

**KS1 SATS and  
Assessment Guidance  
for Parents**

**SPRING 2023**

# KS1 Assessment in 2023

- Content
- Expectation

Tests that take place in the month of May:

- Reading
- Maths
- SPaG (optional)

- Strategies we are using in school
- How you can help at home

# **KS1 Assessment in 2023**

**Statutory assessment - tests**

**Teacher assessment – ongoing**

# What will be assessed by tests?

## Tests for Year 2 in 2023

### READING

**TEST 1 – reading and answer booklet together (approx. 30 mins)**

**TEST 2 – more challenging separate reading booklet and reading answer booklet (approx. 40 mins)**

**Children sit BOTH tests**

### MATHS

**TEST 1 – Arithmetic (approx. 20 mins)**

**TEST 2 – Reasoning (approx. 35 mins)**

The tests will be marked internally by teachers and, in some cases, the results moderated by Local Authorities.

# Access strategies

- We timetable when the tests will happen
- The tests can be taken in small groups or 1:1 if this is usual practice for your child
- There is no time limit
- We can include movement breaks
- The children don't have to complete the whole test

# What will be teacher assessed?

## Teacher Assessment

**READING**

Teacher assessment

**MATHS**

Teacher assessment

**WRITING**

Teacher assessment

**SCIENCE**

Teacher assessment

**The overall judgement is made through teacher assessment**

- \* Pre-key stage, foundations for the expected standard
- \* Working towards the expected standard
- \* Working at the expected standard
- \* Working at greater depth within the expected standard

## Year 2 Teacher Assessment Frameworks -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 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
- 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

## Year 2 Teacher Assessment Frameworks -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

## Year 2 Teacher Assessment Frameworks -Mathematics-

### 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.

# Reading 2023

## Year 2 Teacher Assessment Frameworks -Reading-

### Working at the expected standard

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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 skills assessed

The most crucial aspects of reading at the end of Key Stage 1 are;

- ✓ Accuracy (decoding familiar and unfamiliar words correctly)
- ✓ Fluency (speed and confidence)
- ✓ Comprehension (drawing meaning from the text)

# Sample reading test questions

On Tuesday, Molly was racing in the garden when her mother said, "Molly, tidy up!"

But she was too busy hopping around her race track. Then Molly went for tea, and she still hadn't tidied up.

When she came back, her race track had disappeared. "Something with a lot of arms is tidying up," thought Molly.



Reading Test 1 has combined text, questions and answers.

3 What was Molly doing on Tuesday?

\_\_\_\_\_

1 mark

4 Molly thought that something with many arms had been in the garden.

Why?

Her race track had been...

Tick **one**.

eaten up.

dropped.

picked up.

broken.

1 mark

Children will be asked to tick correct answers, they will be expected to find and retrieve facts and sometimes explain their answers.

## Water in nature

Water from lakes, rivers and streams is called fresh water and, after cleaning, it can be used for drinking. Water from oceans and seas is called salt water. Drinking lots of salt water can make you very ill.

## Seas

Seas are large areas of salt water that surround the land. The largest seas are called oceans. The three biggest oceans are the Atlantic, the Indian and the Pacific. The Pacific Ocean is the biggest of them all.

17 What is the main difference between seawater and fresh water?

Tick **one**.

dirt	<input type="checkbox"/>	salt	<input type="checkbox"/>
fish	<input type="checkbox"/>	air	<input type="checkbox"/>

18 What is the name of the biggest ocean?

---

I'm holding on to giant's ears  
As we stride along the street  
Shouting down at people,  
"Hey! Mind my giant's feet!"

We're ducking down through doorways.  
We're walking over walls.  
I'm safe as houses way up here.  
My giant never falls.



11 As we stride along the street

Which word means the same as *stride*?

Tick **one**.

crawl	<input type="checkbox"/>	march	<input type="checkbox"/>
dance	<input type="checkbox"/>	climb	<input type="checkbox"/>

# Reading Test 2 will have a more challenging separate reading booklet and reading answer booklet.

## Sea Spray Swimming Pool FREE swimming lessons for YOU

Are you aged between 5 and 10? Would you like to learn to swim or to improve your swimming skills? Then you may be interested in our fantastic offer during the school summer holidays.

Sea Spray Swimming Pool is running a super ten-day swimming course and we are making you an offer you can't refuse because two of the lessons will be completely free!



