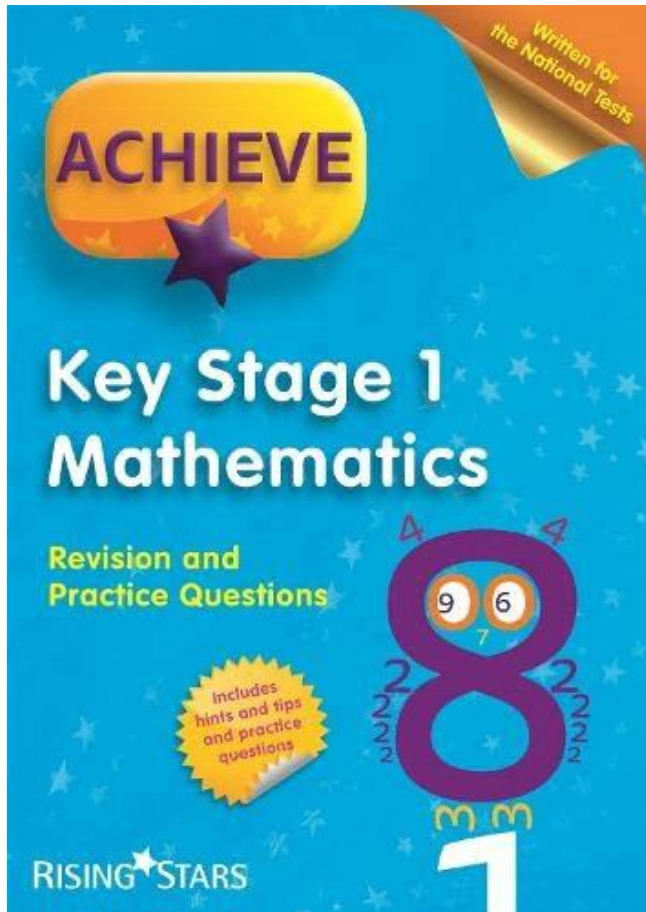
## Recommended Books/Resources





# Supporting your child

## Recommended Books/Resources





# Parent and Carer Workshop



We will be hosting workshops to go through how we teach English at Bovingdon Primary Academy and how you can further support your child at home.  
This will involve both reading and writing.

The first workshop will be for **EYFS and KS1** on **Wednesday 29th March at 5pm**.  
The second workshop is for **KS2** on **Thursday 30th March at 5pm**.

*These sessions are aimed solely at parents and carers so we recommend not bringing your children with you.*



*We will be staying behind to answer any questions you have.*