



KS1 Assessment Information



Outline

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Curriculum Tests

In the 2023 SATs, the Children will be assessed in reading and maths.

SPaG is optional to support teacher assessment in writing.

Writing is assessed throughout the year and the class teachers will assess whether children have reached the expected standard.

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.

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-appropriate¹ 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 words²
- 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.

Reading

Table 1: Format of the test

Component	Description	Number of papers	Number of marks	Approximate timing of paper
Paper 1: English reading test	reading booklet with reading questions and answer space combined (a selection of texts, 400–700 words)	1	20	30 minutes
Paper 2: English reading test	reading booklet and separate answer booklet (a selection of texts, 800–1100 words)	1	20	40 minutes
	Total	2	40	Recommended 70 minutes

Reading - sample questions

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 or 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 or 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

Reading - sample questions

Short answer

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



1 mark

Find and copy

- 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*.



1 mark

Reading - sample questions

Open ended

6

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



1 mark

Maths

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.

Maths

Table 1: Format of the test

Component	Description	Number of papers	Number of marks	Approximate timing of paper
Paper 1: arithmetic	assesses pupils' confidence and mathematical fluency with whole numbers, place-value and counting	1	25	20 minutes
Paper 2: mathematical reasoning	mathematical fluency, solving mathematical problems and mathematical reasoning	1	35	35 minutes
	Total	2	60	Recommended 55 minutes

Arithmetic - sample questions

15

$3 \times 3 = \boxed{}$



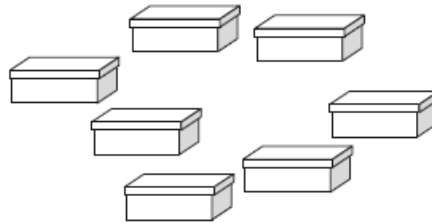
16

$12 \div 2 = \boxed{}$



Reasoning - sample questions

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	

Reasoning - sample questions

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

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].



Scaled scores

Scaled scores will be used to mark tests papers. It is a system used around the world and is believed to make comparing scores year on year more consistent.

The test papers will be marked at school and the children's marks will be recorded. This is known as the 'raw score'. There will then be a conversion table to turn the raw score into a scaled score.

The expected standard is normally 100.



The Results

When you receive your child's yearly report it will include their scaled score and whether or not they have met the national standard.



Administration

- The tests will be administered over a 2 week period.
- The children will not be told they are doing SATs assessments, but asked to do a 'special job'.
- The children will work in small groups to minimise formality.
- The children are allowed a reader for maths test.



What can you do to help?

- Read together at least 3 times a week and ask questions about the story.
- Enjoy stories together!
- All reading is valuable!
- Use number problems in every day life, at the shops, on the bus, telling the time etc.
- Play games!
- Write shopping lists and cards together. Let your child try typing.
- Continue to work on areas discussed at parents evening.



Useful websites

<http://www.crickweb.co.uk/Key-Stage-1.html>

<http://www.bbc.co.uk/bitesize/ks1/>

<http://www.ictgames.com/resources.html>

<http://www.topmarks.co.uk/maths-games/5-7-years/counting>

[KS1 Maths Collection - BBC Teach](#)

NCETM and Nrich good for problem solving activities.

Complete the weekly home learning sheets.