

KS1 SATS Coffee Morning

Tuesday 5th May 2026



What are the KS1 SATS?

The KS1 tests are designed to assess the children's knowledge and understanding of the key stage one programmes of study in English (spelling, punctuation, grammar and reading) and Maths.

Although the SATS are optional we still do them as part of our normal half termly assessment cycle to support our judgements of pupil's progress. There is no pass or fail! Teacher judgement is the final decision.



Assessment Levels

At the end of Key Stage 1, pupils are expected to be 'inline' with national expectations. The results of the SATS and teacher judgements will be shared in your child's end of year report.

The gradings given will be as follows:

- Working towards
- Working inline
- Working above



KS1 SATS

- 1 Spelling Paper
- 1 SPAG (Spelling, Punctuation and Grammar) Paper
- 2 Reading Papers
- 2 Maths Papers



Spelling Paper

- Pupils are tested on high frequency words for years 1 and 2 that follow the spelling rules taught.
- The teacher reads the word, reads the word in a sentence, reads the word again. Pupils write the word.
- Spellings have to be accurate, including handwriting!



Spelling Paper

Spelling

P. There was a big _____ in the garden.

1. There are _____ girls in the team.

2. She is _____ her grandad to cook.

3. A big _____ can destroy a sandcastle.

4. I wonder _____ the sea looks blue.

5. The _____ wore a helmet.

6. I am _____ I am late.

7. I need to use _____ glue on my model.

8. The leaves fell to the _____.

9. We saw a _____ in the garden.

10. The _____ ate a banana.

11. We sat still for the school _____.

12. Did you _____ that noise?

13. Children with packed _____ can eat outside.

14. The athletes _____ around the track.

15. My _____ lives in Australia.

16. Will quickly packed his _____ away.

17. Swimming lessons are on _____.

18. I enjoy reading _____ books.

19. Sam chose red wool to _____ a hat.

20. We cleaned the _____ boots last.

End of spelling test



Tick the word that completes the sentence.

You can join the red team _____ the green team.

Tick **one**.

because

but

or

when

Why does the underlined word start with a **capital letter**?

This afternoon, we will play games outside.

SPAG Paper

- Tenses
- Punctuation
- Word classes (adjective, verb, noun, adverb)
- Conjunctions
- Apostrophes

Tick the **adjective** in the sentence below.

Anna shut the heavy door in a hurry.

Add the correct punctuation mark in the box below.

Are we going to the shops now

Write the **past tense** of the word borrow on the line below.

I _____ three books from the library.



Reading Paper 1

- Contains two different texts.
- Texts cover range of non-fiction, fiction and poetry texts.
- Text and questions are in the same booklet.
- 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.
- Takes approximately 30-40 mins to complete although timings are a guideline.



Reading Paper 1

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What is wool?

Some animals have feathers, some have shells, some have hair and some have scales. Wool is a type of animal hair. Most of the wool we use comes from sheep. Wool can also come from goats and more unusual animals, such as camels or llamas.



1 What is wool?

Tick **one**.

a type of feather

a type of shell

a type of scale

a type of hair

1 mark

2 Which animal does most of our wool come from?

1 mark



Anna touched a flat stone in the sunny garden path. She thought that it would be the perfect place for Fluffy to sleep on warm mornings. Then she returned to the house.

"Can we go back now, Mum?" asked Anna.

"Don't worry, Anna. We'll go back soon and find Fluffy," said Mum, giving Anna a hug. "But first, please unpack that box in your room."

17 "Can we go back now, Mum?" asked Anna.

Where did Anna want to go back to?

1 mark

18 Anna was upset.

How did Mum try to make Anna feel better?

1 mark

19 Why couldn't Anna go back for Fluffy straight away?

1 mark



Reading Paper 2

- Booklet contains 2 different texts including a range of non-fiction, fiction and poetry texts.
- Text and questions are in different booklets.
- Questions are designed to assess the comprehension and understanding of a child's reading as well as pupil's reading stamina.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.



Reading Paper 2

- Booklet contains 2 different texts including a range of non-fiction, fiction and poetry texts.
- Text and questions are in different booklets.
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Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK. You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.

Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon. He also brought aliens to life in stories about Dr Xargle, written by Jeanne Willis.



