En

KEY STAGE
1

LEVELS
1–3

2007

Reading (level 2 and level 3)
and spelling (levels 1–3)

English tests

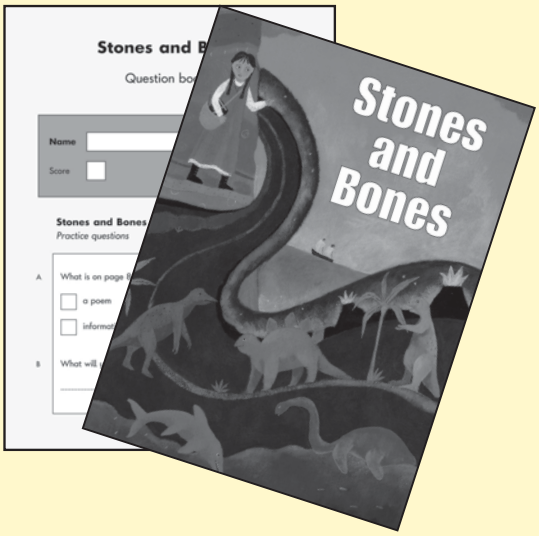
Teacher's guide

2007

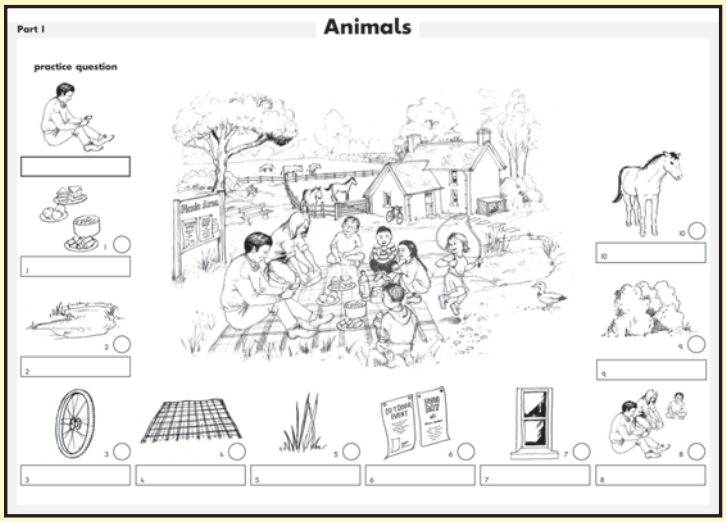
Level 2



Level 3



Spelling test



Sourced from SATs-Papers.co.uk

department for
education and skills
creating opportunity, releasing potential, achieving excellence

QCA

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Sourced from SATs-Papers.co.uk

Background information

Arrangements for 2007

Children to be tested

Since the introduction of the new assessment arrangements in 2004, teachers have flexibility about which tasks and tests are administered, and when. Every child should be assessed by the use of a task or test in both reading and writing. For writing, you must administer the longer and shorter task and spelling test from the same year to individual children. Children who are assessed by means of the reading tasks do not need to take the reading tests if you feel that you have enough information on that child to make your overall judgement. The tasks/tests can be administered at any time in the academic year, after they arrive in schools, as long as you have time to take account of the information gained in your overall assessment. The use of the reading, writing and mathematics tasks is optional for children you judge to be working towards level 1.

Structure of the tests

For the level 2 reading test, the materials include:

- a level 2 booklet, *Moving House*, containing two passages: a story called *Shadow* and some information about moving house
- two double-sided posters, to support shared reading of useful words and practice pages
- administration and marking instructions contained in this *Teacher's guide*
- an *Optional grid for test analysis* for recording and reviewing individual, group or class patterns of achievement.

For the level 3 reading test, the materials include:

- a reading booklet, *Stones and Bones*, containing three texts: information called *How do we know about Dinosaurs?*, a poem *At the Museum* and a biographical story called *Mary Anning*
- a question booklet, *Stones and Bones*, containing questions and spaces for answers
- administration and marking instructions contained in this *Teacher's guide*
- an *Optional grid for test analysis* for recording and reviewing individual, group or class patterns of achievement.

For the spelling test, the materials include:

- a levels 1–3 spelling sheet, *Animals*
- administration and marking instructions contained in this *Teacher's guide*.

Sourced from SATs-Papers.co.uk

The spelling test is divided into two parts. Part 1 comprises a practice item followed by 10 picture-based, single-word spelling items. Part 2 also has a practice item and a further 10 target words within a continuous passage of text.

Words appropriate to levels 1, 2 or 3 may appear in either the picture items or the dictation passage. Most of the target words are chosen to reflect the spelling patterns in the Primary National Strategy, and there are some words from the high frequency list. Credit is given for the correct spelling of each whole word.

Age standardised scores

Tables of age standardised scores for each test are included on pages 44–46. These are for optional use.

