

KS1 SATs ➤

Year 2 SATs – what you need to know!

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National curriculum tests

Key Stage 1

English reading


Paper 1: reading prompt and answer booklet

First name	
Middle name	
Last name	

PRACTICE TEST A

TheSchoolRun practice tests are similar in format and style to a typical KS1 SATs paper. They do not include any official questions and they are not entered by any official examining body. © TheSchoolRun

Total marks

 TheSchoolRun.com

Support your child's learning journey

National curriculum tests

Key Stage 1


Mathematics

Paper 1: arithmetic

First name	
Middle name	
Last name	

PRACTICE TEST B

Total marks

 TheSchoolRun.com

Support your child's learning journey

Content

- Why do we have the tests?
- Overview of the year
- Examples of the papers
- How to support your child
- Suggested book lists/ websites
- Any questions?



Why do we have the tests?

- The tests are an opportunity for the government to compare pupils nationally to ensure that schools are helping their pupils to make progress in English and Mathematics.
- It is also an important tool to help teacher identify pupils who may need additional support and make sure this is put in place as early as possible.



- Teachers use the results from the tests, along with the work your child has done throughout the year, to help them reach their own judgments about how your child is progressing.
- You will find out these assessment judgments by the end of the summer term.



Teacher Assessment Judgments

- Teachers assess your child's work against the standards outlined in the Teacher Assessment Frameworks.
- Pupils will be graded as:
 - Working towards the expected standard
 - Working at the expected standard
 - Working at greater depth within the expected standard



Dates of assessment

- So far we have carried out 2 assessment weeks. From these we can see if children are making progress and identify areas in the curriculum where children need more support.
- The actual assessments will take place throughout May.
- We will carry out other assessment weeks in December and February.



Maths

- Children complete 2 papers –
 - Paper 1: Arithmetic (Calculations) /25
 - Paper 2: Reasoning (including Time, Measurement, Data Handling, Word problems etc) /35
- Total: /60



Example of Paper 1

3

$89 + 10 =$



9

$8 + 5 + 4 =$



4

$17 - 6 =$



10

$36 + 24 =$



What children need to know

- Add and subtract two-digit numbers and ones

$$37 + 5$$

$$43 + 8$$

$$29 - 4$$

- Add and subtract two-digit numbers and tens

$$35 + 10$$

$$43 - 20$$

$$58 + 30$$

- Add and subtract two-digit numbers

$$24 + 23$$

$$67 + 33$$

$$17 + 48$$



Methods

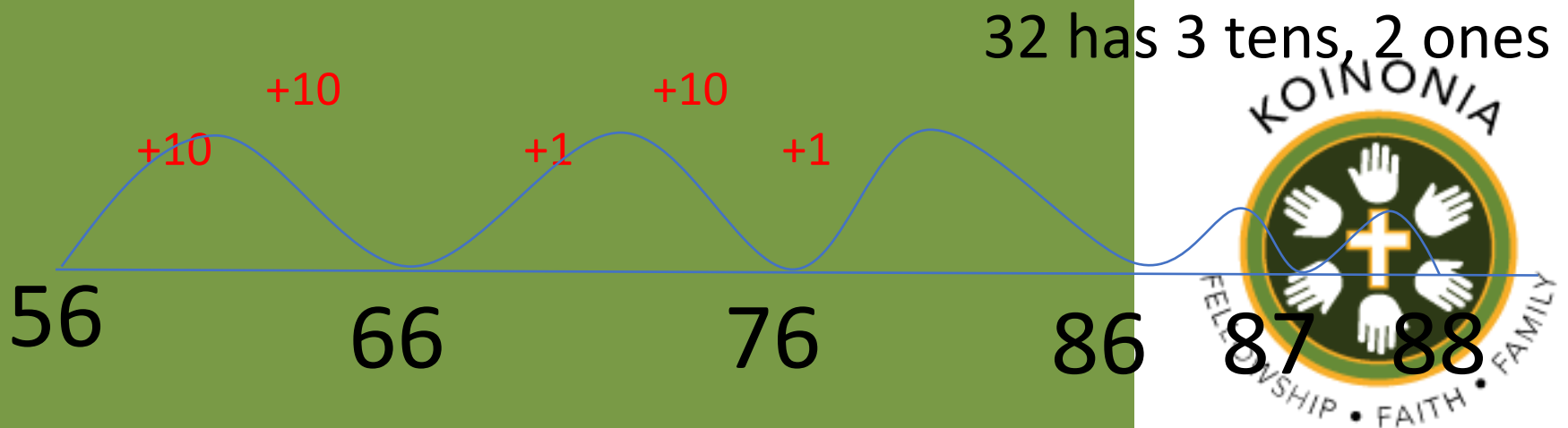
- Put the number in their head and count on.

