

# End of Key Stage One Assessments 2023

## READING



## • **What are end of key stage one assessments?**

What you might know as SATs or Standard Attainment Tests, are national curriculum tests that are usually taken by children at the end of key stage one.

These are just part of the picture.

- All children are assessed during the last term of year 2 to judge what they have learned over the course of key stage one (years 1 and 2).
- Teachers judge whether each child in their class has achieved the expected standards for the end of key stage one.
- Teachers will use a range of evidence to support their judgements, including the children's results in their national curriculum tests, as well as independent work in class.
- Teachers will judge what a child is able to do independently and align this with the national expectations for a child at the end of key stage one.



**Teacher  
Assessments**

**Reading**

# Standards in Reading

## Pre Key Stage

- Not yet working at Key Stage 1 standards

## Working Towards Expected Standards

- Working within Key Stage 1 standards but not yet reaching the expected standards

## Working at Expected Standards

- Working at the expected standard for children at the end of Key Stage 1

## Working at Greater Depth within the expected Standards

- Working at a deeper level (with more understanding) within standards expected for Key Stage 1

# Standards in Reading

## How evidence is collected

- Listening to children read
- Making notes and annotations
- Completing reading tasks
- Reading comprehensions



| STANDARD 1   | STANDARD 2<br>N.B At this standard only, teachers can consider the small number of pupils who can read words as 'sight words' to have met the word reading standard.  | STANDARD 3  | STANDARD 4   | WTS   | EXS  | GDS | Common Exception Words      |
|--|---|---|--|---|--|-----|-----------------------------|
|  | Say a single sound for 10+ graphemes.   | Say a single sound for 20+ graphemes.   | Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes.   | Read accurately by blending the sounds in words that contain the common GPCs for all 40+ phonemes                                 |  |     | The, a, do, to, today, o    |
|  | Read words by blending sounds with known graphemes, with help from their teacher.   | Read accurately by blending the sounds in words with two and three known graphemes.   | Read accurately by blending the sounds in words with up to five known graphemes.   | Read accurately some words of 2 or more syllables that contain the same GPCs.   | Read accurately most words of 2 or more syllables.   |     | says, are, were, was, is    |
|  |   |   |  |   | Read most words containing common suffixes (eg. s, es, ing, ed, er, est, y, ment, ness, ful, less, ly)   |     | has, I, you, your, they,    |
|  |   |   | Read some common exception words.  | Read many common exception words.   | Read most common exception words.  |     | me, she, we, no, go, so     |
|  |   |   | Read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.                           | In a book closely matched to the GPCs as above, read aloud many words quickly and accurately without overt sounding and blending. | In age appropriate books, 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. |     | here, there, where, love    |
|  |   |   |  | Sound out many unfamiliar words accurately.   | Sound out most unfamiliar words accurately, without undue hesitation.  |     | some, one, once, ask,       |
|  |   |   |  |   | In a book that they can already read fluently, check it makes sense to them, correcting any inaccurate reading.  |     | school, put, push, pull,    |
| Read a story/rhyme being read to by an adult (one-to-one or in a small group) indicate pictures of people and objects in the story and answer questions such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she/it doing?' | In a familiar story/rhyme when being read to by an adult (one-to-one or in a small group) demonstrate understanding, e.g. by answering questions, such as, 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she/it doing?' | In a familiar story/rhyme when being read to by an adult (one-to-one or in a small group) respond to questions that require simple recall.  | In a familiar story/rhyme when being read to by an adult (one-to-one or in a small group) talk about events in the story and link them to their own experiences. | In a familiar book that is read to them, answer questions in discussion with the teacher and make simple inferences.              | In a familiar book that they can already read fluently, answer questions and make some inferences.   |     | house, our, door, floor,    |
| Read a story/rhyme being read to by an adult (one-to-one or in a small group) show understanding about what is happening (e.g. by sequencing images or manipulating objects).  | In a familiar story/rhyme when being read to by an adult (one-to-one or in a small group) join in with predictable phrases or refrains.   | In a familiar story/rhyme when being read to by an adult (one-to-one or in a small group) recount a short sequence of events (e.g. by sequencing images or manipulating objects). | In a familiar story/rhyme when being read to by an adult (one-to-one or in a small group) retell some of the story.  |   | In a familiar book that they can already read fluently, explain what has happened so far in what they have read.   |     | because, find, kind, mix    |
| Read a story/rhyme being read to by an adult (one-to-one or in a small group) join in with words or repeat some words and phrases as noted.  |   |   |  |   |  |     | behind, child, children,    |
|  |   |   |  |   |  |     | climb, most, only, both     |
|  |   |   |  |   |  |     | hold, gold, cold, told, e   |
|  |   |   |  |   |  |     | everybody, even, great      |
|  |   |   |  |   |  |     | steak, pretty, beautiful,   |
|  |   |   |  |   |  |     | fast, last, past, father, f |
|  |   |   |  |   |  |     | grass, pass, path, bath     |
|  |   |   |  |   |  |     | move, prove, improve,       |
|  |   |   |  |   |  |     | sugar, eye, could, wou      |
|  |   |   |  |   |  |     | should, who, whole an       |
|  |   |   |  |   |  |     | clothes, busy, people,      |
|  |   |   |  |   |  |     | again, half, money, Mr,     |
|  |   |   |  |   |  |     | parents, Christmas an       |
|  |   |   |  |   |  |     | others according to t       |
|  |   |   |  |   |  |     | programme used.             |

