



Welcome to a Year 2 Workshop

End of KS1 SATs

Wednesday 8th February 2023

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What are SATs?

- ❖ SATs are Statutory Assessment Tests which children must complete in Year 2 and Year 6.
- ❖ The children will complete tests for Reading and Mathematics.
- ❖ In KS1 the test **supports** the teacher assessments and is a reflection on their learning over time during KS1 with an opportunity to show what they can apply independently.
- ❖ Unlike KS2 SATs, KS1 SATs don't have to be administered according to a nationally-set timetable in a specific week. 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!
- ❖ However the tests do have to be **administered during the month of May** therefore children will be taking part in the statutory tests in the first half of the Summer term.
- ❖ <https://youtu.be/cuXJidYP7-0>



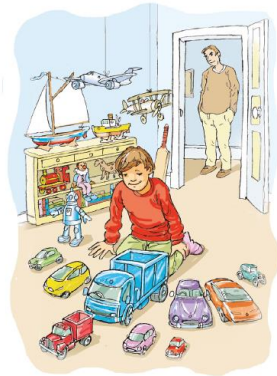
Reading Paper

- ▶ There are 2 papers for the Reading test. In Paper 1 the questions are under each short section of text, whilst in paper 2 the text is in a separate booklet to the questions.
- ▶ The texts will cover a range of poetry, fiction and non-fiction at the expected Reading age for end of Key Stage 1.
- ▶ Questions are designed to assess the comprehension and understanding of a child's reading.
- ▶ Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.
- ▶ The children must read these independently.

Reading Paper 1

Bryn got out all his trucks and cars and arranged them in a line. He decided Clare could choose first which to play with, although he couldn't help hoping it wouldn't be the big, blue one.

"I'm glad to see you're tidying up, Bryn," said Dad. "Your room looks much better now."



1 Why did Bryn get out his toys?

Tick **one**.

He was deciding which one to play with.

He wanted to hide them from Clare.

He wanted to tidy them away.

He was getting them ready for Clare.



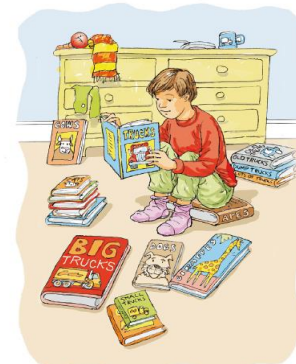
1 mark

2 What did Dad say *looks much better now*?



1 mark

But Bryn hadn't finished. He started to sort out his books and put all the ones about animals together and all the ones about trucks together. He wondered if Clare would like different kinds of books, as she was a girl, but he couldn't imagine anyone not liking animals and trucks. After all, his mother was always driving big tractors on the farm.



3 Which **two** topics did Bryn sort his books into?

1. _____

2. _____



1 mark

4 Who drives the tractor on the farm?

Tick **one**.

Bryn

Bryn's dad

Clare

Bryn's mum



1 mark

Reading Paper 2



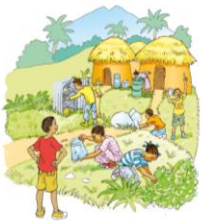


Games From Around the World

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!

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 so they have the same rules and equipment wherever they are played. But some games are only well known in certain countries.

Here are five games that children in different countries like to play:



Pilolo – from Ghana

Pilolo is a hiding game using sticks, stones, coins 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!



Statues – from Greece

One child is 'it' and stands in the centre of a large space, counting loudly. The other players walk around waiting for that child to shout, 'statue'. When they hear this word, the players freeze like statues. Anyone who is moving is out. Then, the child who is 'it' tries to make the others laugh or move. The last player remaining as still as a statue is the winner and becomes the new 'it'. This game can be great for practising your balance if you are standing in an awkward position.

Oonch Neech – from Pakistan

The name of this game means 'up down'. It involves lots of running around. Children have to be 'up' off the ground, such as on a chair, or 'down' where they must be touching the ground. One child is 'it' and has to catch the others. It uses up lots of energy and is great fun.



Kangaroo Skippyroo – from Australia

In this game, one child pretends to be a sleeping kangaroo with its eyes shut. When a player touches the kangaroo's shoulder, the kangaroo has to guess who it is. This game is all about guessing.



(page 5)

- 3 Look at the *Statues* section.

Why is *Statues* a good name for this game?



1 mark

(page 5)

- 4 What do the words *Oonch Neech* mean?