e.g. $37 + 5$ - Put 37 in your head, count on 5

'38, 39, 40, 41, 42'

- Use a blank number line.

e.g. $56 + 32$



What children need to know

- Use 2x, 3x, 5x, 10x tables.

$$2 \times 97 \times 10$$
$$5$$

$$18 \div 2$$

$$20 \div$$

- Find $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$ of a number.

Find $\frac{1}{2}$ of 20 Find $\frac{3}{4}$ of 16

- Solve missing number problems.

$$98 - \square = 28$$

$$\square + 12 = 36$$



Methods

- Count in 2s, 3s, 5s, 10s.

e.g 2×7

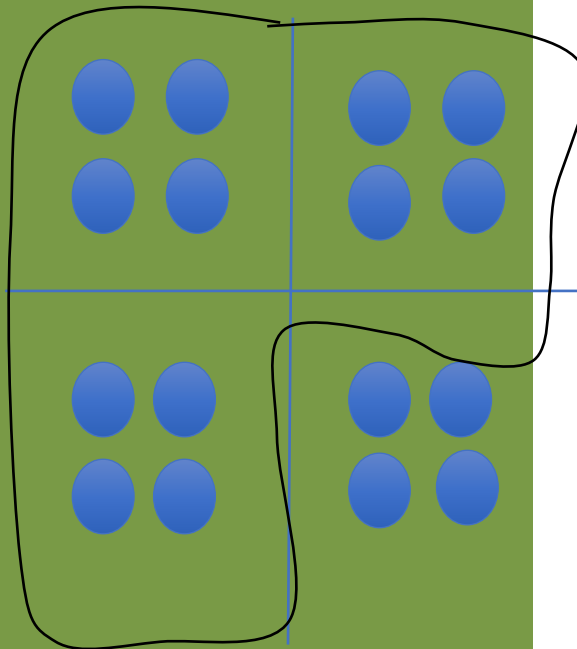
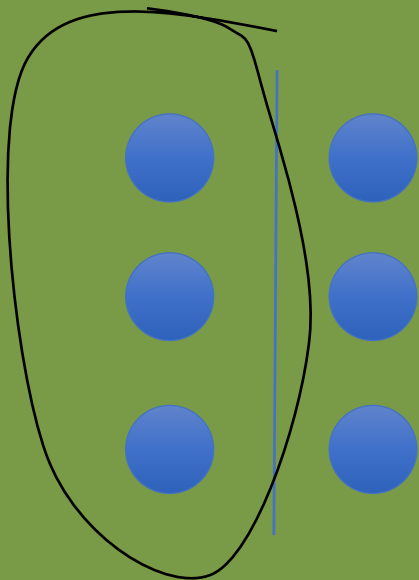
Show 7 fingers and count in 2s.

Write out in 2s and count 7.

- Draw and share numbers into 2/3/4.

e.g Find $\frac{1}{2}$ of 6.
of 16

Find $\frac{3}{4}$



Let's Try...

$$48 + 23 =$$

Find $\frac{1}{4}$ of 12.

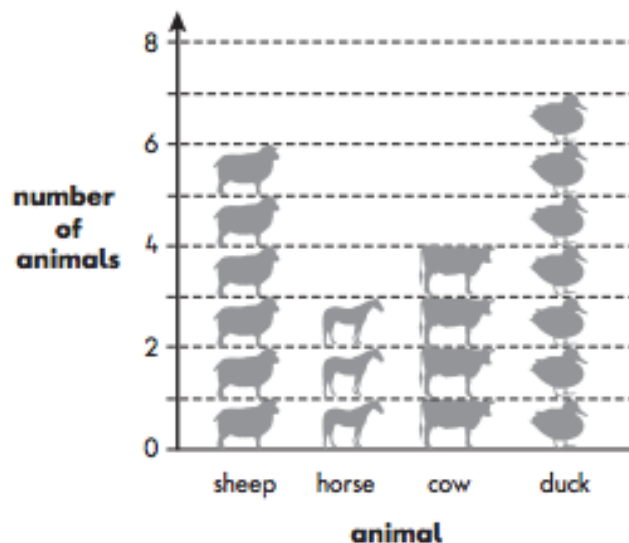
$$5 \times 8 =$$

$$82 - 14 =$$



Example of Paper 2

- 18** This diagram shows the number of animals at a farm.