The lessons are suitable for complete beginners to advanced swimmers. The instructors are trained to teach swimming, life-saving and all water skills. Are you scared of water? Don't worry! Our trainers are experts in dealing with nervous beginners.

**The lessons will run from 1st – 14th August.**



To join, all you have to do is come to Sea Spray Pool for your first lesson on Monday, 1st August at 10:00am and bring:

- a swimming kit
- a towel
- a packed lunch.

You must bring an adult with you, so speak to your parents or carers about this wonderful offer. Your swimming ability will be checked and you will be put into one of three groups:



- **Tadpole**
- **Goldfish**
- **Dolphin.**



During your lessons, we ask you to keep to these 'golden' rules:

1. Listen to the trainers and follow their instructions at all times.
2. Help to keep changing rooms clean and tidy.
3. Do not shout or dive into the pool.

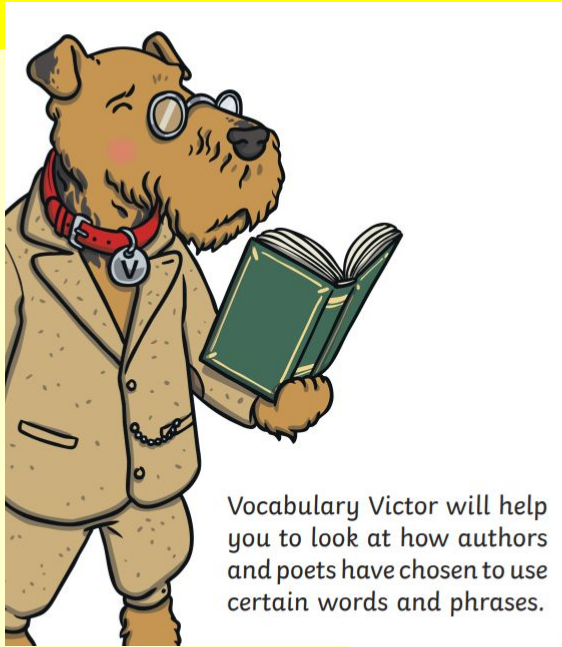
Sea Spray Pool will provide all of your equipment and the swimming instructors.

At the end of the course, there will be a gala with races and a party.

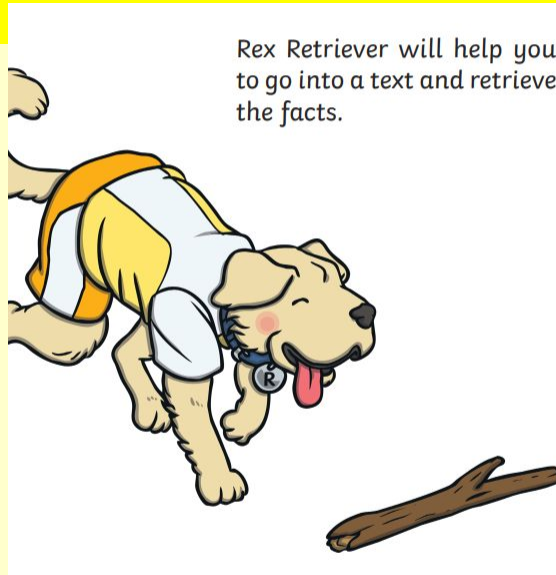




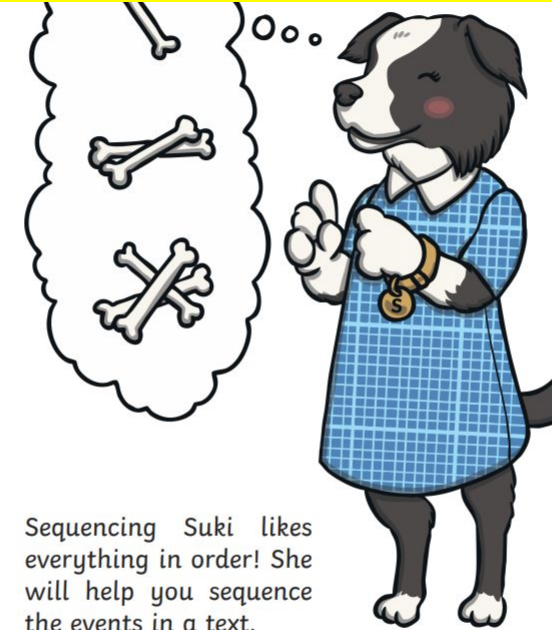
# 'Reading Dogs'



Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.



