

KS1 SATS **information evening**

Tuesday 4th February 2020

- *The SATs tests are held in May.
- *Writing is Teacher Assessed and will be across a range of writing styles.
- *Maths: Written Test x 2
- *Reading: Comprehension papers x 2
- *SPAG: Written test

*KS1 SATS tests

*The key stage 1 English reading test comprises:

*Paper 1, a combined booklet that integrates the reading texts and answer booklet which carries 20 marks.

*Paper 2, a reading booklet with a separate associated answer booklet which carries 20 marks.

*Every pupil should have the opportunity to attempt both papers. Teachers may stop a pupil at any stage of the test that they feel is appropriate.

***Reading test**

The hall was full, and training could begin. "Boris, come to me. Good boy," called the trainer, who stood in the middle of the circle with all the dogs facing her. Boris leapt to his feet and did as he was told.



Read the text and answer the questions underneath

Gasps of surprise echoed around the room as the others saw Boris, and howls of laughter filled the air.

8. How did Boris respond to the trainer? Tick **one** box.

He ignored the trainer.

He went up to the trainer.

He jumped onto the trainer.

He copied the trainer.

9. What **two** sounds could be heard in the training hall after Boris leapt to his feet?

1.

2.

* Paper 1

Going on Safari

Helene loved animals. She had large posters of them stuck all over the walls of her bedroom, and her bookcase was full of books about them. Now on this very special holiday, her dream of going on safari and seeing some of her favourite animals was about to come true.

The sky was still dark as Helene got up and dressed. Helene and her mum, along with three other guests staying at the hotel, walked quietly through the hall and into the waiting truck. The tour guides had said that one of the best times to see animals was at dawn. They would be drinking from the main watering hole (a large pool) before they went off to find food.



* Paper 2

The truck bounced and creaked as it travelled along the bumpy track. The windows had been taken out of the back of the truck so you could see the animals better. Helene was sure she would be glad about that later, but for now she pulled her jacket closer around her.

After what seemed like forever — but what was really about twenty minutes — the truck slowed down and the group could see the watering hole up ahead. Helene gave her mum an excited grin.

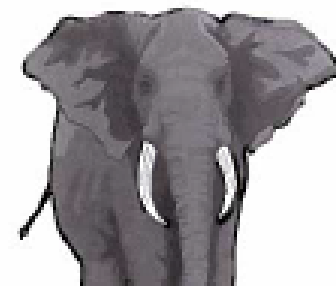
As the sun rose, it showed a group of zebras drifting towards the water. They looked around nervously before they dropped their heads and had a drink. Helene grabbed the camera her uncle had bought her for her birthday and excitedly began taking pictures.



Just along from the stripy zebras, giraffes appeared. Helene couldn't believe how large they were in real life. Their necks stretched high into the sky and their legs carried on for miles in the other direction. Helene's mum laughed as they bent down to drink. Their staggering height and long legs made it difficult for them to reach the water. They had to spread their legs far apart to bend that far down. Helene always thought giraffes looked like they were going to fall over when they drank.

"We can try to get closer for a better look," said the guide. Helene was too excited to speak. Instead she just nodded eagerly. The truck circled the giant lake slowly, when suddenly it stopped.

Helene looked to the front of the truck and was amazed at what she saw. Ahead of them stood a huge elephant. It was looking straight at them. It flapped its grey, wrinkled ears and trumpeted loudly. A man sat behind Helene let out a small cry. As quietly as he could, the guide began moving the truck backwards. The elephant kept staring, and Helene held her breath. The group kept moving further and further backwards until the elephant turned away. Helene finally let her breath go with a loud sigh.



These questions are about *Going on Safari*

(Page 7)

9. **Find and copy** a phrase that shows it is early in the morning when Helene gets up.

.....

(Page 7)

10. When is one of the best times to see animals at the watering hole?

.....

(Page 8)

11. Why was Helene unhappy about the missing windows in the truck?

.....

* Example
questions

12. *They looked around nervously before they dropped their heads...*
What does the word *nervously* mean in the sentence above?