4

(page 5)

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

1 mark

(pages 4 and 5)

5 Complete the table with the names of the writers and the characters they write about.

Character	Writer
	Francesca Simon
Dr Xargle	
Mr Toffy	

1 mark

(page 5)

6 Why does Tony Ross like to illustrate his own books more than books by other people?

1 mark



Maths Papers

- Children will sit two tests. Paper 1 and Paper 2.
- Paper 1 is for arithmetic, lasting approximately 25 minutes and worth 25 marks. It covers calculation methods for all operations.
- Paper 2 covers problem solving (2 step problems), reasoning and mathematical knowledge including shape, money, turns, rotations, statistics, time and fractions.
- Paper 2 takes approximately 35 minutes and is worth 35 marks.
- Timings are approximal. During paper 2 we often give children a break in the middle.



Maths Paper – Arithmetic

- Missing number
- Number bond knowledge
- Addition and subtraction
- Multiplication and division
- Fraction knowledge

22

$$\frac{1}{4} \text{ of } 28 =$$

24

$$67 - 58 =$$

19

$$- 5 = 3$$



Maths Paper – Reasoning

25 Write five coins that have a total of 37p.



1 mark

26 Ajay has 30 pencils.

He shares them equally between 3 pots.

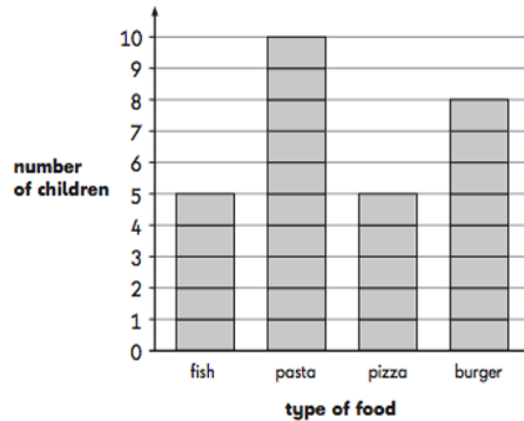


Complete the number sentence to show how Ajay shares the pencils.

$$\square \div \square = \square$$

1 mark

22 This chart shows what class 2 ate for lunch today.



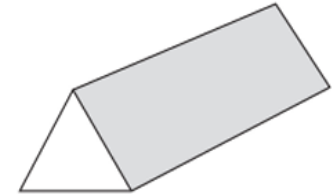
Fewer children ate pizza than burger.

How many fewer?

children

1 mark

16 Here is a prism.



Tick **all** the shapes that are faces on this prism.



Writing Moderation

- We will use a selection of writing that the children have completed over the year to help us make an overall judgment.
- Pupils should be able to write simple, coherent narratives about personal experiences and those of others.



Writing Expectations

Key stage 1 English writing teacher assessment framework

Please also refer to the [Teacher assessment frameworks at the end of key stage 1](#) on GOV.UK, as the guidance for using the frameworks has not been duplicated here.

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 words 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 their writing
- use spacing between words.

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
- 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) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, 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

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.



Writing Expectations

Piece C: Narrative	Key
This was part of a topic based on <i>The Story Machine</i> by Tom McLaughlin. The pupils had heard and discussed the story before rewriting it, adding in their own machine (the multi-task machine piece). The piece was initiated by Kim and self-reviewed.	[C] composition [GP] grammar and punctuation [T] transcription

This narrative begins with the imperative 'Meet Fred', reflecting 'Meet Elliot' that opens the original story.

The pupil has used the idea of the unusual machine and made it their own, including finding the machine in the attic and putting all the parts together. As in the original story, something goes wrong. The problem is neatly resolved in the final sentences.

The adverbials show Kim sequencing events clearly, they contribute effectively to the coherence of the narrative: *One day; Just then...; First...; Soon...; Suddenly... From that day on...*

Speech is also used effectively, as in Mum's words to Fred at the start and Fred's musings when the computer said 'Dell': 'Whatever does that mean? Thought Fred'. In both cases, the end punctuation is correct. [C]

Meet Fred. Fred loves to find things.

One day Fred said to his mum I'm boad.

