

21st March 2019



**Preparation for the Standard
Assessment Tests 2019**



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What are the End of Key Stage One Tests?

- **Standard assessment tests which are sat by pupils nationally at the age of 7.**
- **Tests in reading and mathematics.**
- **Writing is assessed through teacher assessment**
- **A grammar, punctuation and spelling assessment which is not compulsory but will be undertaken.**



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What tests will there be?

- English reading paper 1: answer in the reading booklet
- English reading paper 2: answer in a separate answer booklet
- English grammar, punctuation and spelling Paper 1: spelling
- English grammar, punctuation and spelling Paper 2: questions
- Mathematics Paper 1: Arithmetic
- Mathematics Paper 2: Reasoning





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When will the tests be taken?

The Key Stage One Tests will take place during the month of May.

All children in Year 2 will sit the same paper, on the same day, at the same time.

Teachers can decide if the children need a break and can continue afterwards.

We decide when.



Judgements

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For all subjects at Key Stage 1, teachers will judge whether pupils are:

- ✓ **working towards the expected standard**
 - ✓ **working at the expected standard**
 - ✓ **working at greater depth within the expected standard**
- **These judgments will report the outcomes for the 'Tests' and 'Teacher Assessment'.**
 - **To demonstrate a pupil has met a standard a pupil must demonstrate attainment at all of the statements within that standard and all of the statements in the preceding standard(s).**

In 2018 –

Pupils scoring at least **100** will have met the expected standard in the test.

A pupil awarded a score of **99 or fewer** has not met the expected standard in the test.

To reach greater depth the pupil will need to score **110 +**.

The results will be reported with your child's annual school report in July 2019.



2018 raw score conversion

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English grammar, punctuation and spelling	
Raw score	Scaled score
0	No scaled score
1	
2	
3	85
4	85
5	85
6	85
7	86
8	87
9	88
10	89
11	90
12	91
13	92
14	92
15	93
16	94
17	95
18	95
19	96
20	97

English grammar, punctuation and spelling	
Raw score	Scaled score
21	97
22	98
23	99
24	100
25	100
26	101
27	102
28	103
29	104
30	104
31	105
32	106
33	107
34	109
35	110
36	111
37	113
38	115
39	115
40	115

English reading	
Raw score	Scaled score
0	No scaled score
1	
2	
3	85
4	85
5	85
6	86
7	87
8	88
9	89
10	90
11	91
12	92
13	92
14	93
15	94
16	94
17	95
18	96
19	96
20	97

English reading	
Raw score	Scaled score
21	97
22	98
23	99
24	99
25	100
26	101
27	101
28	102
29	103
30	104
31	105
32	106
33	106
34	108
35	109
36	110
37	112
38	113
39	115
40	115

Mathematics	
Raw score	Scaled score
0	No scaled score
1	
2	
3	85
4	85
5	85
6	85
7	85
8	85
9	86
10	87
11	88
12	88
13	89
14	89
15	90
16	90
17	91
18	91
19	92
20	92

Mathematics	
Raw score	Scaled score
21	93
22	93
23	94
24	94
25	95
26	95
27	96
28	96
29	96
30	97
31	97
32	98
33	98
34	99
35	99
36	100
37	100
38	101
39	101
40	101

Mathematics	
Raw score	Scaled score
41	102
42	102
43	103
44	103
45	104
46	104
47	105
48	106
49	106
50	107
51	107
52	108
53	109
54	110
55	110
56	111
57	113
58	114
59	115
60	115



What are the EGPS tests like?

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Paper 1:	Spelling	15 minutes	20 marks
Paper 2:	Grammar, Punctuation and Vocabulary	20 minutes	20 marks

Let's eat grandpa.

Let's eat, grandpa.

**correct punctuation can
save a person`s life.**

Spelling is
~~diffecolt~~
~~challengeng~~
hard.



What will EGPS questions include?

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- Word classes - Nouns, verbs, adverbs, adjectives, noun phrases
- Sentence types - Statements, questions, commands and exclamations.
- Past and present tense,
- subordinating and co-ordinating conjunctions
- Phoneme spelling, suffixes, common exception words spelling, contracted words, homophones.
- Capital letters, full stops, question marks, exclamation marks, commas, apostrophes (for possession and contractions).

verb
adverb
noun
pronoun
adjective



What is the Reading test like?

