KEY STAGE 1 SATS INFORMATION 22/23

Arrangements at Mrs Bland's Infant school.

Why do we complete SATS?

The tests are not qualifications and don't affect your child's future options in school. The results are an opportunity to compare pupils nationally to ensure schools are helping pupils to master the basics in English and mathematics, and make progress.

How do we administer SATS?

At Mrs Bland's, your children have been preparing all year. They have had many practice papers and weekly reading comprehensions. During the assessment period, your child will not know that they are doing "SATS". They will be quite familiar with the testing format and will see these as the usual assessments that we do each half term. Children can work in groups, each paper does not need to be completed in one sitting and we will consider the individual needs of the children when we administer.

| Subject ² | Test paper |
|--|--|
| English reading | 2 papers: short text and questions; longer text with separate questions |
| Mathematics | 2 papers: arithmetic; mathematical reasoning |
| English grammar, punctuation and spelling (optional) | 2 papers: spelling; punctuation and grammar (including vocabulary) |

As a school we do not complete the grammar and punctuation and spelling test, instead this is assessed in their writing and throughout the year.

As well as SATS scores, teacher assessments from throughout the year will be used to make a final judgement on the child's level.

READING

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 books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

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

- check it makes sense to them
- **answer questions and make some inferences on the basis of what is being said and done.**

MATHS

Working at the expected standard

The pupil can:

- partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones)
- add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations
- use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100)
- subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 33)
- recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. Δ – 14 = 28)
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing 35 ÷ 5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins)
- identify 1/3, 1/4, 1/2, 2/4, 3/4 and knows that all parts must be equal parts of the whole.
- use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)
- read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug)
- read the time on the clock to the nearest 15 minutes
- describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

WRITING

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.

Maths - Arithmetic



| 2 | Site puts 2 shoes in each of these | | 3 | |
|---|---|--------|---------------------------------------|--------------|
| | How many shoes are there altoge | ether? | _ Maths - | |
| 8 | Complete the table. | 5 | •••• • Reasoning | |
| | words | digits | 27 Sita has 50 raisins. | |
| | thirty-eight | 38 | She gives 23 to Ben. | |
| | | 40 | She gives 15 to Amy. | |
| | ninety-four | | How many raisins does Sita have left? | |
| | | | Show your working raisins | O 2 marks |

Reading – 2 Papers

The World of Ants



Ants are insects that you can often see in a garden, in a park or just on the pavement. They usually live underground.





- SATS will take place during the month of May.
- Routines will be kept as close to normal as possible to avoid any upset.
- Children will have breaks/rests as needed and water available.

What you can do:

- You do not need to do anything related to the tests to prepare the children, just make sure they are getting plenty of sleep!
- If your child is worried, reassure them that tests will allow us to plan teaching for them and is nothing to worry about.
- Read with your child daily, ask questions about the text and record their responses
- Practise the 2, 5 and 10 x tables, learn number bonds to 10 and 20, learn to tell the time to the nearest 15 minutes.
- Practise High Frequency words.

Reading with your child.

Questions to ask your child when reading - Key Stage 1

Before reading the book:

 Can you point to the title? or What is this? (pointing to the title)

 What do you think this story will be about? What might happen in the story?

 What do we call the writing on the back of the book?
 (Blurb) or What does the blurb tell us?

During the reading of the book:

- What is happening in the pictures?
- What has happened so far?
 Is it what you expected to happen?

 What might happen next?
 How do you think the story might end?

 What sort of character is...? Is he/she friendly/ mean/ nice...? Questions to ask your child when reading - Key Stage 1

At the end of the book:

 Did you like this book? Why?
 (Encourage children to develop their opinion about books by encouraging them to explain their reasons)

 What was your favourite part? Why?

 What was the most interesting/ exciting part of the book? Can you find it?

 What sort of character was....?

 Why did that character do ... (give a situation/ event from the story)?

What happened in the story?



Finally:

- If you feel that you would like to provide further support for your child, there are fantastic resources out there that are tailored to the KS1 SATS and the types of questions that may come up.
- CGP study books for reading, grammar punctuation and spelling and maths are available to order through the school – more information will be sent out to you via Parent Mail. They are also available to purchase from Amazon or WHSmith if you would prefer.



Questions?

If you have any questions regarding the Key Stage 1 SATS, please do not hesitate to let us know!

Please put your questions on Seesaw and we will do our best to respond promptly.

Many thanks for listening and for your continued support.

Miss Henly, Mrs Jones and Mrs Harlow – Year 2 Teachers