Rex Retriever will help you to go into a text and retrieve the facts.



Sequencing Suki likes everything in order! She will help you sequence the events in a text.



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

Predicting Pip tries to see the future and she will help you work out what might happen next.



# Helping at home with reading

- First and foremost, focus on developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Read little and often.
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, posters and TV guides.
- Visit the local library - it's free!

# Writing 2023

## Year 2 Teacher Assessment Frameworks -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

# What is the 'Expected Standard' in Writing?

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> was really dark in the attic and there were messy deep holes in the floor. Just then some thing caught his eye. <sup>It</sup> was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred <sup>took too</sup> took them all down stairs. First he opened the silver one which had wires in it. <sup>Soon</sup> soon he had opened all of them.

Fred put all the parts together. it made a computer. Suddenly he <sup>Spotted</sup> ~~noticed~~ a white box <sup>with</sup> with 3 pins. It was a plug Fred plugged in the plug. The computer said DELL. Whatever does that mean? Thought Fred. He made jumpers, bread and before he had finish writing <sup>every thing</sup> down that the machine went boom. Fred was sad. <sup>So</sup> so he went to the garage got some tools and put it back together. From that day on Fred used his machine every day <sup>to knit</sup> ~~to knit~~ to knit his school jumper.



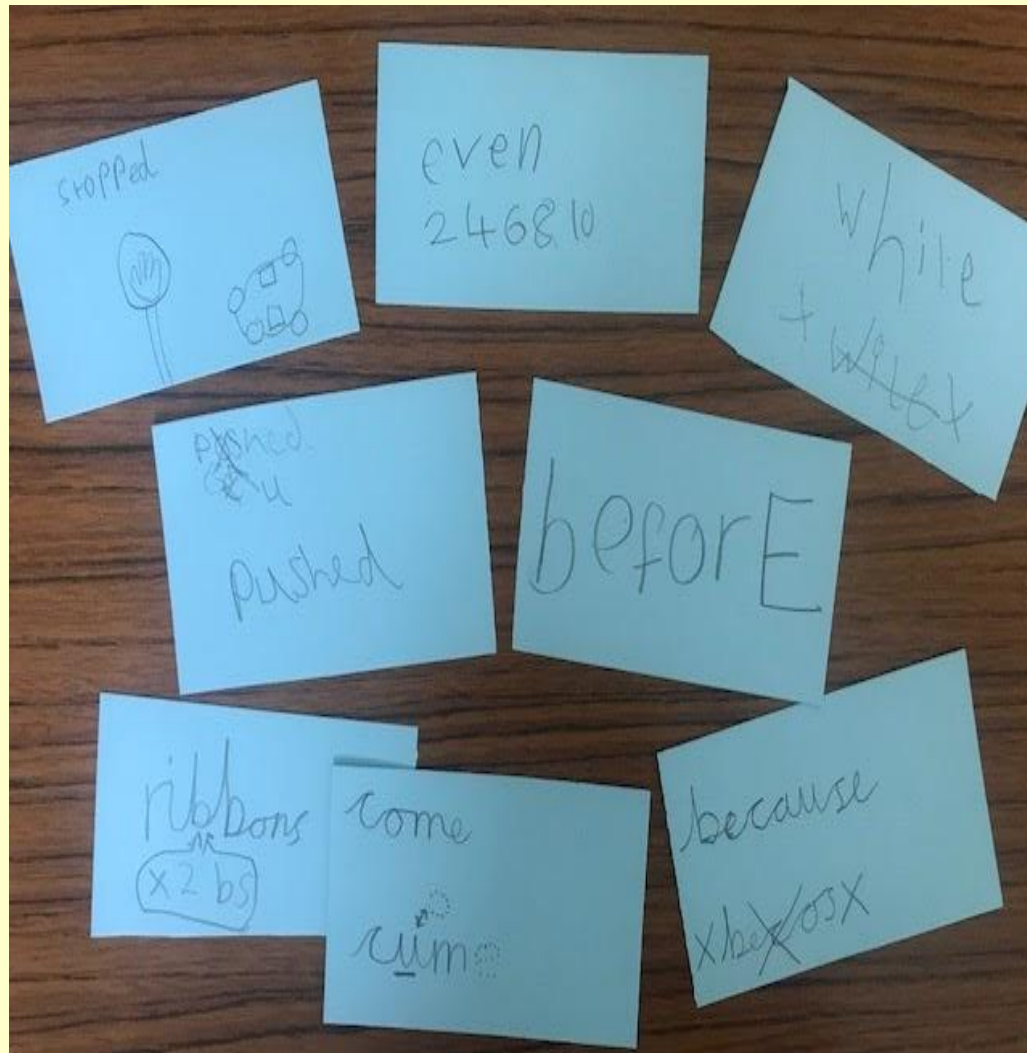
Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~ <sup>snack</sup>. Next we went into the woods. Vicki gave us a mira  
It was very scary because it was like you were walking in the sky!  
Then we had to guide our friends to a tree  
After that we had a sticky punctuation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