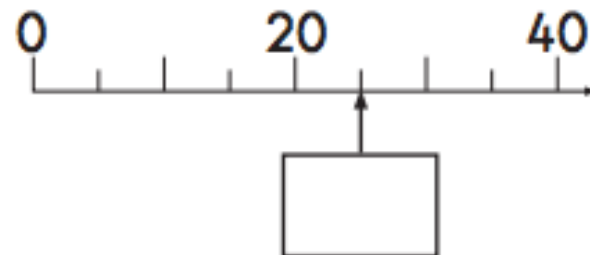
- (a) How many sheep and cows are there altogether?

 (animals)

- (b) There are more ducks than horses. How many more?

- 20** Look at the number line.

Write the correct number in the box.



- 21** Draw a line of symmetry on each of these shapes.



What Children Need to Know

- **Money** – the value of coins, using different coins to make the same amount,
- **Shapes** – names and properties of common 2D and 3D shapes (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids, spheres) including number of sides, vertices, edges, faces and lines of symmetry.
- **Reading scales** – e.g. measuring scales in 1s, 2s, 5s, 10s.
- **Fractions** of shapes / numbers.
- **Time** - reading an analogue clock to the nearest 5 minutes.
- Use **Reasoning** about numbers to solve word problems.
- Solve **Word problems** with more than one step.



Methods for solving word problems



Examples of word problems

Ben has **7** bags of grapes. Each bag has **10** grapes. Ben gives **25** grapes to his friends. How many grapes does he have left?

$7 \times 10 = 70$ grapes total. $70 - 25 = 45$ grapes

There are **40** crayons in a box. Sam takes **17** crayons. Kemi puts **6** crayons back in the box. How many crayons are in the box now?

$40 - 17 = 23$ crayons

$23 + 6 = 29$ crayons



How to support their Maths

- Play times table games
- Encourage children to tell the time
- Give opportunities for counting out coins and money while shopping.
- When cooking – let children identify, weigh, measure quantities.
- Play mental maths games etc. counting in 2s, 5, 10s, add 1/subtract 1 from any number up to 100; I'm thinking of a number...



Reading

- Children complete 2 papers –
 - Paper 1: Short Text with questions /20
 - Paper 2: Longer Text with separate questions /20
 - Total: /40



Example of Paper 1



3 What joins the rooms in an ant nest together?

4 Give **two** jobs that the worker ants do.

1.

2.

5 What happens to the eggs in the special room?

Worker ants and grubs

Worker ants are always busy. They like to keep their nest clean and tidy. Some feed and clean the queen. Others take her eggs to a special room where they hatch into grubs.



After a while, Frog spotted something on the water. It was a large basket.

Frog lifted the basket into the boat. One end of the boat tipped up in the air. The other end sank down into the water. The water started to come in.

Monster scooped out the water as fast as he could. But the boat was sinking.

"Monsters don't swim," said Monster.

"Don't worry," said Frog. "We haven't far to go."



10 Frog spotted something on the water.

What does the word **spotted** mean in this sentence?

Tick **one**.

smelt

☐

heard

☐

felt

☐

saw

☐

11 Why did the boat start to sink?

Example of Paper 2

The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and hung her over the king's bed. But she was so sad that she wouldn't sing at all.

As for the blackbird, when he saw that his wife had been trapped, he was angry. He took a sharp thorn for a sword and took half a walnut shell and wore it as a helmet. With the other half, he made himself a little drum. Soon he was marching towards the palace, beating the drum: rat-tat-tat.

(page 4)

- 1 Why did the king want to have the blackbirds?

(page 4)

- 2 Why was the blackbird's wife sad?

(page 4)

- 3 What instrument did the blackbird play on the way to the palace?

(page 5)

- 4 The king treated the animals badly.

a) What had the king done to the fox?

b) What had the king done to the ants?

How to support your child with these Reading Tests.

