SATs in KS1

- Children in Year 2 sit SATs tests during May.
- There are no definite dates the school decides
- Children take tests in reading and maths
- SATs tests are used as part of the ongoing assessment all teachers carry out. They are not the most valued assessment as teachers are continually assessing how the children are doing.
- The assessment that is reported on is the teacher assessment.
- The teachers use the Interim Frameworks set by the Government to assess each child against.
- Each framework has 3 levels working towards, working at and working at greater depth

Reading -Interim Assessment Framework

Keading Interim Framework				
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				
in a book closely matched to the GPCs as above, sound out many unfamiliar words accurately				
in discussion with the teacher, the pupil can: answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.				
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				
in age-appropriate books, 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				
in a book that they can already read fluently, answer questions and make some inferences				
in a book that they can already read fluently, explain what has happened so far in what they have read				
the pupil can, in a book they are reading independently make inferences				
the pupil can, in a book they are reading independently make a plausible prediction about what might happen on the basis of what has been read so far				
the pupil can, in a book they are reading independently make links between the book they are reading and other books they have read.				

Syllables & Suffixes

- Children are expected to read words of at least 2 syllables, for example, 'inside', 'something' and 'everything'.
- Break up words into their syllables to help read them, e.g.

some / thing hos/ pit/ al

 Children should be able to also read words with common suffixes, such as 'ed', 'ly', 'ful'.
 E.g. 'properly', 'careful', jumped' and 'noisy'.

Common exception words

- Same as those for writing.
- Must read and spell correctly most Year 1 & 2 words
- Words of the week, difficult words up around the home

Read accurately and fluently

- In books appropriate to their age children should read most words they meet automatically, without overly segmenting and blending.
- When reading children need to make sure what they read makes sense.
- Encourage children to read at a steady pace so they can hear themselves.

Discussion of the book

- Children should have a basic understanding of the setting, plot and development of the story.
- They are expected to draw on specific examples within a text, e.g. 'Which words tell you the cat was angry?'
 - "The cat spat and hissed at Jane as she tried to shoo it away with a broomstick."
- Children are also expected to make inferences about, e.g. why a character has acted in a certain way

Reading papers

- Children will need to sit 2 reading papers.
- The first is a simple booklet often with a story and some non-fiction to answer questions about.

In the afternoon the sky grew dark and a wild wind began to blow. It was too rough for fishing and then the engine broke down. The little boat was blown onto some rocks with a great crunch. "We're shipwrecked," said William. "Somebody will come." But nobody came. Nobody knew they were there.



3	Why did the boat hit the rocks?		
4	The boat hit the rocks with a great crunch.		
	This means that it made		
	Tick one .		
	a huge squeak.		
	a long creak. a loud crash.		

 The second paper is more difficult with separate reading and answer booklets. All children must have a go at the paper but the teacher can decide to ask them to stop if it is too difficult for individual children.

Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK.

You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

There are over

20 books about mel

Read on to find out more information about Tony, including an interview with him.

Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called I Want My Potty. Hellol My name in Marrid Henry.

Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon.

He also brought aliens to life in stories about Dr Xargle, written by Jeanne Willis.

Questions 1–6 are about Meet Tony Ross (pages 4-5) (page 4) Find and copy one word from the top of page 4 that means well known. (page 4) The Little Princess reminds Tony Ross of someone. Who is it? (page 4) Tick True or False for each statement about the Little Princess. Statement True False There are lots of books about her. She always does as she's told. She is 5 years old. She doesn't like going to bed.