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

# Helping at home with writing

- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Be a spelling and punctuation detective – can your child spot ‘marvellous mistakes’ in their writing?
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!
- Practise and learn to spell words – make it fun!

# Spelling



# Maths 2023

## Year 2 Teacher Assessment Frameworks -Mathematics-

### 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.

# Sample Maths test questions- Arithmetic

5  $15 + 3 + 3 =$

14  $2 \times 0 =$

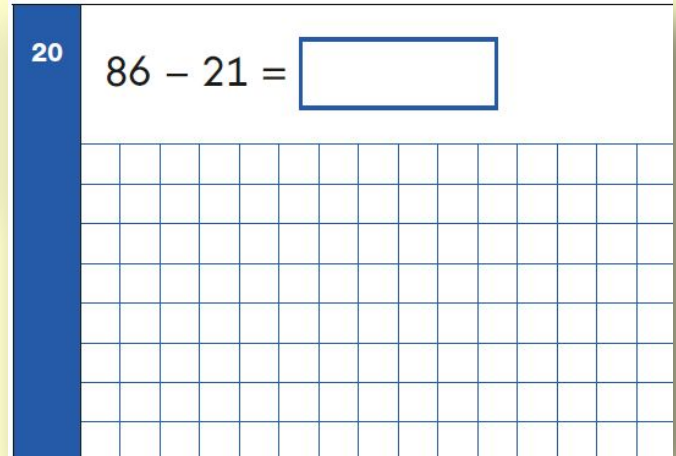
11  $87 - 40 =$

12  $50 -$    $= 20$

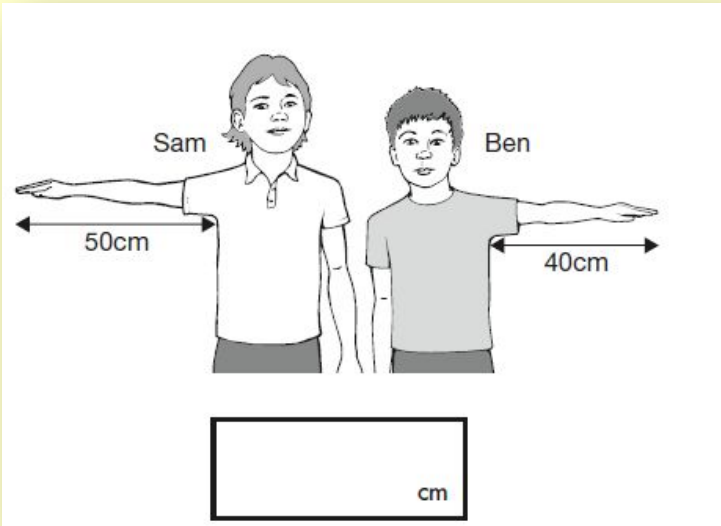
21  $\frac{1}{2}$  of 30 =

20  $86 - 21 =$

16  $12 \div 2 =$



# Sample Maths test questions- Reasoning



Here are two shape patterns.

Draw a shape in each empty box to make the patterns correct.

**7**

Sita puts **2** shoes in each of these boxes.