GO Into The Attic! said his mum. And

so he did. Fred went into the attic. # It

was really darck in the attic and there

were very deep holes in the foor. Just

then some thing caught his eye. # It was

some boxes ontop of each other. One

was long ene one was fat and the the

other was a silver case. Fred teat teee

teek took them all down stais. #First he

opened the silver one which had wires

in it. eeen Soon he had opened all of

them.

Fred put all the parts together. it made a

computer. Sudenly he hetteet spotted a

white box whitt wit 3 pins. # It was a

plug Fred plugged in the plug. #The

computer said DEll. Whatever does that

mean? Thought Fred. He made

Unlike the original story, the pupil neatly uses the present tense to introduce the main character before moving into the past tense consistently for the rest of the narrative. The present tense opening is effective and is consistent with the imperative: 'Meet Fred'. [GP] [C]

The coordinating conjunction 'and' joins the two main clauses. [GP]

The coordinating conjunction 'and' joins the third main clause to the other two. [GP]

The past perfect tense 'had opened' helps to establish the relationship between the events described. [GP]

The digit 3 is the correct size in relation to the lower-case letters. [T]

Kim: annotations

Piece A: Explanation	Key
This work was part of a topic based on <i>The Story Machine</i> by Tom McLaughlin. The class had heard the story and created their own machine which could carry out more than one task. The teacher had modelled how to write an explanation earlier in the week. The class discussed their ideas and then worked independently to describe their own multi-task machine. Kim has edited and proof-read the work.	[C] composition [GP] grammar and punctuation [T] transcription

The explanation of how the machine works is clear and well-sequenced. A lively drawing in the original supports the text.

Adverbials (*Then, Before*), as well as a subordinate clause acting as an adverbial, help to sequence the explanation.

The key sentence for the pupil is *The Machine will do anything you want*. The modal verb ('will') assures the reader of the power of this invented machine, but the sentence is followed by a warning about doing everything properly, in the right order. [C]

All sentences are correctly demarcated with capital letters and full stops or an exclamation mark. In the final sentence, although a full stop would have been correct, the exclamation mark is also correct in the context. [GP]

Many words are spelled correctly: *machine, switch, task, computer, bleep, buzz, make, sure, properly, inside*. Many attempts at others are phonically-plausible, including *molley, buton, bord, plugged, wach and haperning*, evidence that the pupil can segment spoken words into phonemes and represent these by graphemes. Where this is not the case, this might be the result of the pupil mishearing the word or mispronouncing it. The pupil's own corrections show good attention being paid to spelling: *you becomes you, aney becomes any*.

Many common exception words are correct (*you, go, the, every, so, any*). [T]

A molley tast machine

You plug in the machine. Than you you

switch it on. The te molley task

computer will go bleep, buzz, bleep and

then you press a bot buton on the key

bord. The Machine will bdo the Any A

eney anything you want. (Before you do

anything make sure) you have plugged

everything in properly. Then Switch on

the tv box (So) you can wach every thing

that is haperning inside the machine!

The subordinating conjunction (so) introduces the long subordinate clause that closes the explanation. [GP]

The pupil uses the imperative verbs (*Make sure, switch*) so that the reader knows what to do. [GP] [C]

The pupil has used classroom resources independently to spell 'machine'. The class had looked earlier at how to spell it as part of the teaching of spelling. Word banks specific to the book were also available and the word was available on 'washing lines' around the room. [T]

The pupil maintains the present tense correctly throughout the explanation. [GP]

On re-reading the work, the pupil has added the commas for items in a list. [GP]

The pupil joins the two main clauses with the coordinating conjunction 'and'. [GP]

The subordinate clause (Before you do anything) acts as an adverbial; the main clause (make sure you have plugged everything in properly) tells the reader what they must do before switching on the 'TV box'. [GP]

Capital letters are clear. They are mostly of the correct size, orientation and relationship to one another and to lower-case letters. The letter 's' is less well-formed than other letters in terms of size and relationship. The relationship across the lower-case letters is good in *you, go and can*. The spacing between words reflects the size of the letters. [T]



How to support at home

- Practise times tables, number bonds and spellings with pupils (TT RockStars, Numbots and EdShed)
- Complete Purple Mash tasks set – these practice skills from throughout week and gaps in learning.
- Use Reading Question stems when pupils are reading to you.



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