Tick **one** box.

very quietly

in a scared way

for a long time

without fear

13. Who bought Helene her camera?

.....

14. **Find and copy** two phrases that show how tall the giraffes were.

1.

2.

15. Why did the elephant flap its ears and trumpet at the group?

.....
.....

16. What are baby elephants called?

.....

17. ...and the animals gradually began to leave the watering hole.
What does the word *gradually* mean in the sentence above?

Tick one box.

all at once

quickly

slowly

finally

18. Number these events in the order in which they happen in the story.

The first one has been done for you.

Helene sees giraffes.

Helene and the group get into the truck.

The elephants are playing in the water.

Helene sees zebras.

Helene starts taking pictures.

19. How do you think Helene felt when the large elephant turned away from the truck?

Explain your answer using evidence from the text.

.....

.....

.....

- *What does that word mean in the text?
- *Can you find the word that shows how the character was feeling?
- *Tell me two bits of information from the text that explains what the character is like.

***Questions to ask at home**

- *Variety of multiple choice and short answers.
- *Focus will be knowledge of grammatical terms, use of punctuation and spelling.

*SPaG test

Key stage 1 English grammar, punctuation and spelling test framework

Format of the test

* Paper 1:

Spelling

* Spelling (20 words) 20 marks 15 minutes

Paper 2:

* Grammar, punctuation and vocab

20 questions 20 marks 20 minutes

* Total 2 papers 40 marks

* Recommended time - 35 minutes

* Noun, adjective, verb, adverb, conjunction.

* Present and past tense

* Tense agreement

* Singular and plural

* Root words/ suffixes and prefixes

* Contractions

* Features of Standard English

* Grammar and Punctuation terms

* How to use commas, full stops, capital letters, question and exclamation marks.

* Functions of Sentences - statement, question, command, exclamation.

* **Punctuation
continued**

Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune

Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

Aisha found some red blue and purple beads in the box.

*SPaG examples

Draw lines to match the groups of words that have the same meaning.

One has been done for you.

I will

it's

you have

I'll

it is

didn't

did not

you've

What type of word is underlined in the sentence below?

Poppy held the baby rabbit gently in her arms.

Tick **one**.

an adjective

an adverb

a noun

a verb

The verbs in boxes are in the present tense.

Write these verbs in the **past tense**.

One has been done for you.

visits

When my family visited the zoo,

take

I _____ photos with my new camera.

smiles

My brother _____ for his picture.

Write **s** or **es** to make each word a plural.

fox_____

card_____

match_____

- * Creative opportunities to write
- * Write for pleasure
- * Write sustained time
- * Practice handwriting
- * Next steps marking and target setting

* Writing opportunities

*The Key Stage 1 Maths test comprises of two papers, which will be marked internally.

***KS1 Maths test**

* Arithmetic, worth 25 marks and taking around 15 minutes

$$46 + 7 = \boxed{}$$

$$3 \times 3 = \boxed{}$$

$$12 \div 2 = \boxed{}$$

$$\frac{1}{4} \text{ of } 20 = \boxed{}$$

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

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

$$\boxed{} + 5 = 9$$

* Paper 1

$15 + 3 + 3 =$

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

$36 + 24 =$

$87 - 40 =$

$8 \times 10 =$

Mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 35 minutes, with a break if necessary.