1 mark

(pages 4–5)

- 5 One player does something different from the other players in all five games.

What are they doing differently in ...

(a) *Pilolo*?



1 mark

(b) *Kangaroo Skippyroo*?



1 mark

A New Home

Past the last house, past the factory gates, past the edge of town, there, hidden at the feet of ancient trees, sparkled a small, green pond.

Tall reeds rustled around its edge, hiding croaking frogs and clouds of buzzing insects.

The pond was home for two small, wild ducks who spent their days swimming and diving for food, and their nights sleeping safely on a small island.

One day, huge, rumbling, grumbling machines crawled towards the pond. With a roar and a gurgle, out poured the pond's precious water.

Now the pond and island were gone forever. The ducks would have to find another place to live. The ducks needed water, where they could swim and find food, and a safe place to sleep.



All day the two ducks flew, leaving the town and its grumbling machines far behind. At last, very tired, they came to the sea. But the waves were frightening, the water was salty, and they couldn't find any food.

Grumpy seagulls squawked and chased them away. When the sun went down, the two ducks slept in a silent fairground.

The fair and the beach could not be a home for wild ducks. So the next day, they flew on and on until they found a busy river.

That night, two tired little ducks slept on a small, bobbing boat, but almost went out to sea in the morning.

The homeless ducks flew and flew. Then, just before the sun set, they found another pond.

The ducks hid in some thick reeds. But they were found, pushed into a dark box, and jolted around for a long time.

At last, they were set free on a lake where tall reeds rustled, frogs croaked, and clouds of insects buzzed over the clear water. A new home at last!



(page 9)

15 Why did someone put the ducks in a box?

Tick **one**.

- to take them to a new home
- to protect them from seagulls
- to live in the box
- to take them back to their old pond

1 mark

(pages 8–9)

16 Number the following from 1 to 5 to show the order things happen in the story.

The first one has been done for you.

- Machines destroyed the pond.
- The ducks lived happily in the pond. 1
- The ducks were set free on a lake.
- The ducks were rescued by a helper.
- The ducks hid in some thick reeds.

1 mark

Maths Paper

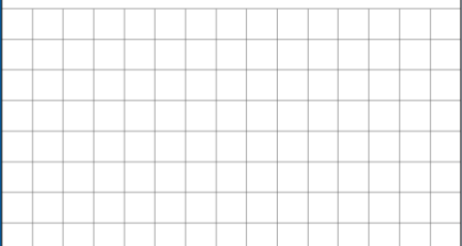
- ▶ Children will sit two tests: Paper 1 and Paper 2:
- ▶ Paper 1 is for arithmetic. It covers calculation methods for all operations.
- ▶ Paper 2 covers problem solving, reasoning and mathematical fluency.
- ▶ The children are unable to use any resources such as a number line, cubes etc. to help them. They are allowed to use the space around the questions to use written methods they have learnt to support them.
- ▶ The questions are 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.

Paper 1 - Arithmetic

5	$88 - 4 =$ <input type="text"/>	<input type="radio"/> 1 mark
6	$3 \times 10 =$ <input type="text"/>	<input type="radio"/> 1 mark

7	$\frac{1}{2}$ of 6 = <input type="text"/>	<input type="radio"/> 1 mark
8	$3 + 30 + 3 =$ <input type="text"/>	<input type="radio"/> 1 mark

13	<input type="text"/> + 8 = 20	<input type="radio"/> 1 mark
14	$54 + 22 =$ <input type="text"/>	<input type="radio"/> 1 mark



Paper 2 - Reasoning

8 Shade $\frac{3}{4}$ of this shape.



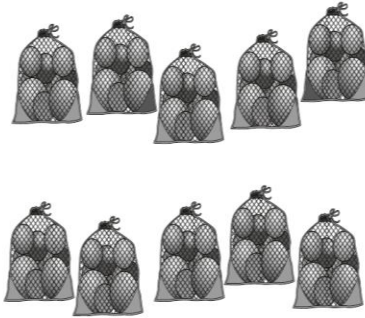
1 mark

9 Put a tick below the **fourth black bead**.



1 mark

10 Sita puts **10** balls in each bag.



How many balls are in the bags **altogether**?

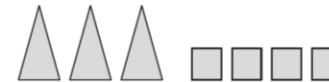
balls

1 mark

13 Amy makes **25** using different shapes for tens and ones.



Amy makes a new number.



What is Amy's new number?