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<p>Reading paper 1</p>	<p>Reading booklet with answer space combined (400-700 words)</p>	<p>30 mins</p>	<p>20 marks</p>	<p>Little Cousin Clare</p> <p>When Bryn heard that his little cousin, Clare, was coming to visit, he was very excited. He lived on a farm, a long way from the nearest village, and he didn't have any brothers or sisters.</p>  <p>Practice questions</p> <p>4 What is the name of the boy who lived on the farm?</p> <p>5 How did he feel about his cousin visiting?</p> <p>Tick one.</p> <p>worried <input type="checkbox"/> surprised <input type="checkbox"/></p> <p>happy <input type="checkbox"/> angry <input type="checkbox"/></p>
<p>Reading Paper 2</p>	<p>Reading booklet with separate answer booklet. (800-1100) words</p>	<p>40 mins</p>	<p>20 marks</p>	 <p>Games From Around the World</p> <p>All around the world, children play all sorts of different games. You don't need expensive games or lots of space to play a great game, just some imagination!</p> <p>Play can be inside or outside, and you can play on your own or with lots of friends. Some games are calm and quiet, whilst others are very noisy! Some games like football, chess and jigsaw puzzles are popular in lots of countries as they have the same rules and equipment wherever they are played. But some games are only well known in certain countries.</p> <p>Here are five games that children in different countries like to play:</p> <p>Pilolo - from Ghana Pilolo is a hiding game using sticks, stones, cubes or other small items. One child hides the objects. It's then a race for all the other players to find one of the hidden items and get back to the finish line first. You need quick eyes and quick feet for this game!</p>  <p>3 Look at the Statues section. (page 5) Why is Statues a good name for this game? <input type="text"/> 1 mark</p> <p>4 What do the words Crunch Neech mean? (page 5) <input type="text"/> 1 mark</p> <p>5 One player does something different from the other players in all five games. (pages 4-5) What are they doing differently in... (a) Pilolo? <input type="text"/> 1 mark (b) Kangaroo Skipparoo? <input type="text"/> 1 mark</p>



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What is the Reading test like?

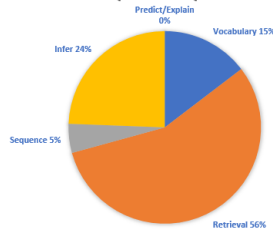
- This is a test of reading comprehension.
- Phonic skills will be assessed in these tests.
- Tests will include:
 - knowledge of **vocabulary** to understand texts;
 - **Retrieving information** from the text
 - **explaining** key aspects of texts
 - explaining the **sequence** of events;
 - **inference**;
 - **prediction**.

Frequency of Questioning in SATS KS1

2018

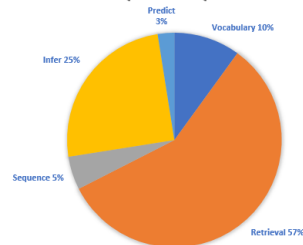
Vocabulary	13%
Inference	18%
Predict	0%
Explain	0%
Retrieve	64%
Sequence	5%

2016 FREQUENCY OF QUESTIONING



2016

2017 FREQUENCY OF QUESTIONING



2017

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Reading –

Working towards the expected standard. The pupil can:

- 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
 - sound out **many** unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

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 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.

Reading -

Working at greater depth within the expected standard
The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Working towards the expected standard

write sentences that are sequenced to form a short narrative (real or fictional)
demarcate some sentences with capital letters and full stops
segment words into phonemes spelling some words correctly and making phonically-plausible attempts
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 their writing
use spacing between words.

Working at the expected standard

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
some subordination (e.g. when / if / that / because)
segment spoken words into phonemes, 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.

Working at Greater Depth

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
Use ! Mostly correctly
Use commas to separate items in a list
Use apostrophes to show possession mostly correctly
Use apostrophes within contractions mostly correctly
spell most common exception words
add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
use the diagonal and horizontal strokes needed to join some letters.

