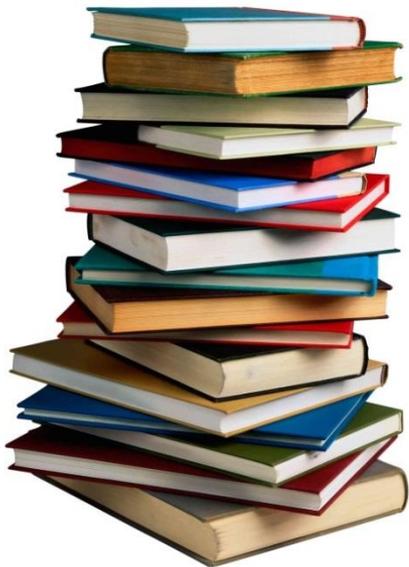


# KS1 Reading and Writing Workshop



Wednesday 21<sup>st</sup> March 2018

**Aims of this workshop:**  
**KS1 Reading SATs Literacy expectations**

- ▶ **Reading/Reading comprehension - expectations and strategies**
- ▶ **Writing/GPS/Spelling- expectations and strategies**
- ▶ **Handwriting and presentation - expectations**

# KS1 SATs

At the end of Year 2, children will take assessments in:

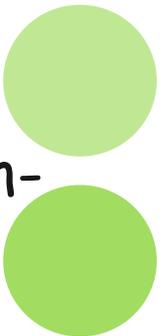
- Reading
- Maths
- Grammar, Punctuation and Spelling

All assessment are due to take place in May this year

<https://www.youtube.com/watch?v=81943gG0H38>

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.



# The KS1 SATs reading objective is to read accurately.

<b>Blending sounds in words</b>	Children learn the correspondence between each letter, or group of letters ( <u>grapheme</u> ), and the sound ( <u>phoneme</u> ) it/they make, and use this knowledge, by <u>blending sounds</u> , to read words.
<b>Breaking words into syllables</b>	When looking at longer words, children learn to read each syllable separately before combining them to read the word. Clapping the syllables in words can help children to identify them.
<b>Reading common <u>high frequency words</u> without sounding out</b>	Common words or high frequency words are the words that children encounter most often in their reading (for example, 'the', 'because', 'about'). They can't always be 'sounded out' and are usually learnt by rote.
<b>Reading unfamiliar words</b>	Even confident readers (and adults!) need to read words they don't know, so encourage your child to sound them out and work out their meaning (or ask for an explanation). To become independent readers children need to tackle new vocabulary with confidence.

**Notice when their reading does not make sense and self-correct**

**The KS1 SATs reading comprehension objective is to demonstrate a clear understanding of the text.**

For example, 'He was not very happy though he did not show it' might mistakenly be read as 'He was not very happy through he did not show it' but a child who can self correct would notice their mistake because 'through' would not make sense in the context.

**Respond to and ask questions about the text**

Bedtime stories come into their own here! Reading to your child, even after they've learnt to read themselves, offers a great opportunity to discuss their favourite words and phrases and enjoy the effects the text creates together.

**Understand what characters might be like and predict what they might do next, basing their ideas on what they've read**

When inferring children learn to 'read between the lines' and gain meaning from what the author is implying, rather than from actual statements. (There's a great example of this in *The Gruffalo's Child* by Julia Donaldson - when the Gruffalo's child says "I'm not scared!", is that what she really means? What do her words tell us about her character? Ask your child what they think!)

**Give a personal response to the text, discussing**

Encourage you child to talk about their reading (remembering it is ok not to like a book!). Begin simply, with open-ended questions (What did you like about the book? What did you not like about it?)

# 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

chapter  
menu

next  
page

# 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?

---



1 mark

chapter menu

next page

# Reading: Sample Questions

click to  
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?

---

---



1 mark

chapter  
menu

next  
page

# 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.



1 mark

chapter  
menu

next  
page

# How can you help?

- ▶ Please make sure that your child reads daily for 20 minutes. Remember to sign your child's Reading Record.
- ▶ Choose a quiet time/place.
- ▶ Listen to your child read.
- ▶ If they mispronounce the word, please do not interrupt them immediately, allow them to self correct .
- ▶ Talk about the books, e.g. about the pictures, characters, how the story will end, their favourite part.
- ▶ Variety of books is important, e.g. poetry, information books, reading a range of genres.
- ▶ Check that your child understands the vocabulary
- ▶ Make their reading enjoyable; praise your child for effort, good reading, using expression, making links to previous stories, understanding of the text .