How many shoes are there altogether?

shoes

**8** Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

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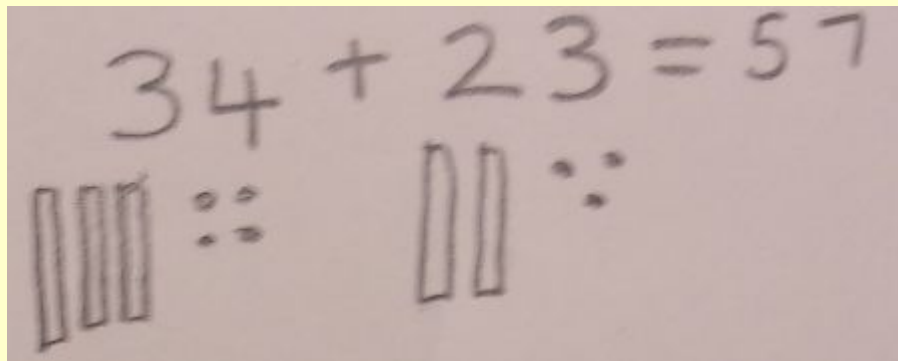
**Some questions are read by the teacher.**  
 Look at the picture of Sam and Ben in question 5.  
**Sam's arm is fifty centimetres long.**  
**Ben's arm is forty centimetres long.**  
**How much longer is Sam's arm than Ben's arm?**  
 Write your answer in the box.

Use a ruler to measure the length of the toy car.

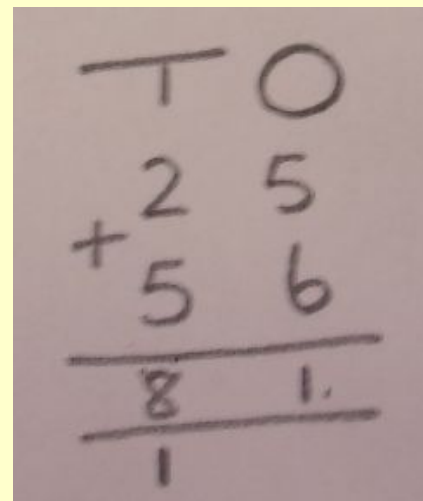
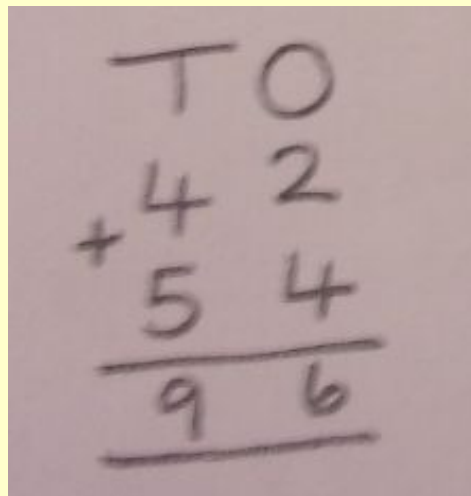
cm

# Strategies for the 4 operations that we teach at school

Addition – through partitioning (drawing the tens and ones)



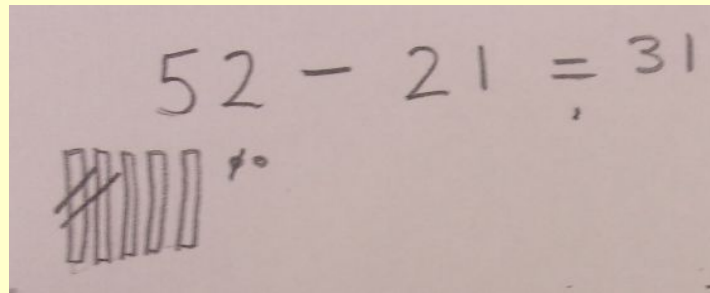
Column  
Addition





# Strategies for the 4 operations that we teach at school

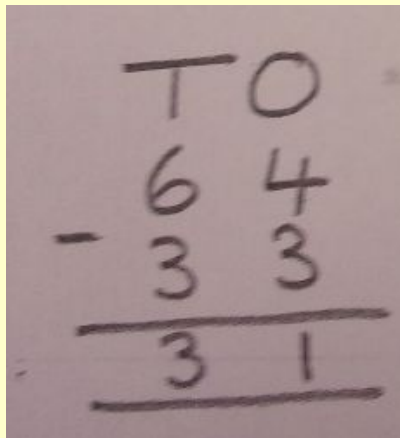
Subtraction – partitioning (drawing the tens and ones and then crossing out the amount you are taking away)



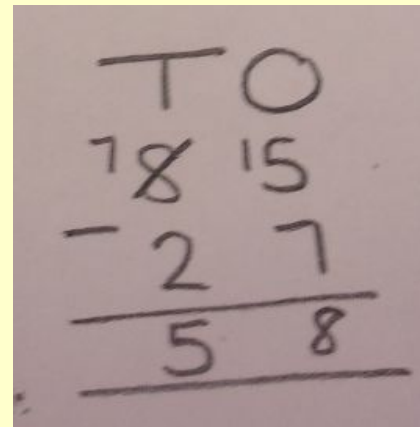
52 - 21 = 31

The diagram shows a base ten block model for 52. It consists of five tens rods and two ones units. Two tens rods are crossed out with diagonal lines, representing the subtraction of 20. This leaves three tens rods and two ones units, which is 32. A small '10' is written next to the crossed-out rods, indicating that one ten rod was decomposed into ten ones units to complete the subtraction of 21, resulting in the final answer of 31.