Timing

While there is no time limit for the reading tests, trialling has shown that most children demonstrate what they can do in about half an hour's **working** time for the first section of the test **after it has been introduced**, and rather less than this for the second session. It is recommended that introducing each section of the test should take 6–10 minutes. Overall, children whose working time exceeds one hour are likely to be struggling to work with the degree of independence required at levels 2 and 3.

You should decide in advance on a reasonable amount of **working** time for your group of children, bearing in mind the range of times given above. Tell your children how much time you estimate they will need. Say that you will remind them how time is passing a little before you think they will finish.

The level 2 reading test is designed so that it can be completed in two sessions, but the whole test should be administered during the same school day or on consecutive school days. Between each part of the test there is a break point. Children should be encouraged to continue working through each part of the test. Where you judge that it would be inappropriate for a child to continue, it is permissible to stop work on the test with that child. Usually, this will be at the appropriate break point. Other children will finish quickly and you may wish to make other work available to them.

The level 3 reading test may also be completed in two sessions, but the whole test should be administered during the same school day.

The time taken to administer the **spelling test** will depend on the pace of presentation, but trialling has shown that the test can, and should, be administered in under 30 minutes.

Sourced from SATs-Papers.co.uk

Grouping children for the tests

These tests can be used with individual children, groups of children or the whole class.

Assistance

Since the reading tests are testing children's reading comprehension, **you should not help them read any words in the reading booklets or the question booklets when they are working on their own**. You may, however, help them with any spellings they need in order to write their answers if this is your usual practice.

It is important to encourage children to attempt all questions, especially those which require a short written answer. Please reassure the children that there are sometimes different ways of expressing the correct answer. **Use the appropriate practice questions in each test as a way of demonstrating this to your children**.

For most questions that require a written answer in the level 2 test, responses that are clear and given in note or abbreviated form are acceptable. For others, especially in the level 3 test, more developed answers are required in order that children can show their understanding of the text.

In these tests, children are not penalised for errors in grammar, punctuation or spelling, but they should be encouraged to take care in these matters.

Level 2

When introducing the test materials, you must use the explanatory sections on pages 10–14 of this *Teacher's guide* to ensure that children know what they are being asked to do and how they are expected to respond. Two posters are included to use, if you wish, when introducing the two sections of the test. These allow you to work through the introductory pages and the practice questions, and to focus on unfamiliar vocabulary in a large group or whole-class shared reading session.

Level 3

When introducing the test materials, you must use the explanatory sections on pages 21–24 of this *Teacher's guide* to ensure that children know what they are being asked to do and how they are expected to respond, and to allow them to become familiar with the layout of the booklets.

Sourced from SATs-Papers.co.uk

Specific guidance

Children learning English as an additional language

For children who are not fluent speakers of English, bilingual support staff may be used to explain the procedures of assessment and the test layouts if this is usual practice. However, no help should be given during the test itself because it is an assessment of English.

The introductory sections to each test, and the optional posters for the level 2 test, are designed to enable you to highlight and explain certain words and concepts in advance of children reading independently. It is important to ensure that children learning English as an additional language benefit from this introduction. Use of the optional posters (level 2) will help in this regard. It is also particularly important when assessing children learning English as an additional language that you give them sufficient time to show their best attainment without pressure.

Special educational needs

These tests are designed to be used with all children at the appropriate level, but additional consideration should be given to children with special educational needs. **Usually, the most appropriate conditions for testing will be those in which the children normally work well.**

There may be some children who have difficulty with the test layouts and procedures. These children may be willing to ask for help, and you will be able to ensure they receive the support they need. However, other children may be reluctant to ask. As well as offering reassurance to the whole group, you may also need to be active in watching for children who have problems with writing their responses.

You can administer the tests to smaller groups of children or on an individual basis and may adopt any of the strategies suggested in these notes. Children may respond orally or in sign if this is the best means by which they can demonstrate their attainment. Some children will need encouragement to continue working through the test, and some may need the tests to be administered in more than two sessions. You may use overhead projector transparencies of any parts of the test paper to direct children's attention to what they have to do.

The advice in the following sections may be used by teachers of children with other special educational needs if they feel it will improve access to the test for any particular child.

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Children with hearing impairments

All instructions in this *Teacher's guide* may be signed, but children should read all the test materials themselves. A variety of forms of communication can be used for presentation and response, including British sign language (BSL), sign supported English (SSE) and Makaton vocabulary. You should ensure that children with hearing impairments understand the contributions made and questions raised by other children prior to the start of the test.

For children who sign, use should be made of a skilled adult signer who is familiar to the child. Since this person may not be the teacher, there is a need for the signer and the teacher to be clear about how the test will be presented.

Children who sign should not be disapplied from the spelling test. Teachers should **not** use finger spelling while administering the spelling test. Through signing and the use of pictures, the text is accessible to children who sign. If teachers are concerned that a child has not had access to a word or words that would result in a change of level in **writing** overall, then they should consult the Key Stage 1 Team on 08700 60 60 40.

