

# END OF KEY STAGE I STATUTORY ASSESSMENT 2023

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# The most important advice we can give you as parents is DO NOT PANIC about SATs!!!!!!



- Children are used to doing assessments at school.
- They are exposed to test papers & their format throughout the year.
- We do not tell them they are sitting SATs so they just see it as another assessment.
- Our memories of exams are not what school assessments in Year 2 look like.
- The end of Key Stage One assessments are teacher judgements based on evidence collected throughout the Key Stage. Not just the result of test papers; they are just one piece of evidence to help make the judgement.

# Teacher assessment

- Teacher assessment is the main focus of KSI assessment.
- The assessments give a rounded view of the child.
- Assessment is based on the performance of the child over a period of time not just the end of year statutory assessments.
- Writing is assessed throughout the year in their English books.



# When will the assessments take place?

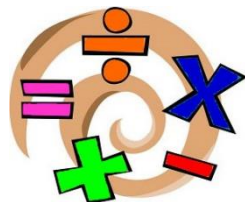


- When will the tests take place?
- During May 2023
- The children will sit no more than one test per day and will be given the opportunity to have a break during the test if they wish.
- Tests will be carried out as informally as allowed.

# Mathematics

Children will sit two tests: Paper 1 and Paper 2:

- **Paper 1: Arithmetic** - covers calculation methods for all operations.
- **Paper 2: Reasoning** - includes time for five oral questions. Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.



# Arithmetic test

$$65 + \boxed{\phantom{00}} = 93$$

$$36 + 24 =$$

$87 - 40 =$

$$\frac{3}{4} \text{ of } 40 =$$

$$50 - \quad = 20$$

# Maths: Sample Questions

## Maths Paper I: Arithmetic

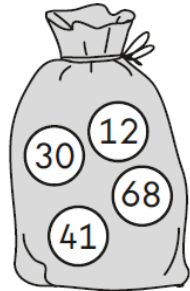
15  $3 \times 3 =$

16  $12 \div 2 =$

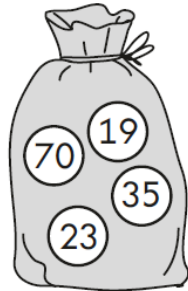
# Reasoning paper

**12** Two of the numbers are in the **wrong** bag.

Draw a cross (X) on each of them.



**even** numbers

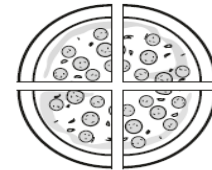


**odd** numbers

**14** One shape is in the **wrong** place on the sorting grid.

Draw a cross (X) on it.

Shapes <b>with</b> a square face	Shapes <b>without</b> a square face



Sita cuts a pizza into four equal slices.

She eats one slice.

What fraction of the pizza does she eat?

**22** Amy plants **4** rows of carrots.

There are **3** carrots in each row.

A rabbit eats **2** of the carrots.



How many carrots are left?

Show  
your  
working

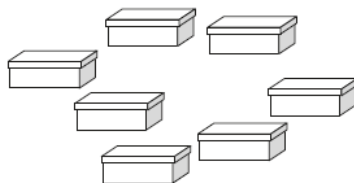
carrots



# Maths: Sample Questions

## Maths Paper 2: Reasoning

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	

# Maths: Sample Questions

## Maths Paper 2: Reasoning

27

Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show  
your  
working

raisins



2 marks

# Reading



The Reading Test consists of two separate papers:

- **Paper 1** - consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practise questions for teachers to use to introduce the contexts and question types to pupils. The test takes approximately 30 minutes to complete, but is not strictly timed.
- **Paper 2** - consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete, but is not strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.

# Teacher Assessment



- The reading paper is only part of our assessment in school.
- We listen to the children read regularly and match their book bands to their ability.
- Children need to be able to read fluently (without decoding words) to reach the expected standard.
- This works out at approximately 90 words per minute.
- [https://www.youtube.com/watch?v=w4c\\_DMS-3IE](https://www.youtube.com/watch?v=w4c_DMS-3IE)

# Reading Paper Examples... Paper 1

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.



- 3 What was Molly doing on Tuesday?



- 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. ☐



On Wednesday, Molly was building a monster when her mother said, "Molly, tidy up!" But Molly was too busy having fun. Then Molly went for tea, and she still hadn't tidied up.

When Molly came back, the living room was tidy.

"Who's tidying up? I'd like to meet them. Maybe it's an octopus..." she thought.

Molly looked everywhere: under her bed, inside the top drawer and even down the toilet!

But Molly couldn't find Octopus anywhere. Then she had an idea...



- 5 Why was Molly always too busy to tidy up?



- 6 Where did Molly look for the octopus?

Write down **one** place.



- 7 Then she had an idea...

The word *idea* means...

Tick **one**.

a dream. ☐

a feeling. ☐

a thought. ☐

an adventure. ☐



# Reading Paper Examples... Paper 2

This is an old Native American story about a man called Heron Feather and the time he met a fox.

Heron Feather is a Native American warrior. Warriors were sometimes known as 'braves'.

