



## Things we will cover:-

- How do we teach Phonics?
- The sounds- reading and writing
- Phonics Screening Check
- Reading and Writing Expectations
- What are SATs in Key Stage 1?
- What do the SATs tests look like?
- How do teachers assess/results?
- Age related expectations
- What can you do to help?



# Phonics and SATs

Year 1 and 2- KS1



28th  
September  
2022

# How do we teach Phonics?



**Read Write Inc.**  
Phonics

- Read, Write, Inc
  - What are the sounds?
- PURE sounds

- Set 1
- Set 2
- Set 3
- Phase 5 and beyond
- How can I check I am saying them right?

- <https://www.youtube.com/watch?v=TkXcabDUg7Q>

# The sounds reading and writing



Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	i-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

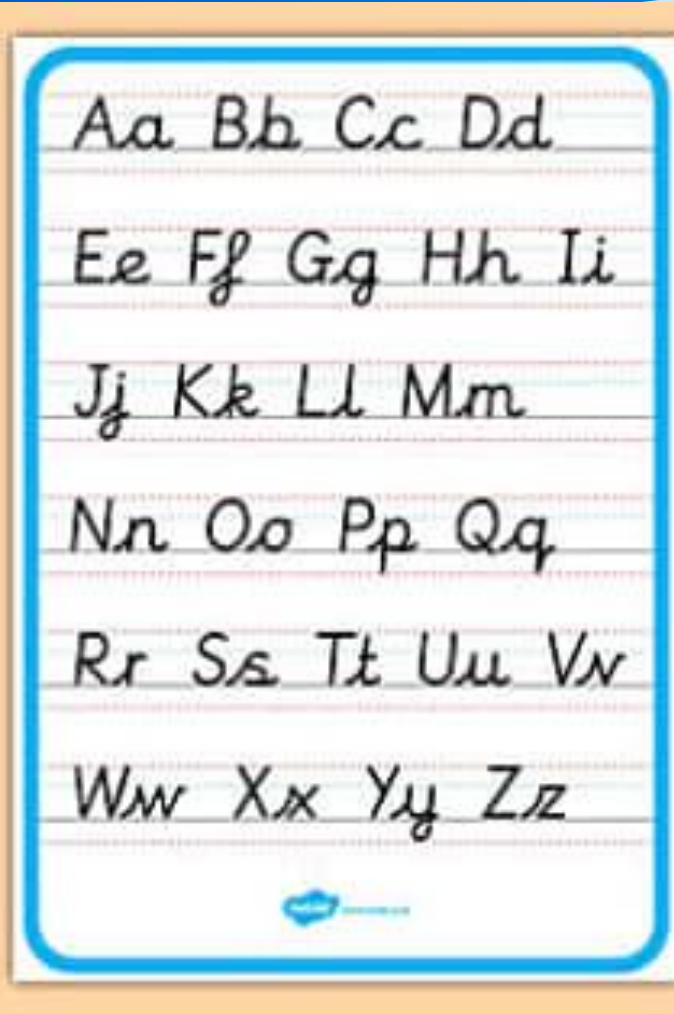
- My turn, your turn
- Fred fingers
- Sound buttons
- Read, Write, Inc books
- ~~ORT books~~
- Tricky, red words
- Hold a sentence
- Oxford Owl- <https://www.oxfordowl.co.uk/>

My class name: warmington  
Password: Foxes

<u>shell</u> ...	<u>fish</u> ...
<u>shock</u> ...	<u>cash</u> ...
<u>jam</u> ...	<u>Jill</u> ...