# The KS1 SATs grammar objective is to use punctuation, verb tenses and coordinated phrases correctly.

Correct use of punctuation, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for the contracted forms of words

The use of expanded noun phrases to describe and specify

An expanded noun phrase adds detail in a way that means a phrase behaves like a noun. This can sometimes be just a few adjectives ('the big yellow bird'), but usually we would use it to refer to a phrase which expands the noun with a more interesting phrase (for example, 'the big yellow bird which my daughter saw this morning').

The use of coordinated words or phrases, linked by conjunctions (also known as connectives)

Find out more about connectives in our guide for parents.

An understanding of the present and the past tense (and the fact that they need to be used consistently) and the continuous form of verbs in the present and past tense to mark actions in progress (I am eating / I was eating)

Verb tenses tell us when an action took place (in the past, the present or the future). Our guide for parents explains more about how verb tenses are taught in primary school.

## KS1 SATs spelling learning objective:

The KS1 SATs spelling objective is for basic spelling to be accurate.

By Y2 most children will be used to learning spellings, preparing for small spelling tests and trying out the Look, Cover, Write and Check method. When assessing their work, the teacher will be looking for:

Phonetically plausible attempts to spell unfamiliar words

- in other words, by hearing the sounds in words and knowing the letters that represents them, most children will try to spell a word.

Spelling common high frequency words correctly

- Sometimes known as 'tricky words', high frequency word spellings need to be learnt by heart.

Correct spelling of words with contracted forms

- I'm for I am; mustn't for must not, etc) and suffixes (play becomes playing, happy- happiness...)

The ability to distinguish between homophones

- Homophones- words which sound the same but are spelled differently (one / won; two / too / to, see/sea ...)

## The KS1 SATs writing composition objective is to write for different audiences and purposes.

**Plan their ideas before writing**

Spider diagrams or mind maps are effective ways for children to plan their writing. These prompts help children to include all their ideas and to structure their thoughts before writing.

**Make simple additions and revisions to improve their writing**

This is a skill that young children often find quite hard. To help your child try encouraging them to use a coloured pencil to underline any areas where their writing might be improved (for example swapping a word for a more interesting one, adding time connectives like 'then' or 'after' to improve the flow of their sentences or noticing where a noun phrase could be extended, transforming 'the dog' into 'the small, spotty dog').

**Proofread their writing to check it makes sense and to check for errors in spelling, grammar and punctuation**

Using the same strategy as above, encourage your child to 'correct' their own writing using a coloured pencil.

## The KS1 SATs handwriting objective is cursive, legible writing.

- ▶ Although neatness is important in handwriting, remember that being legible is the key focus and over time children will develop their own handwriting style.
- ▶ By the end of Y2 children will be forming lower case letters correctly, using some of the diagonal and horizontal strokes needed to join letters, writing capital letters of the correct size and relationship to lower case letters and spacing their words correctly.



# Spelling, Punctuation and Grammar

This year, the children will take the Spelling, Punctuation and Grammar test

The test consists of two separate papers:

- **Paper 1: Spelling** - pupils to spell 20 missing words within a test booklet. The test is expected to take approximately 15 minutes to complete, but is not strictly timed.
- **Paper 2: Grammar, Punctuation and Vocabulary** - a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper, but it is not strictly timed.

chapter  
menu

next  
page

# Grammar, Punctuation & Spelling: Sample Questions

## Grammar, Punctuation and Vocabulary Paper

7 Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.

---

---



1 mark

8 Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.



1 mark

chapter  
menu

next page

# Grammar, Punctuation & Spelling: Sample Questions

## Grammar, Punctuation and Vocabulary Paper

- 19** Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		



1 mark

chapter  
menu

next page

# Grammar, Punctuation & Spelling: Sample Questions

## Spelling Paper

1. I need to \_\_\_\_\_ my holiday suitcase.
2. The \_\_\_\_\_ is dark at night.
3. The snail hid inside its \_\_\_\_\_.
4. My friend has a new \_\_\_\_\_ sister.



Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences. In this example, the missing spelling words are: **pack**, **sky**, **shell** and **baby**.

chapter  
menu

next  
page

- Practise and learn weekly spelling lists - make it fun!
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together - be a good role model for writing.
- Encourage use of a dictionary to check spelling.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

# How to Help Your Child

[click to see all text](#)

- 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 homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

[chapter menu](#)

[next page](#)

Thank you  
for coming

We hope you found it useful.