

Key Stage One SATs

Standard Assessment Tasks & Tests

The End of a Key Stage

- ▶ At the end of each Key Stage, children are expected to reach certain levels of knowledge, skills and understanding in each subject.
- ▶ The National Curriculum teacher assessments and tests are designed to give you and the school information about how well your child is doing.

Attainment Levels

- ▶ In tests, the expected Attainment Level for children at the end of Key Stage One is 100.
- ▶ For 2016 KS1 tests, conversion tables will be published.
- ▶ Teachers will use these to translate pupils' raw scores into scaled scores to see whether each pupil has met the national standard.
- ▶ Teachers will use the test and their own teacher assessment to reach a final judgement about whether a child is working at the expected level.

Key Messages

Teacher assessment (a picture built up over the year) is the main method for determining a child's level, however...

- ▶ Children will undertake tasks and tests in reading, writing and mathematics.
- ▶ Science is also reported.
- ▶ In 2016, children will also be judged against an Interim Assessment Framework which gives a list of statements that outline what the children should be able to do.
- ▶ Children need to achieve **all** of the statements on the Interim Framework to be working at the age-related expectations.

Tasks & Tests

- ▶ The tasks and tests provide a snapshot of a children's attainment at the end of the Key Stage.
- ▶ They contribute to the assessment process and the final teacher judgements.
- ▶ They inform planning into the next Key Stage.

Key Stage 1 tests cover:

- ▶ Reading
- ▶ Grammar, Punctuation and Spelling
- ▶ Maths

Reading

The new reading test for Year 2 pupils will involve 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.
- ▶ The texts in the reading papers will cover a range of fiction, non-fiction and poetry, and will get progressively more difficult towards the end of the test.
- ▶ Teachers will have the option to stop the test at any point that they feel is appropriate for a particular child.

Reading

There will be 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'

Reading

Plastic today and in the future



Plastics are now made from oil, coal and natural gas. We are using these things so fast that the Earth's supplies may run out. Scientists are investigating new ideas for making plastics from plants such as sweet potato, bamboo and flax.



What you can do to help

Re-use

You can re-use lots of plastic objects. Plastic bottles can be re-used many times, rather than throwing them away after each drink. Unwanted plastic goods, such as CDs and toys, can be donated to charity shops.



Reduce

Another thing we can do to help is to use less plastic. For example, many people are using fewer plastic bags for their shopping.

Recycle

Recycling is a good way to get rid of unwanted plastics. Recycled waste materials are used again to make new products. However, this can be difficult as different types of plastic need to be recycled in different ways. Some plastics can be melted

(page 8)

- 11 Why can plastics be dangerous when they melt?



(page 8)

- 12 Give **two** problems with landfill sites.

1. _____

2. _____



(page 9)

- 13 What are most plastics made from today?

Give **two** things.

1. _____

2. _____



(page 9)

- 14 What might plastics be made from in the future?

Give **two** things.

Grammar, Punctuation and Spelling

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

- ▶ Paper 1: a 20-word spelling test taking approximately 15 minutes and worth 10 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.

Grammar, Punctuation and Spelling

17

Tick one box in each row to show if the underlined clause is a main clause or a subordinate clause.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
Billie could not play tennis with her friend Lana because Lana did not have a racket.		

1 mark

18

Circle all the conjunctions in the sentences below.

Once Harry had checked the weather forecast, he set off on his walk.

Whilst climbing up the mountain, he was unaware of the dangers ahead.

He needed to turn back immediately since a storm was coming.

1 mark

Qu.	Spelling	Mark	Content domain reference
1	faster	1	S7 – Adding <i>-er</i> and <i>-est</i> to adjectives where no change is needed to the root word
2	sunny	1	S26 – Adding <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter
3	face	1	S15 – The /s/ sound spelt <i>c</i> before <i>e</i> , <i>i</i> and <i>y</i>
4	group	1	S8 – Vowel digraphs and trigraphs
5	fingers	1	S5 – Adding <i>s</i> and <i>es</i> to words
6	paints	1	S8 – Vowel digraphs and trigraphs
7	kitten	1	S11 – Using <i>k</i> for the /k/ sound
8	thanked	1	S6 – Adding the endings <i>-ing</i> , <i>-ed</i> and <i>-er</i> to verbs where no change is needed to the root word
9	Saturday*	1	S13 – The days of the week
10	sweets	1	S8 – Vowel digraphs and trigraphs
11	baking	1	S25 – Adding the endings <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it
12	knew	1	S16 – The /n/ sound spelt <i>kn</i> and (less often) <i>gn</i> at the beginning of words
13	model	1	S19 – The // or / <i>əl</i> / sound spelt <i>-el</i> at the end of words
14	whale	1	S10 – New consonant spellings <i>ph</i> and <i>wh</i>
15	world	1	S31 – The / <i>ɜː</i> / sound spelt <i>or</i> after <i>w</i>
16	hurried	1	S24 – Adding <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it
17	petal	1	S20 – The // or / <i>əl</i> / sound spelt <i>-al</i> at the end of words
18	rainbow	1	S12 – Compound words
19	peaceful	1	S34 – The suffixes <i>-ment</i> , <i>-ness</i> , <i>-ful</i> , <i>-less</i> and <i>-ly</i>
20	teddies	1	S23 – Adding <i>-es</i> to nouns and verbs ending in <i>-y</i>
Total marks		20	

Maths

The new Key Stage 1 Maths test will comprise two papers:

- ▶ Paper 1: arithmetic, worth 25 marks and taking around 15 minutes
- ▶ Paper 2: mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 35 minutes, with a break if necessary. There will be 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 will not be able to use any tools such as calculators or number lines

Maths

The tests will cover:

- ▶ Using and applying Maths
- ▶ Counting and using number facts
- ▶ Calculating
- ▶ Understanding shape
- ▶ Measure
- ▶ Handling data

Maths

 $65 + \boxed{} = 93$
$$\frac{1}{3} \text{ of } 21 = \boxed{}$$

2 marks

Writing

- ▶ This is based on teacher assessment that is ongoing throughout the year. It is an assessment of their everyday standard in class.
- ▶ It covers all genres of writing.
- ▶ It will be judged against the Interim Assessment Framework.

Administration of the tests

- ▶ Flexible timing - we're not restricted to a time table as occurs in Key Stage 2 but can decide when is the best time to test.
- ▶ Tasks and tests are incorporated into normal classroom procedures.
- ▶ They do not require additional staff.
- ▶ Teachers must continue to maintain the rigour of the assessment as they help to ensure a national standard.

Reporting to parents

- ▶ Your child will be given a scaled score for each test they undertake.
- ▶ The expectation for an average pupil will be 100.
- ▶ The information will be sent out to parents with the annual report in July.

Science

Teacher assessment is also used in Science.

This is judged using the Interim Assessment Framework issued by the Department for Education. It assesses two areas.

Working scientifically

The pupil can:

- ▶ ask their own questions about what they notice
- ▶ use different types of scientific enquiry to gather and record data, to answer questions including:
 - ▶ observing changes over time
 - ▶ noticing similarities, differences and patterns
 - ▶ grouping and classifying things
 - ▶ carrying out simple comparative tests
 - ▶ finding things out using secondary sources of information
 - ▶ use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

Science

Scientific Knowledge

The pupil can:

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

What can you do at home?

- ▶ Continue with reading and asking questions about the story
- ▶ Encourage the children to read 'unseen' texts
- ▶ Make number problems a part of every day life
- ▶ Good attendance
- ▶ Plenty of sleep!