# Handwriting



- m Maisie, mountain, mountain
- a round the apple, down the leaf
- s slither down the snake
- d round his bottom, up his tall neck and down to his feet
- t down the tower, across the tower
- i down the body, dot for the head
- n down Nobby, over his net
- p down the plait and over the pirate's face
- g round her face, down her hair and give her a curl
- o all around the orange
- c curl around the caterpillar
- k down the kangaroo's body, tail and leg
- u down and under, up to the top and draw the puddle
- b down the laces to the heel, round the toe
- f down the stem and draw the leaves
- e lift off the top and scoop out the egg
- l down the long leg
- h down the head to the hooves and over his back
- r down his back and then curl over his arm
- j down his body, curl and dot
- v down a wing, up a wing
- y down a horn, up a horn and under his head
- w down, up, down, up
- z zig-zag-zig
- q round her head, up past her earrings and down her hair
- x down the arm and leg and repeat the other side

## Year 1

Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place

Form capital letters and the digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

## Year 2

Holds pencil correctly.

Writing is legible.

All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.

Spacing is appropriate to the size of letters. Some letters are joined correctly,



# Phonics Screening Check



stair

haunt

lied

- What does it look like?
- Real and nonsense words
- When?
- Year 1- Week beginning 12<sup>th</sup> June 2023

### How?

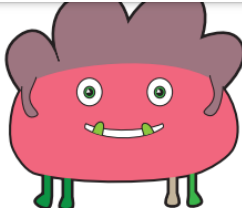
- 1:1 with Miss Aldous outside the classroom.

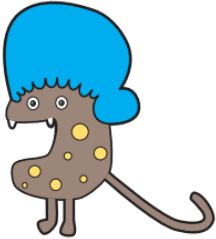
### Results

The children will be given a score out of 40.  
The pass mark will be given to schools after completion to show who passed/failed.

### Retake

June 2024

glips 

floost 

splam 

Section 1				Section 2			
Word	Correct	Incorrect	Comment	Word	Correct	Incorrect	Comment
dat				tay			
cag				sloam			
rin				zued			
ept				meve			
jash				clend			
quib				braits			
coid				scrug			
quass				splue			
glog				high			
blard				feast			
disp				goal			
murbs				shape			
chum				trunk			
kick				groups			
reef				straw			
short				scribe			
blot				model			
greet				person			
dust				chapter			
parks				reptiles			
				Total correct			

# Reading expectations

## Year 1 Expectations: Word Reading

- Match all 40+ graphemes to their phonemes (Phase 3)
- Blend sounds in unfamiliar words
- Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset
- Read compound words, for example, football, playground, farmyard, bedroom
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- Read phonically decodable texts with confidence
- Read words containing 's, es, ing, ed, er, est' endings
- Read words which have the prefix -un added
- Add the endings -ing, -ed and -er to verbs where no change is needed to the root word
- Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)

## Year 1 Expectations: Reading Comprehension

- Say what they like or dislike about a text
- Link what they read or hear read to their own experiences
- Retell key stories orally using narrative language
- Understand and talk about the main characteristics within a known key story
- Learn some poems and rhymes by heart
- Use prior knowledge, context and vocabulary provided to understand texts
- Check that the text makes sense to them as they read and correct miscues
- Begin to draw inferences from the text and/or the illustrations
- Make predictions based on the events in the text
- Explain what they understand about a text

## Working Towards the Expected Standard

1	I can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.
2	I can read accurately some words of two or more syllables that contain the same GPCs.
3	I can read many common exception words.
4	I can read aloud many words quickly and accurately without overt sounding and blending.
5	I can sound out many unfamiliar words accurately.
6	I can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.

## Working at the Expected Standard

1	I can read accurately most words of two or more syllables.
2	I can read most words containing common suffixes.
3	I can read most common exception words.
4	I can read words accurately and fluently without overt sounding and blending i.e. at over 90 words per minute.
5	I can sound out most unfamiliar words accurately, without undue hesitation.
6	I can check that what I read makes sense.
7	I can answer questions and make some inferences on the basis of what is being said and done.
8	I can explain what has happened so far in what I have read.

## Working at Greater Depth

1	I can make inferences on the basis of what is being said and done.
2	I can predict what might happen on the basis of what has been read so far.
3	I can make links between the book I am reading and other books I have read.