Column  
Subtraction



TO  
64  
- 33  
---  
31



TO  
78 15  
- 27  
---  
51



# Strategies for the 4 operations that we teach at school

Multiplication – repeated addition/arrays and grouping

Repeated addition

$5 + 5 + 5 + 5 + 5 + 5 = 30$   
 $6 \times 5 = 30$  6 equal groups of 5

$10 + 10 + 10 + 10 = 40$   
 $4 \times 10 = 40$   
 4 equal groups of 10

$2 + 2 + 2 + 2 = 8$   
 $4 \times 2 =$   
 4 equal groups of 2

Drawing equal groups

$5 \times 4 = 20$

$9 \times 2 = 18$

Arrays

$3 \text{ lots of } 2 = 6$   
 $2 \text{ lots of } 3 = 6$   
 $3 \times 2 = 6$   
 $2 \times 3 = 6$

$4 \text{ lots of } 4 = 16$   
 $4 \text{ lots of } 4 = 16$   
 $4 \times 4 = 16$   
 $4 \times 4 = 16$

$4 \text{ lots of } 4 = 16$   
 $4 \text{ lots of } 4 = 16$   
 $4 \times 4 = 16$

$2 \text{ lots of } 3 = 6$   
 $3 \text{ lots of } 2 = 6$   
 $3 \times 2 =$   
 $2 \times 3 =$

peel marking

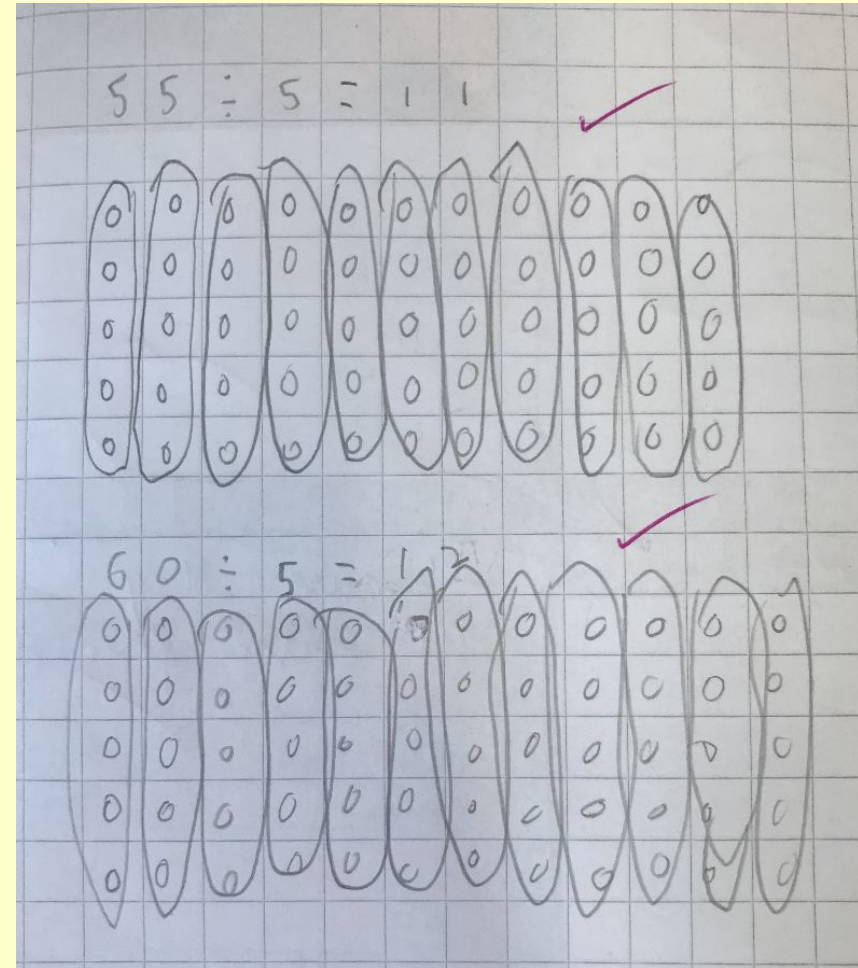
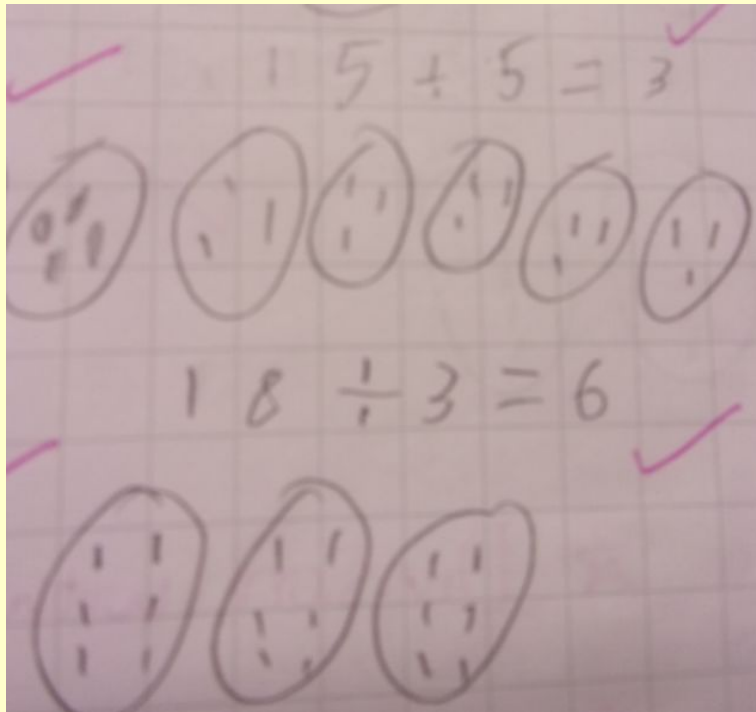
# Strategies for the 4 operations that we teach at school