1 mark

19

5 40 8

Use only these numbers to make a **different** number sentence each time.

One is done for you.

$$\boxed{5} \times \boxed{8} = \boxed{40}$$

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

$$\boxed{} \div \boxed{} = \boxed{}$$

1 mark

24



biscuits
20p each

cakes
25p each

Sam buys **3** biscuits and **1** cake.

How much does Sam spend **altogether**?

Show your working

Working area with a small box labeled 'p' at the bottom right.

2 marks

28 Write the **same** number in both boxes to make the sum correct.

$$\boxed{} + \boxed{} = 26$$

1 mark

29 Draw a rectangle **7cm** long and **3cm** wide.

Use a ruler.



1 mark

Results

- ▶ Raw scores are calculated and then converted to a scaled score. Pupils have to achieve a scaled score of 100 or above to meet the expected standard in the end of KS1 tests
- ▶ The scoring system is not released to schools until early June.
- ▶ **Reading** - In 2022, 26 out of 40 was the minimum raw score a pupil needed to achieve the expected standard at the end of KS1 test.
- ▶ **Maths** - In 2022, 35 out of 60 was the minimum raw score a pupil needed to achieve the expected standard in the end of KS1 test.
- ▶ Your child's annual report will state if your child has met the expected standard using teacher assessment.

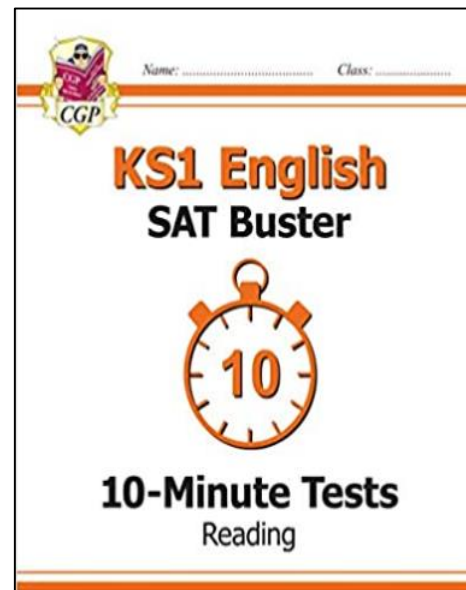
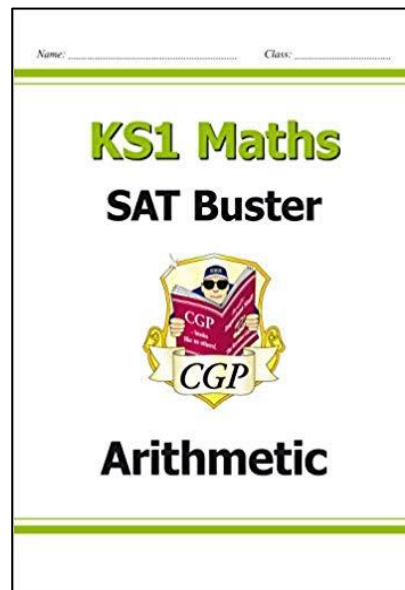
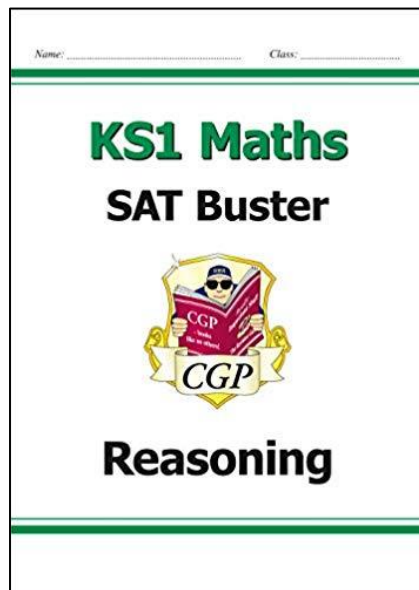
What can you do to help at home?

- ▶ First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!
- ▶ Ensure your child has the best possible attendance at school.
- ▶ Support your child with any home learning tasks.
- ▶ Practise reading, spelling and arithmetic (e.g. times tables) as regularly as possible.
- ▶ Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, understanding of vocabulary and their opinion).
- ▶ Make sure your child has a good sleep and healthy breakfast every morning!



Useful books to help at home.

www.cgpbbooks.co.uk/primary-books/ks1



THANK

YOU!