# Year 1

## Working towards Expected Standard

I can use phonic knowledge to write words in ways which match my spoken words.		
I can write some irregular common words.		
I can write sentences which I can read, and other can too.		
I can spell some words correctly and others are phonetically plausible.		

## Working at Expected Standard

I can use capital letters for names of people, places the days of the week and the personal pronoun 'I'.		
I can demarcate <b>some</b> sentences with:	capital letters, full stops, question mark, exclamation mark.	
I can use co-ordinating conjunction 'and'.		
I can segment spoken words into phonemes and represent these by graphemes, spelling some correctly.		
I can use the spelling rule for adding -s, or -es as the plural marker for nouns and the third person singular for verbs.		
I can use the prefix -un.		
I can use -ing, -ed, -er and -est where no change is needed in the spelling of the root word.		
I can spell some common exception words.		
I can form lower-case letters in the correct direction, starting and finishing in the right place.		
I can form lower-case letters of the correct size relative to one another in some of the writing.		
I can use spacing between words.		

## Working at Greater Depth

I can use sentences with different forms in their writing:	statements, questions, exclamations, commands.	
I can use expanded noun phrases to describe and specify.		
I can use present and past tense mostly correctly and consistently.		
I can use co-ordinating conjunctions (or, and, but).		
I can use <b>some</b> subordinating conjunctions (when, if, that because).		

# Year 2

## Working towards Expected Standard

I can write sentences that are sequenced to form a short narrative (real or fictional).		
I can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and make phonically-plausible attempts at others.		
I can spell some common exception words.		
I can form lower-case letters in the correct direction, starting and finishing in the right place.		
I can demarcate <b>some</b> sentences with:	capital letters, full stops.	
I can form lower-case letters of the correct size relative to one another in <b>some</b> of the writing.		
I can use spacing between words.		

## Working at Expected Standard

I can write simple, coherent narratives about personal experiences and those of others (real or fictional).		
I can write about real events, recording these simply and clearly.		
I can demarcate <b>most</b> sentences with:	capital letters, full stops, question marks (when required), exclamation mark.	
I can use past and present tense mostly correctly and consistently.		
I can use co-ordinating conjunctions (or, and, but).		
I can use <b>some</b> subordinating conjunctions (when, if, that because).		
I can segment spoken words into phonemes and represent these by graphemes, spelling many words correctly and make phonically-plausible attempts at others.		
I can spell <b>many</b> common exception words.		
I can form capital letters and digits of the correct size, orientation and <u>relationship</u> to one another and to lower-case letters.		
I can use spacing between words that reflects the size of the letters.		

## Working at Greater Depth

I can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.		
I can make simple additions, revision and proof-reading corrections to my own writing.		
I can use the punctuation taught at KS1 <b>mostly</b> correctly.		
I can spell <b>most</b> common exception words.		
I can add suffixes to most words correctly in their writing (e.g.:-ment,-ness,-ful,-less,-ly).		
I can use the diagonal and horizontal strokes needed to join some letters.		

Isora butaigh.

Isora trel.

Isora mushroom

Isora pink flower.

Isora feel and Ignorance ~~is~~ di.

Isora yellow corn and ~~is~~ structure

~~Isora~~ Isalt high

and ~~is~~ work on wall.