Writing-Interim Assessment Framework

Writing Interim Framework				
Working toward	The pupil can after discussion with the teacher:			
	write sentences that are sequenced to form a short narrative (real or fiction)			
	demarcate some sentences with capital letters and full stops			
	segmenting spoken words into phonemes and represent these by graphemes, spelling some 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 the writing			
	using spacing between words			
	The pupil can after discussion with the teacher:			
	write simple, coherent narratives about personal experiences and those of others (real or fiction)			
	Write about real events, recording these simply and clearly			
	demarcate most sentences with capital letters and full stops, and use question marks correctly when required			
	use present and past tense mostly correctly and consistently			
working at	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			
	using spacing between words that reflects the size of the letters			
	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			
Greater depth	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.gment, -ness, -ful, -less, -ly)			
	use the diagonal and horizontal strokes needed to join some letters			

Content and punctuation

- Write simple coherent narratives about personal experience and those of other (real or fiction), e.g. writing about trip to London; Florence Nightingale's life or about a character in a story
- Most sentences should have capital letters and full stops. Use some question marks correctly when required.

Present and Past Tense

Present:

- Every day I go to school.
- On Saturdays I play with my cousin.

Past:

- Yesterday I went to school.
- Last weekend my cousin played with me

Using Co-ordination and Subordination

- Coordination:
- Using or, and, but to extend sentences.
- E.g. I could choose chocolate or vanilla ice cream.
- Subordination:
- Using when, if, that, because to extend sentences.
- I will go outside when I have finished my work.

Handwriting

- Writing capital letters of the correct size, orientation and relationship to one another and lower case letters.
- Use spacing between words that reflects the size of the letters.

Maths Interim Assessment Framework

Maths Interim Framework				
Working towards	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 resources1 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 six2 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)			
Working At	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 1 4 , 1 3 , 1 2 , 2 4 , 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			
	read scales where not all numbers on the scale are given and estimate points in between			
Greater depth	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. $29 + 17 = 15 + 4 + 4$; '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 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)			

Read scales in divisions of 1s, 2s, 5s and 10s

 Children are to read scales such as those on rulers, weighing scales, measuring cylinders and thermometers.

Can I read the temperature on a thermometer? °C

Less than 10cm	The same as 10cm	More than 10cm
sharpener		table



Partitioning numbers into tens and ones



For example 42 can be recorded as: 40 + 2 30 + 12 20 + 22 10 + 32

This can be shown using equipment and/or writing number sentences.

Ask children to draw different calculations with the same answer.

Adding and subtracting 2 two-digit numbers

Children can use practical equipment to work out answers to questions such as 23 + 49

or 76 – 21.

They can also use mental strategies or draw their working out using blank number lines or blank hundred squares.

Practise adding and taking away at home. Children have learnt how to draw their equipment. If they need to use a number line or 100 square that is fine too. E.g. 42 + 22 = 64



Use and recall x and ÷ facts to solve problems

- Children need to be able to recall facts for the 2, 5 and 10 times table.
- Know that x calculations can be solved in any order but ÷ calculations can not be.
- Solve problems by making groups and writing number sentences correctly.
- > Lots of oral x table practise random questions not in order
- Encourage children to draw working out e.g. using groups for division or arrays for multiplication.

 $18 \div 6 = 3$





Fractions

 Children can identify 1/3, ¼, ½, 2/4, ¾ and knows that all parts must be equal parts of the whole



This pictures shows ½ in different ways. Recognising simple equivalent fractions

Using fraction mats, e.g. $12 \div 4 = 3$

Use different coins to make the same amount

- The children need to recognise the value of all coins.
- They need to be able to add a small number of coins
- Counting in 2s, 5s and 10s will help.
- They need to also be able to solve simple problems involving money: The bag of sweets costs 45p

How many different ways can you find to pay for the sweets, using **only** silver coins? 10p+10p+10p+10p+50=45p p+5p+5p+5p+5p+5p=45p

Describe properties of 2D and 3D shapes



- Naming 2D shapes such as circles,
 triangles, rectangles, squares,
 pentagons and hexagons.
- Know how many corners and sides each shape has.
- Naming 3D shapes such as cubes, cuboids, spheres, cones, cylinders, and pyramids.
- Know how many faces, edges and vertices (corners) each shape has.
- Describing the faces, e.g. square or triangle.



Test papers

 An arithmetic paper



A reasoning paper



One of these cards is wrong. Draw a cross on the card that is wrong.

On these cards, the word should match the number.





19 ninety

51

fifty-one





Any questions?