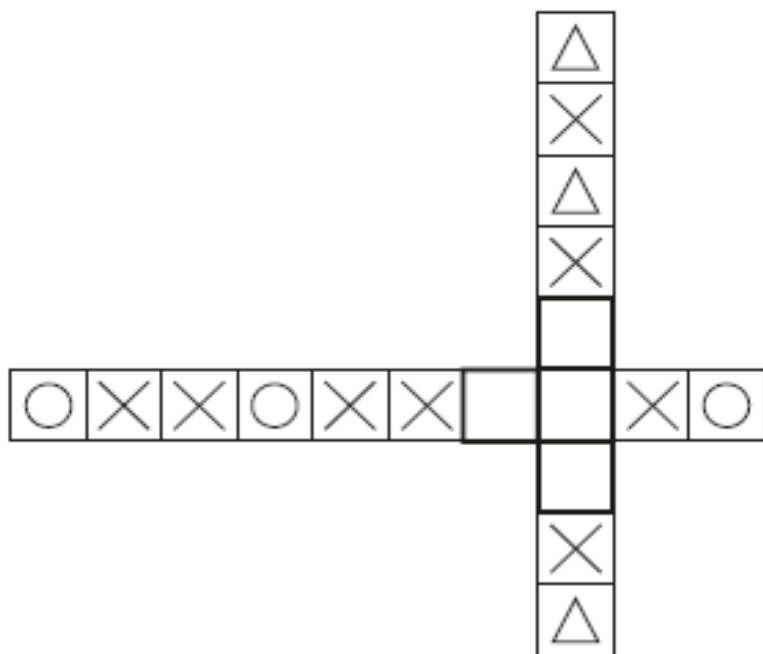
There will be a variety of question types:

- * Multiple choice
- * Matching; true/false
- * Constrained (e.g. completing a chart or table; drawing a shape)
- * Less constrained (e.g. where children have to show or explain their method).

* Paper 2

Here are two shape patterns.

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



Look at these fractions.

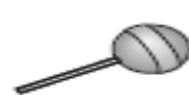
$$\frac{1}{2} \quad \frac{1}{3} \quad \frac{2}{4} \quad \frac{3}{4}$$

Circle the **two** fractions that are **equal**.

A shop sells these sweets.



2p



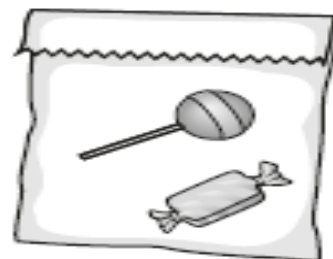
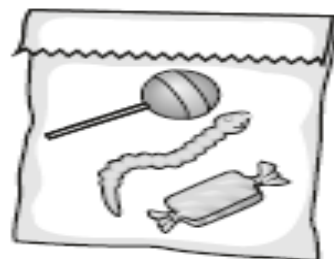
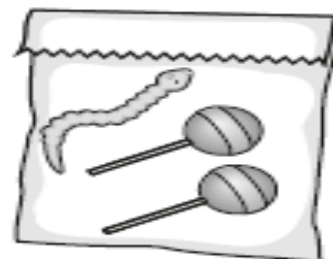
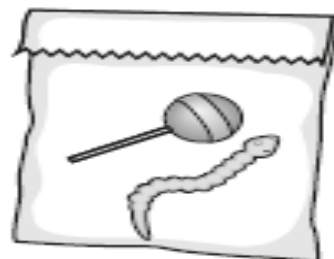
5p



10p

Abdul spends exactly **20p** on sweets.

Tick (✓) the bag of sweets he buys.



Amy buys an ice-cream for 90p.



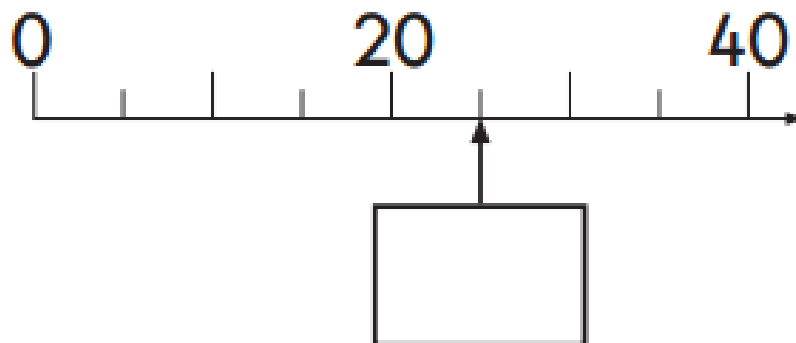
Tick (✓) **three** coins to show how Amy can make **90p**.



