

KEY STAGE 1 SATs (Standard Assessment Tasks)

Changes and information
for 2016

Key Changes

- New Curriculum introduced
- New tests to reflect the changes

- Levels have now gone
- Scaled Scores now in place
- Difficult to compare standards with previous years now
- Same high expectations- in fact higher!
- Whole school is working towards these expectations hence the handwriting scheme has changed and the importance of mental maths skills such as times tables up to x12

Scaled Scores...

- What are they?
- What will they look like?
- How will these results be reported to parents?

Scaled Score Examples

- On publication of the test results in July 2016:
- A child awarded a **scaled score of 100** is judged to have **met the 'national standard'** in the area judged by the test.
- A child awarded a scaled score of **more than 100** is judged to have **exceeded the national standard** and demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of **less than 100** is judged to have **not yet met the national standard** and performed below expectation for their age.

The Tests

- In the week beginning 16.5.16 children will take tests in:
 - Reading;
 - English grammar, punctuation and spelling;
 - Maths.

Reading

- The Reading Test consists of two separate papers:
- **Paper 1** – Consists of a combined reading prompt and answer booklet
- Contains a selection of texts totalling between 400 and 700 words with questions about the text.
- **Paper 2** – Consists of a reading answer booklet and a separate reading booklet.
- Contains a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet.

Spelling, Punctuation and Grammar

- There are 2 papers.
- The written task has been removed and writing will be assessed through teacher assessment instead.
- **Paper 1:** spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the teacher. They will need to write in 20 missing words in the answer booklet.
- **Paper 2:** questions consist of a single test paper focusing on pupils' knowledge of grammar, punctuation and vocabulary.

Spelling Paper 1

My grandad wasbaking.....a cake.

The childrenknew.....all of the words.

Our class built amodel.....from clay.

Paper 2, Grammar, punctuation and vocabulary.

- 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.

- ↑
☐

↑
☐

What type of word is underlined in the sentence below? Poppy held the baby rabbit gently in her arms.

an adjective

an adverb

a noun

a verb

Mathematics

- **Paper 1** is for **arithmetic**, lasting approximately 25 minutes and worth 25 marks. It covers calculation methods for all operations however multiplication is key!
- **Paper 2** covers **problem solving, reasoning** and **mathematical fluency**, lasts for approximately 35 minutes and is worth 35 marks.
- Some questions will also require children to show or explain their working out.
- The majority of the questions on the papers however are number based. 80% number!

Paper 1- Arithmetic paper examples

- $43 + 38 =$
- $65 + \quad = 93$
- $\frac{3}{4}$ of 40 =

Paper 2...reasoning questions.

Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.

How many raisins does Sita have left?

Show your working .

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

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

Writing ...This is not a test but it will be teacher assessed.

TO BE AT THE EXPECTED LEVEL....

- The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:
- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently

Continued....

- using co-ordination (or/and/but) and some subordination (when/if/that/because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing, e.g. *-ment*, *-ness*, *-ful*, *-less*, *-ly**
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- using spacing between words that reflects the size of the letters.

Any Questions?

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"Of course I forgot what I learned last year.
I have to make room in my brain for
the new stuff."