# Standards in Reading

## Pre Key Stage 1

<https://www.gov.uk/government/publications/pre-key-stage-english-language-comprehension-and-reading-exemplification>

# Standards in Reading

Working Towards the Expected Standard

<https://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-towards-the-expected-standard>

<https://youtu.be/p-L6vauvhu4>



# Standards in Reading

## Working at the Expected Standard

<https://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-the-expected-standard>

<https://youtu.be/HXfgMv5hTrs>

# Standards in Reading

Working at Greater Depth Within the Expected Standards

<https://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-greater-depth-within-the-expected-standard>

[https://youtu.be/\\_m-i4fRBjCU](https://youtu.be/_m-i4fRBjCU)



# Key Stage 1 Assessments

“SATs Tests”

- **What are children tested on?**

## Maths

### **Paper 1 - Arithmetic (approximately 20 minutes)**

Addition, subtraction, multiplication and division, including finding fractions.

### **Paper 2 - Reasoning (approximately 35 minutes)**

Solving problems and reasoning. 5 questions are read aloud and children have **approximately** 30 minutes to answer the rest of the questions independently.

## English Reading

Both reading papers contain a variety of texts which increase in difficulty. Paper 2 is more challenging than paper 1.

### **Paper 1 (approximately 30 minutes)**

Short sections of text for the children to read with questions underneath for them to answer.

### **Paper 2 (approximately 40 minutes)**

A reading booklet with texts and a question booklet to record answers in.

- **When and how do the tests happen?**

The national window for administering these tests is the month of May. We will administer assessments over the weeks of: 15 May 2022 and 22 May 2023.

- We will not tell the children they are being tested or call them tests.
- The children will work on the assessments in their own classroom in smaller groups to allow them to space out. Some children may not take part in the assessment at that time.
- The assessments will be timetabled across the weeks to prevent the children feeling overwhelmed. To them, it will be like a usual English or maths lesson.
- There is no writing test. The teachers will make a judgement using the children's writing over the course of year 2.



## • What happens with the results?

- Test results are not routinely shared with parents or published; they inform overall teacher assessments.
- Unlike year 6 test results, year 2 results are not a definitive judgement. Teacher assessment can include all the work a child has done in key stage one and the test result merely supports this judgement.
- The school will report all the teacher assessments to the local authority by the end of June 2023; we do not need to report individual test scores.
- Teacher assessments of pupil attainment will be shared with parents in the end of year reports, published in July 2023.



# Reading

[click to see all text](#)

The Reading Test consists of two separate papers:

- **Paper 1** – consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils. The test takes approximately 30 minutes to complete, but is not strictly timed.
- **Paper 2** – consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete, but is not strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.

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# Reading: Sample Questions

Questions are designed to assess the comprehension and understanding of a child's reading.

There are a variety of question types:

## 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

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# Reading: Sample Questions

## Ranking/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.



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# Reading: Sample Questions

## Matching/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**

## Short-Answer Questions

4

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

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# Reading: Sample Questions

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see all  
text

## Find and Copy Questions

**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

## Open-Ended Questions

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

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1 mark

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# How to Help Your Child with Reading

click to  
see all  
text

Listening to your child read can take many forms:

- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- 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 and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library – it's free!

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- **How can I help my child?**

Download practice SATs papers free from <https://www.sats-papers.co.uk/>

Listen to your child read daily. Ask questions and talk about what they have read. Make sure they understand what they are reading.

Use online activities like BBC Bitesize, Reading Eggs App, Teacher Your Monster to Read App (and lots of other free app) to practise skills at home.

Support your child to complete any home learning tasks, such as reading comprehensions.