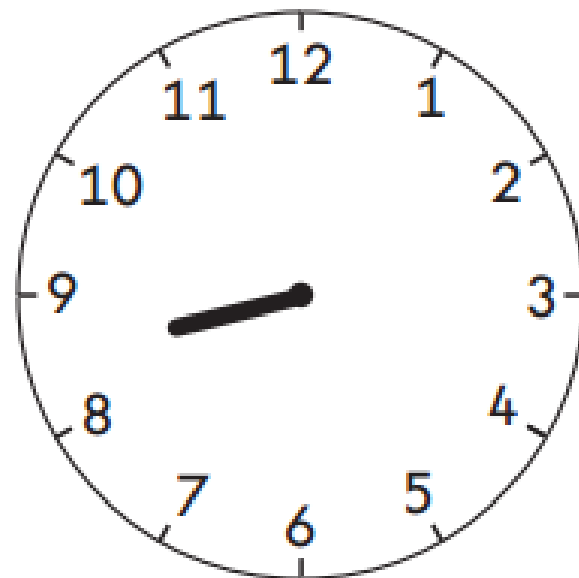
Tick (✓) **four** coins to show another way to make **90p**.



Write the correct number in the box.



Draw the minute hand on the clock to show **twenty-five past eight**.



Amy makes **20** cakes.

She shares the cakes between **5** plates.

Tick the calculation that shows how many cakes are on each plate.

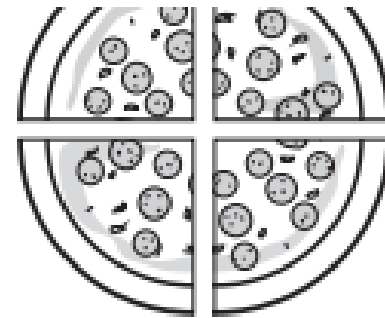
Tick **one**.

$20 + 5 = 25$

$20 - 5 = 15$

$20 \div 5 = 4$

$20 \times 5 = 100$



Sita cuts a pizza into four equal slices.

She eats one slice.

What fraction of the pizza does she eat?

—

Write a digit in each box to make the sum correct.

7		+		=	8	3
---	--	---	--	---	---	---

* Schools are free to manage the timetable and will aim to administer the tests in the classroom in a low-stress, low-key way; some children won't even be aware they've taken them!

*** When will the tests
take place**

* Instead of the old national curriculum levels, children are given a scaled score. Their raw score – the actual number of marks they get – is translated into a scaled score, where a score of 100 means the child is working at the expected standard. A score below 100 indicates that the child needs more support, whereas a score of above 100 suggests the child is working at a higher level than expected for their age. The maximum score possible is 115, and the minimum is 85.

*Teacher assessments are also used to build up a picture of your child's learning and achievements. In addition, your child will receive an overall result saying whether they have achieved the required standard in the tests (your child's actual results won't be communicated to you unless you ask for them). The Department for Education aims for 85 per cent of children to reach the expected standard (this is a higher standard than was expected before 2016)

- * Read with your child **every day**
- * Encourage your child to express and develop their opinion, giving reasons.
- * Use the guided reading prompts to help
- * Encourage your child to think from the author's point of view.
- * Point out punctuation / grammar rules in the books that you are reading.
- * Discuss and play games with grammar terminology

*** Ways to help your
child**

- * **Make sure your child knows their times tables and can answer out of order.**
- * **They must be secure with their number bonds to 10, 20 and 100.**
- * **Count on and back in ones, tens, hundreds etc from any number (3, 13, 23, 33..... 567, 467, 367.)**
- * **Use a variety of mathematical language – all the different ways a sum can be worded.**
- * **Relate addition to subtraction and multiplication to division.**
- * **Make their learning relevant – get them to work out practical problems.**

Eg: we have 3 people for dinner and 12 slices of pizza – how many will each person get?

- * **Reasoning skills: ask them to explain how they solved a problem.**

*** Helping with maths**



*Questions?