## Division:

Sharing

Grouping (using arrays)

How many groups of 5 in 55?



# Maths Grid

0+0	1+0	2+0	3+0	4+0	5+0	6+0	7+0	8+0	9+0	10+0
0+1	1+1	2+1	3+1	4+1	5+1	6+1	7+1	8+1	9+1	10+1
0+2	1+2	2+2	3+2	4+2	5+2	6+2	7+2	8+2	9+2	10+2
0+3	1+3	2+3	3+3	4+3	5+3	6+3	7+3	8+3	9+3	10+3
0+4	1+4	2+4	3+4	4+4	5+4	6+4	7+4	8+4	9+4	10+4
0+5	1+5	2+5	3+5	4+5	5+5	6+5	7+5	8+5	9+5	10+5
0+6	1+6	2+6	3+6	4+6	5+6	6+6	7+6	8+6	9+6	10+6
0+7	1+7	2+7	3+7	4+7	5+7	6+7	7+7	8+7	9+7	10+7
0+8	1+8	2+8	3+8	4+8	5+8	6+8	7+8	8+8	9+8	10+8
0+9	1+9	2+9	3+9	4+9	5+9	6+9	7+9	8+9	9+9	10+9
0+10	1+10	2+10	3+10	4+10	5+10	6+10	7+10	8+10	9+10	10+10

0-0	1-0	2-0	3-0	4-0	5-0	6-0	7-0	8-0	9-0	10-0
1-1	2-1	3-1	4-1	5-1	6-1	7-1	8-1	9-1	10-1	11-1
2-2	3-2	4-2	5-2	6-2	7-2	8-2	9-2	10-2	11-2	12-2
3-3	4-3	5-3	6-3	7-3	8-3	9-3	10-3	11-3	12-3	13-3
4-4	5-4	6-4	7-4	8-4	9-4	10-4	11-4	12-4	13-4	14-4
5-5	6-5	7-5	8-5	9-5	10-5	11-5	12-5	13-5	14-5	15-5
6-6	7-6	8-6	9-6	10-6	11-6	12-6	13-6	14-6	15-6	16-6
7-7	8-7	9-7	10-7	11-7	12-7	13-7	14-7	15-7	16-7	17-7
8-8	9-8	10-8	11-8	12-8	13-8	14-8	15-8	16-8	17-8	18-8
9-9	10-9	11-9	12-9	13-9	14-9	15-9	16-9	17-9	18-9	19-9
10-10	11-10	12-10	13-10	14-10	15-10	16-10	17-10	18-10	19-10	20-10