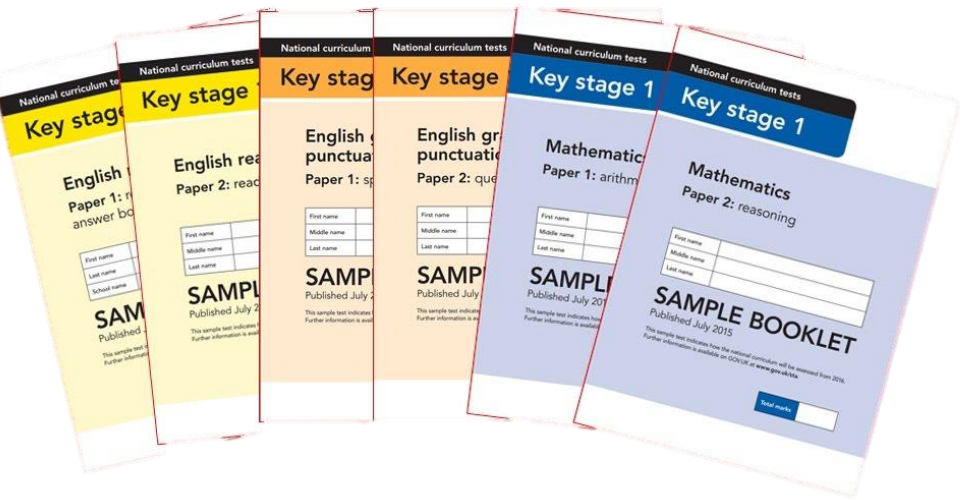


Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. <sup>It</sup> ~~It~~ was really dark in the attic and there were very deep holes in the floor. Just then some thing caught his eye. <sup>It</sup> ~~It~~ was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ~~took~~ <sup>took</sup> them all down stairs. & First he opened the silver one which had wires in it. Soon ~~soon~~ he had opened all of them.

# What are Sats?

## Standard Assessment Tests

At the end of Year 2, children in England sit national tests in the following subjects, the results are used to measure the school's performance, set y6 targets and help support gaps/achievements in learning.



- \*English – Reading
- \*English – Grammar, Punctuation & Spelling
- \*Maths – Arithmetic & Reasoning

These quizzes are completed in May 2023.  
(Non-statutory in ~~2023~~ 2024- awaiting confirmation) .

An outline  
of the tests

English  
Reading

## Paper 1

Reading booklet  
with  
questions and  
answer spaces  
combined.

## Paper 2

Reading booklet  
with a separate  
booklet which has  
the questions and  
answer spaces.

Each paper for the KS1 Reading SATs is worth  
50% of the available marks.

### How the hedgehog got its name

Hedgehogs were not always called hedgehogs. Hundreds of years ago, the name of a hedgehog was an **urchin**. It was given a new name because of two things:

1. It likes to live under leaves in bushes and hedges.
2. It makes funny grunts and snuffle sounds, just like a pig or hog.



- 1 What did people call hedgehogs a long time ago?

\_\_\_\_\_

1 mark

- 2 What sort of places does a hedgehog live in?

Tick (✓) **one**.

in ponds and rivers

☐

in hidden places

☐

in open spaces

☐

high up in trees

☐

1 mark

- 3 Grunts and snuffles are...

Tick (✓) **one**.

animal food.

☐

types of plants.

☐

animal noises.

☐

types of animals.

☐

1 mark

## English – Reading Paper 1 Example Page



# English - Reading Paper 2 Example Pages

*This is an old Native American story about a man called Heron Feather and the time he met a fox.*

*Heron Feather is a Native American warrior. Warriors were sometimes known as 'braves'.*

## The Fox and the Boastful Brave

One fine day, a hungry fox was walking down the road. His tummy was rumbling so loudly that he almost didn't hear the sound of someone coming. Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Over the top of the hill, he saw a tall feather. Fox crouched down and prepared to pounce on the bird. Imagine his surprise when he saw that the 'bird' was riding a horse! The feather was stuck in the headdress of a handsome young man who was riding along the path, singing as he went, "No one is handsomer than Heron Feather. No one is a better fisherman than Heron Feather. And I should know, for I am he."



Questions 7–15 are about *The Fox and the Boastful Brave*  
(pages 6–8)

(page 6)

7

Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Find and copy one word that shows that Fox moved quickly.

\_\_\_\_\_



1 mark

(page 6)

8

What did Fox think was coming over the hill?