- Read the question, that will help you to know what information you are looking for.
- Look for **key words** that you will look for in the text.
- Check the question word:
 - 'Why' – must be answered with because
 - 'Who' – must be answered with a person/name
 - 'When' – must be answered by a time/date/time of day
 - 'Where' – must be answered by a place
 - 'What'
 - 'How'



How to support their general Reading

- Choose books in the library that they will enjoy
– the more they enjoy reading, the better!
- 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.
- Encourage your child to look back at the book to answer your questions.
- Look up definitions of new words together.
- All reading is valuable – poetry, newspapers, magazines, leaflets, TV guides etc.



Writing

- This is teacher assessed, not a written exam.
- We collect evidence over many pieces of work across the year.
- We use the **Writing Checklist** to decide what level children are working at.
- Children need to demonstrate these skills when working *independently*.
- We will meet with other teachers across the Federation and Borough to ensure consistency.



Writing Checklist

Working Towards the Expected Standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some correctly and making phonically-plausible attempts at others
- 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 the writing
- use spacing between words.



Example of writing at the Working Towards Year 2 standard.

The Dangerous dog. The Dangerous
dog can run as fast as a cheetah.

The Dangerous dog can run as fast as a
cheetah. His bak is flufee. Dangerous dog
has the Sharpi's nails. His teeth are sharp
as a nif. His barc is that lawd the barc
can moowf the haws. He digf a big howl
in one second.

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
 - use present and past tense mostly correctly and consistently
 - using co-ordination (or / and / but) and some subordination (when / if / that / because) to join clauses
 - segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically-plausible attempts at others
 - spell many common exception words*
- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> • <u>demarcate</u> most sentences with | <ul style="list-style-type: none"> • <u>capital</u> letters | | |
| | <ul style="list-style-type: none"> • <u>full</u> stops | | |
| | <ul style="list-style-type: none"> • <u>question</u> marks | | |
- 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

Example of writing at the Expected Year

My dragon is a fire dragon. his
breath can make cars sise like dinamite.
Ifx you make him angry, he will
breath ^W rings of fire at you.
~~When~~ ~~when~~ ~~he~~ flys; he lights up
the sky it like the sun. He ^H lives
in the center of the sun. ^W when, he
~~goes~~ goes to sleep the fire un^{the} ~~the~~
sun goes out. He can turn things to
stone, make people catch fire and make things
explode. He can also turn any thing into
food. When he gets angry he will throw you
in the sun!

Working at Greater Depth

The pupil can, after discussion with the teacher:

- 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 the punctuation taught at key stage 1 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.



Example of writing at the Greater Depth Year

Tuffy is a stripy, mischievous cat who always kills animals and brings them into the house. He has killed a ~~cut~~ cute poor bird and a tiny miserable mouse thingy. When the owners tell him to do something he disobeys them, or he sometimes ~~in~~ ignores the owners.

Tuffy has pointy ears that hear perfectly well and he sniffs mysterious things that we can't smell. He is covered from head to toe in ginger stripes and ^{has} claws as sharp as knives and daggers. Tuffy has a mischievous face on him all day because he is always ~~make~~ making cunning plans. He has eyes that can see everything around him, so keep an eye on him, so he is not going to trip you up, or something else.

It is very hard to describe Tuffy's behavior, because he is always into trouble! Tuffy is a cat who creeps around quietly and then strikes - but not like any other cat because when he strikes he doesn't jump he pounces and traps it into his paws.

How to support their Writing

- Practice and learn the weekly spelling words – these words should be used in their writing.
- Encourage opportunities for writing, such as letters to family/friends, shopping lists, notes, stories, poems.
- Encourage use of a dictionary to check spelling
- Remember that good readers become good writers! Identify good words/phrases/punctuation as you read together.



Our school handwriting

Joined Solid Style

abcdefghijklmnopqrstuvwxyz

The quick brown fox jumps
over the lazy dog. Baa baa
black sheep, have you any
wool? Yes sir, yes sir, three
bags full.

ABCDEFGHIJKLMNOPQRSTUVWXYZ



Suggested websites

- http://www.bbc.co.uk/schools/websites/4_11/site/literacy.shtml
- <http://www.bbc.co.uk/bitesize/ks1/literacy/>
- <http://www.readingrockets.org/books/booksbytheme>



Past Test Papers are available here:

- <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>
- Please do feel free to download them and use as practice. We will be using different papers to test the children throughout the year which they will not have had access to previously.



Remember:

- We need to work together to ensure the best possible progress for the children.
- You can always ask us for ideas if you are unsure about how you can support your child.