## The Fox and the Boastful Brave

One fine day, a hungry fox was walking down the road. His tummy was rumbling so loudly that he almost didn't hear the sound of someone coming. Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Over the top of the hill, he saw a tall feather. Fox crouched down and prepared to pounce on the bird. Imagine his surprise when he saw that the 'bird' was riding a horse! The feather was stuck in the headdress of a handsome young man who was riding along the path, singing as he went. "No one is handsomer than Heron Feather. No one is a better fisherman than Heron Feather. And I should know, for I am he."



Fox didn't care if the man was handsome, but he pricked up his ears at the word 'fisherman', for where there are fishermen, there are fish. And a tasty fish would just suit Fox. His nose twitched. A delightful fishy smell was coming out of the man's leather bag.

Heron Feather continued his boastful song. He was on his way to ask a young woman called Swaying Reed to marry him, and he was making himself feel braver by singing his own praises.

Fox bounded ahead of the horse and lay down on the path.

"No one is stronger than... what's this? A fox? When Swaying Reed's mother sees this, she will know what a great hunter I am."

And he picked Fox up, flung him into his bag of fish and laced it shut again. Heron Feather remounted and began a new song.

"No one is a greater hunter than Heron Feather..."

Inside the bag, surrounded by lovely smelly fish, Fox's mouth was watering. He waited a few minutes, then bit a big hole in the side of the bag. One by one, all the fish fell out, followed last of all by Fox. Heron Feather was singing too loudly to notice.



Fox made his way slowly along the path, stopping to eat each fish as he went. His tummy was fuller than it had been for days.

Meanwhile, Heron Feather had arrived at Swaying Reed's house. He stopped his horse outside and sang his song about how clever and handsome he was, what a great hunter and what a great fisherman he was. (In fact, he hadn't caught those fish at all: he had traded his mother's shoes for them.)

Heron Feather reached for his bag of fish to show Swaying Reed and her mother what a good husband he would be. When he saw it was empty, with a large hole in it, he stopped in mid-song.

He sang no more, but turned his horse and rode away.

Safe in his den, Fox was content. "It is one thing to catch a fox," he thought, "but quite another to keep it."



# Reading: Sample Questions

Questions are designed to assess the comprehension and understanding of a child's reading.

There are a variety of question types:

## Multiple Choice

1

When Bella was learning to fly, she...

Tick **one**.

was lazy.

☐

did not try hard.

☐

did not give up.

☐

found it easy.

☐

1 mark

# Reading: Sample Questions

## Ranking/Ordering

7

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



1 mark



# Reading: Sample Questions

## Matching/Labelling

Here is some more information about Africa.

Match each sentence to the correct heading in the booklet.

The first one has been done for you.

Creation stories describe how and why the world was made.

**Introduction**

Africa has deserts, forests and mountain areas.

**Clothes**

Traditional African clothes are made from local materials.

**Music and Dance**

Some African people play 'talking drums'.

**Story Time**

## Short-Answer Questions

4

What job did Tony Ross want to do before he became a writer and illustrator?

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1 mark

# Reading: Sample Questions

## Find and Copy Questions

16

Look at the paragraph beginning *The greedy man began to climb the vine...*

**Find** and **copy one** word that means the same as *sparkle*.

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1 mark

## Open-Ended Questions

6

At the end of the story, Bella was happy. Why?

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1 mark

# Writing- Teacher Assessment

- Writing is assessed by teachers.
- Teachers have to prove that the children met set criteria.
- Evidence throughout the year is collected.

# Writing- The Expected Standard

## 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.

# Writing-Example of the Expected Standard

Yesterday we went to bishops Wood to look for mini-beasters. 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 sicky position 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 favorite part of the day was identifying the trees.

- Consistent capital letters and full stops.
- Capital letters are clearly distinguished.
- Range of sentence openers.
- Adjectives.
- Conjunctions.
- Exclamation marks.
- Many words spelt correctly.
- Past tense maintained.

# Writing-Example of the Expected Standard

## Missing one dragon

Last seen flying out of forest school on Monday night. He has a silver tummy, black body and black feet. It will breath fire at you and eat you up! If seen then please report on 06 3066 1300 999 013. If seen and not reported you will be locked in jail for three years! You will be rewarded £900 or 309306 bucks if you report. Whatever you do do not shoot it! Its claws are silver so it is easy to be seen. [REDACTED] class 3 year 2.

- Consistent capital letters and full stops.
- Capital letters are clearly distinguished
- Range of sentence openers.
- Expanded noun phrases
- Conjunctions.
- Exclamation marks.
- Many words spelt correctly.

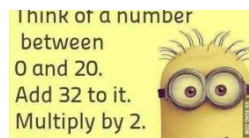
# Spelling



- Your child needs to be able to spell all of the Year 1 and 2 common exception words correctly (in the red home school links books).
- We are currently teaching them the Year 2 Spelling rules so please make sure you are practising the spellings at home.

# How to Help Your Child with Maths

- Play times tables games or sing table songs.
- Play mental maths games including counting in different amounts, 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 numbers on street signs, car registrations and anywhere else.
- 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.





# How to Help Your Child with Reading

Listening to your child read can take many forms:

- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- 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, TV guides, labels and signs.



# How to Help Your Child with Writing

- Practise and learn weekly spelling lists - make it fun!
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together - modelling writing encourages your child to write too.
- Encourage use of a dictionary to check spelling.
- Allow your child to use a computer for word processing, which enables easy editing 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!



Any questions?