Tick one.

a horse

☐

a man

☐

a bird

☐

a fish

☐

1 mark

English

# English

## Grammar, Punctuation & Spelling

### Paper 1

Spelling test of  
20 words

### Paper 2

Question Paper to  
check grammar,  
punctuation and  
vocabulary

# English – Spelling Example Page

11. I threw the \_\_\_\_\_ and moved my counter.

☐

12. The \_\_\_\_\_ glided slowly across the pond.

☐

13. The \_\_\_\_\_ was on a secret mission.

☐

14. The owl flew \_\_\_\_\_ the rooftops.

☐

15. We put \_\_\_\_\_ in the fruit salad.

☐

16. The \_\_\_\_\_ came off my toy car.

☐

17. Our \_\_\_\_\_ shop sells vegetables.

☐

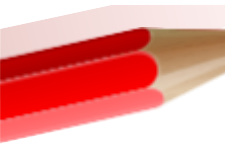
18. The umbrella is \_\_\_\_\_ because it is broken.

☐

19. A sharp pencil makes it \_\_\_\_\_ to draw.

☐

20. The train left the \_\_\_\_\_.

☐

# English – Grammar Example Page

5 Circle the **adverb** in the sentence below.

We all sang loudly in assembly.

☐

1 mark

6 Tick the name of the punctuation mark that should complete each sentence.

Sentence	Full stop	Question mark
When will we get to London		
When should I start cooking the dinner		
When the bell rings, it will be lunchtime		

☐

**Maths**

**Arithmetic  
& Reasoning**

**Paper 1  
Arithmetic**

**Paper 2**  
Reasoning,  
problem solving  
and mathematical  
fluency  
**Hot**  
**Flaming Hot**



## Maths Paper 1 Example Pages (Arithmetic)

9  $6 \times 10 =$

19  $67 + 33 =$

10  $100 - 10 =$

20  $59 - 15 =$

1 mark

## Maths Paper 2 Example Pages (Reasoning)

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

15

Put a tick below the four

A classroom has 6 tables.  
Each table has 5 children sitting at it.

Complete the number sentence to show how many children there are **altogether**.

$\times$   =  children

1 mark

# Teacher Assessment/results

KS1 SATs tests are one part of evidence towards the whole teacher assessment.

They are marked in school, and an overall grading based on the whole year's work will be made.

The results of the SATs tests are reported to the Local Authority.

Moderation within the Unity and County takes place.



# Age Related Expectations

Working below the expected standard (not working within the Year 2 Curriculum).

Working towards the expected standard (some of the learning is within the Year 2 Curriculum).

Working at the expected standard (All learning is within the Year 2 Curriculum).

Working at greater depth (very secure in Year 2 Curriculum, with elements of Year 3).



# How can you help your child?

- <https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure>
- Help your child with reading: listen to them read and focus on bringing out a 'love of reading'. Also reading stories to your child allows them to develop language, listening skills and comprehension. Encourage making predictions of what might happen next.
- Help your child with writing: support with weekly spellings. (letter formation)  
HOLD A SENTENCE. Guidance on correcting.
- Help your child with maths: times tables, time, money, mental arithmetic, RM easimaths, shapes, homework.





# End of Year 1 Maths

<b>Number – Number and Place Value I can:</b>	✓
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.	★
count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.	★
given a number, identify one more and one less.	★
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	
read and write numbers from 1 to 20 in numerals and words.	★
<b>Number – Addition and Subtraction I can:</b>	✓
read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.	
represent and use number bonds and related subtraction facts within 20.	★
add and subtract one-digit and two-digit numbers to 20, including zero	★
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ .	
<b>Number – Multiplication and Division I can:</b>	✓
solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	
<b>Number – Fractions I can:</b>	✓
recognise, find and name a half as one of two equal parts of an object, shape or quantity.	
recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	