# Helping at home with Maths

- Play times tables games.
- Play mental maths games including counting in 2s, 5s and 10s forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, draughts or chess.
- Give your child mathematical problems (using the 4 operations) in words e.g. Suzie had 20 stickers. She shared them equally between 5 children. How many stickers did each child get? Support them in solving these problems using the methods discussed earlier (we'll also send these out to you after Parent Consultations).
- Mathematics!



# Science 2023

**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.**

***Teacher Assessment Framework at end of KS1 – STA 2023***

## Year 2 Teacher Assessment Frameworks

### -Science-

#### 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].

# How are we preparing?

A recap of how we are preparing and supporting your child/children within school;

- Teaching the more challenging learning objectives set out in the National Curriculum
- Continuous Assessment
- Maths reasoning lessons and tasks
- Focused SPaG (Spelling, Punctuation & Grammar) through good quality texts
- Guided and Independent Reading
- Practising previous SATS papers
- Teaching 'test techniques' and vocabulary (eg 'insert')
- Target setting through feedback marking
- Keeping up to date with information provided by the DfE

# Helping at home

- Try not to put too much pressure on your child
- Support with individual targets that will be discussed during Parent Consultations
- Read regularly and discuss a variety of texts – not just listening to your child read but having conversations about the text (the plot, the characters, their opinion on it).
- Big Cat Collins and Mathletics.
- Practise spelling the common exception words (found at the front of reading diaries)
- Short bursts of mental maths, times tables and problem solving



# We recommend

Early nights and lots of sleep

Good attendance

Good punctuality

A good breakfast

Lots of praise and encouragement!

# Reporting assessment results

Children develop at different times and in individual ways, but at the end of Year 2 the DfE guidelines for English and Maths are as follows:-

Children not meeting the **WORKING TOWARDS** 'Nationally Expected Standard' category for a pupil at the end of Year 2 (Pre-Key Stage)

**WORKING TOWARDS** the 'Nationally Expected Standard' for a pupil at the end of Year 2

**WORKING AT** the 'Nationally Expected Standard' for a pupil at the end of Year 2

**WORKING AT GREATER DEPTH** *within* the 'Nationally Expected Standard' for a pupil at the end of Year 2

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.

# Feedback from Year 2 parents

*'My child was unaware that the SATs had even happened and didn't mention them at all.'*

*'Thank you for making the end of year assessments stress free for the children.'*

*'My child talked about a maths quiz but otherwise did not mention any testing.'*

# Questions

<b>Are the children supported when reading questions?</b>	<p>There is a small 'practice' part of the reading paper that will be read together with the children and from then on, they can not be supported, but we encourage them to keep going and do their best.</p> <p>In the maths papers, we can read most parts of the questions to children if they ask for help but are unable to explain what words or symbols mean.</p>
<b>Do all children sit Papers 1 and 2?</b>	<p>For Reading and Maths, there are 2 papers. All children who sit the first paper will also be given the opportunity to sit the second.</p>
<b>Does it matter which maths strategy the children use in the papers?</b>	<p>No, as long as it is a suitable method which results in an accurate answer.</p>
<b>How many papers do the children complete each day?</b>	<p>We will be guided by the children and do not want to overload them. We have the month of May to complete the papers so we will spread them out and ensure the children are operating at their best. Children will not be expected to take papers 'back to back' or to sit for long periods of time without breaks.</p>
<b>If a child is a reluctant reader, will they be prepared to ask for help?</b>	<p>For the maths papers, we will tell all children to ask for help if needed, before the start of each paper.</p>
<b>Is there any relationship between the Year 2 assessments and the Year 6 assessments?</b>	<p>Schools/the Government use children's performance in the Year 2 assessments to set them targets for the end of Year 6. The Government then use this to track progress and the school(s) is/are held accountable for this.</p>
<b>What happens if there is a question in the test that the child has not covered in class?</b>	<p>When children sit the assessments we should have covered the whole of the Year 2 curriculum, giving them the skills or subject knowledge needed to answer the questions.</p>

**Thank you so much for  
joining us this evening.  
Any Questions?**