Working towards the expected standard

Standing on the tall cliff neyer
the see and the air was a seemaster.
I called the boys over and told
them my friendishly, clever plan.

Fuerst I will need sever bothboms.
To make a severbothbom
you need severs from a
part. I slid and then I sor
the seedrago and then the boys
said drop the bothboms.
His tung felt tingly and tickley.
He had swmd awye and we
said awer plan wuct.

Working at the expected standard

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

Working at Greater Depth

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a tiddy, old and wooden house. They got their precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in return ^{for} some money?"

"Sure," replied Poppy and set off in the dusty alleyway.

On the dusty alleyway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the alleyway and finally arrived home. When she arrived, her mum was furious and she was so skubant with Poppy. She threw the beans out of the glass delicate window as fast as a cheetah.



What are the Mathematics tests like?

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Paper 1 - Arithmetic	Test pupils confidence and mathematical fluency, with whole numbers, place value and counting.	20 minutes (not strictly timed)	25 marks
Paper 2 - Reasoning	Tests mathematical fluency, problem solving and reasoning.	35 minutes (not strictly timed)	35 marks





Mathematics – Working Towards the Expected Standard

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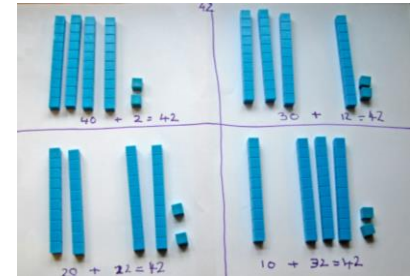
- The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them
(e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$).
- The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems
(e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).
- The pupil can read and write numbers correctly in numerals up to 100
(e.g. can write the numbers 14 and 41 correctly).
- 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 $10 - 6 = 4$)

- The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can recall doubles and halves to 20
(e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9).
- The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.



Mathematics – Working at the Expected Standard

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- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus ($43 = 40 + 3$, $43 = 30 + 13$, $43 = 20 + 23$)
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$)
- The pupil can identify $1/3$, $1/4$, $1/2$, $2/4$, $3/4$ and knows that all parts must be equal parts of the whole.
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20 (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).
- The pupil can use different coins to make the same amount
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes
- (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

The bag of sweets costs 45p

How many different ways can you find to pay for the sweets, using only silver coins?

$10p + 10p + 10p + 10p + 5p = 45p$
 $20p + 20p + 5p = 45p$
 $5p + 5p + 5p + 5p + 5p + 5p + 5p + 5p = 45p$
 $10p + 10p + 20p = 45p$
 $10p + 10p + 10p + 5p + 5p + 5p = 45p$
 $10p + 10p + 10p + 10p + 5p = 45p$
 $20p + 5p + 5p + 5p + 5p + 5p = 45p$
 $10p + 5p + 5p + 5p + 5p + 5p + 5p = 45p$



Mathematics – Working at Greater Depth

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Reasoning about numbers

In each case choose a number that could reasonably be correct.

Then explain why you chose that number.

$19 \times 5 =$	84	95	93
Its 95 because it ends in a five or 0 when you count in fives.			
$19 \times 2 =$	35	33	38
Its 38 because if counting in 2s it should be even.			
$19 \times 10 =$	190	185	192
I think its 190 because when you count in tens its all ways ends in 0.			

- use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).
- work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$).
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; ‘together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?’ etc.)
- solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 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).

$$17 + 15 = \square + 12 \quad \checkmark$$

17	15	= 32
20	12	= 32



How can I help as a parent?

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- Ensure completion of home learning:
 - support them through it;
 - discuss it with them;

you will notice an increase in home learning in the run up to the SATs.

 - *Ensure the correct method is followed (provided in the home learning)*
- Read with your child each night;
 - discussion,
 - asking delving questions (question stems)
 - asking them to make inferences that are not immediately obvious,
 - ask for opinions and why they are held,
 - what in the text informs their opinion?
- Practise recalling number facts e.g. number bonds, doubles.
- Encourage use of a thesaurus and dictionary to broaden vocabulary.





Revision Guides

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Please could we ask that these revision guides are in school every day so that we can use them as part of our morning challenges and lesson starters.

We will also set activities within the books for home learning.