<b>Measurement I can: compare, describe and solve practical problems for:</b>	✓
lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]	★
mass/weight [for example, heavy/light, heavier than, lighter than]	★
given a number, identify one more and one less.	★
capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]	★
time [for example, quicker, slower, earlier, later]	★
<b>measure and begin to record the following:</b>	✓
lengths and heights	★
mass/weight	★
capacity and volume	★
time (hours, minutes, seconds)	★
recognise and know the value of different denominations of coins and notes	★
sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	★
recognise and use language relating to dates, including days of the week, weeks, months and years	★
tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	★

<b>Geometry – Properties of Shapes I can: recognise and name common 2-D and 3-D shapes, including:</b>	✓
2-D shapes [for example, rectangles (including squares), circles and triangles]	★
3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	★
<b>Geometry – Properties of Shapes I can:</b>	✓
describe position, direction and movement, including whole, half, quarter and three-quarter turns.	★

# End of Year 2

## Number - Number and Place Value

### I can:

count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.	★
recognise the place value of each digit in a two-digit number (tens, ones).	★
identify, represent and estimate numbers using different representations, including the number line.	
compare and order numbers from 0 up to 100; use <, > and = signs.	★
read and write numbers to at least 100 in numerals and in words.	★
use place value and number facts to solve problems.	

## Number - Addition and Subtraction

### I can solve problems with addition and subtraction by:

using concrete objects and pictorial representations, including those involving numbers, quantities and measures.	
applying my increasing knowledge of mental and written methods.	
recalling and using addition and subtraction facts to 20 fluently, and deriving and using related facts up to 100.	★
adding and subtracting numbers using concrete objects, pictorial representations, and mentally, including:	
a two-digit number and ones.	★

a two-digit number and tens.	★
two two-digit numbers.	★
adding three one-digit numbers.	★
showing that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.	
recognising and using the inverse relationship between addition and subtraction and using this to check calculations and solve missing number problems.	

## Number - Multiplication and Division

### I can:

recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.	★
calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.	★
show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	★
solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	

## Number - Fractions

### I can:

recognise, find, name and write fractions, $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{2}{4}$ , and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	
write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ .	

## Measurement

I can:

choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.	★
compare and order lengths, mass, volume/capacity and record the results using >, < and =	★
recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.	★
find different combinations of coins that equal the same amounts of money.	★
solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	
compare and sequence intervals of time.	
tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	★
know the number of minutes in an hour and the number of hours in a day.	★

## Geometry – Properties of Shapes

I can:

identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.	★
identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.	★
identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid].	★
compare and sort common 2D and 3D shapes and everyday objects.	★

## Geometry – Position and Direction

I can:

order and arrange combinations of mathematical objects in patterns and sequences.	
use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	

## Geometry – Statistics

I can:

interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	
ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.	
ask and answer questions about totalling and comparing categorical data.	



*Thank You!*

*Your time is appreciated.*

**Any Questions?**



# Glossary

**Blend:** Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.

**consonant** Most letters of the alphabet (excluding the vowels: a,e,i,o,u).

**CVC words:** Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound). Other similar abbreviations include:

- VC words e.g. on, is, it.
- CCVC words e.g. trap and black.
- CVCC words e.g. milk and fast.

**Digraph:** Two letters which together make one sound e.g. ee, oa, ea, ch, ay. There are different types of digraph:

- Vowel digraph: a digraph in which at least one of the letters is a vowel, for example; boat or day.
- Consonant digraph: two consonants which can go together, for example shop or thin.
- Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word e.g. a-e, e-e, i-e, o-e, u-e. For example cake or pine.

**Grapheme:** Written letters or a group of letters which represent one single sound (phoneme) e.g. a, l, sh, air, ck.



Phoneme: A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.

Pure sound: Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end  
e.g. 'f' not 'fuh.'

Segment: This is the opposite of blending (see above). Splitting a word up into individual sounds – used when spelling and writing.

Tricky words: Words that are difficult to sound out e.g. said, the, because.

Trigraph: Three letters which go together make one sound e.g. ear, air, igh, dge, tch.

Vowel: The letters a, e, i, o, u