Children with visual impairments

Children with visual impairments may use their usual magnification aids, and the test may be adapted in any way that is usual, eg pages may be enlarged, reduced or cut up, and outlines emboldened. Some children may need the test to be photocopied onto coloured paper. No text or illustrations should be added, and nothing should be rewritten or redrawn in a way that changes the information given. Children may record their responses in a variety of ways, such as dictaphone, oral response, word processor, braille or using their normal classroom practice.

You may describe the pictures in the reading booklets to the children or provide them with objects that convey to them what is in the pictures, taking care not to interpret the visual information given.

Children using braille or modified large print (MLP) tests are likely to require more time to complete them than fully sighted children, to take account of their slower reading speeds. Teachers will wish to make this clear to children and to organise the classroom appropriately. Teachers may find it helpful to administer the tests in more than two parts.

Level 2 reading test

Ensure that children are aware that the questions on page 7 relate to the text on page 6.

Level 3 reading test

Ensure that children are aware that the booklet is in three parts – information, poem and *Mary Anning* – and that there is an unusual text layout on pages 4–5.

Levels 1–3 spelling test

Any necessary help may be given with reading and picture discrimination, and spaces in the dictation section of the MLP version have been numbered to

Sourced from SATs-Papers.co.uk

help children find the appropriate place to write their spellings. Children may be given the target spellings orally and write them in list form if this is preferred. Children may record their responses in a variety of ways, such as dictaphone, oral response, word processor (not using a spellchecker), braille or using their normal classroom practice.

Braillists should be given the target spellings orally and should write them in list form. Braillists who use contractions in their braille spelling should be asked to use the conventions of sighted spelling. If a child uses a braille contraction or uses a braille machine that transcribes into print, you should check orally that the child is able to spell the word in print or sighted form. Where braille reversals occur, you should check orally whether the child knows the print spelling.

Text has been modified in the braille versions of the test. A print version of the modified text for braillists is included with the braille materials.

Braille

Both the level 2 and the level 3 reading tests will be available in grade 2 braille and can be ordered free of charge from Pia, NAA's agency for the distribution of modified tests (see contact details below).

Where the grade 2 braille contains contractions unknown to the child, or as yet untaught, you may provide the material in a mixture of grade 1 and grade 2 braille so that it matches the child's knowledge of the braille code. If using grade 2 braille, and unknown contractions or word signs are met, you should not read to the child the word or part of the word represented by the contraction. Instead, you should spell out the word sign or contraction using letter names or sounds.

You will need to adapt the wording of the instructions to the children to take account of the differences for children using braille.

Modified large print

The level 2 and the level 3 reading tests and the levels 1–3 spelling sheet have been produced in black and white MLP. Although designed for children with visual impairments, these MLP papers may be used by other children who have special educational needs. For example, some children with particular physical disabilities may find them more accessible than unmodified papers. The modified papers are produced on A4 paper using bold print and simplified illustrations, with all extraneous information removed. Copies of the MLP tests are available free of charge. Examples can be seen on the QCA website at www.qca.org.uk/12367.html

Additional teacher notes have been produced to accompany MLP and braille versions of the tests. You should refer to these notes **before** administering and marking the tests.

Braille and MLP versions of the tests can be ordered from the modified test agency (statutory):
Pia
Victoria Street
Cwmbrân
NP44 3YT
Tel: 0870 321 6727
Fax: 0870 321 6429

Sourced from SATs-Papers.co.uk

Children with physical disabilities

Children with physical disabilities may have the tests presented to them, and make their responses, in any way that is usual for them. For example, the teacher may scribe dictated answers, and children may use a computer or work on enlarged versions of the tests. No assistance should be given in reading the words in the test materials, however they are presented.

Children with emotional and behavioural difficulties

Children with emotional and behavioural difficulties may have problems maintaining their attention for extended periods of time. You may wish to administer the test in smaller parts, over a number of sessions, rather than in two sittings.

Sourced from SATs-Papers.co.uk

Administering the level 2 test

This test is designed for children working at level 2.

See page 10.

Resources

The teacher will need:

- a copy of the level 2 test booklet, *Moving House*
- the posters for introducing the test, displayed appropriately (if choosing to use them).

Each child will need:

- a pen or pencil
- a rubber (optional). If rubbers are not provided, you should tell the children that they may cross out any answers they wish to change
- a copy of the level 2 test booklet, *Moving House*.

Administering the test fairly

In order to ensure that the test is administered fairly in different classrooms, it is important that all teachers behave in a similar way while the test is in progress.

THEREFORE YOU MUST:

- ensure that the children can work undisturbed, individually and without access to materials that could give them an unfair advantage. Changes to the usual classroom layout may be necessary. It is important that you decide on seating arrangements before the start of the test, in order to avoid any unnecessary confusion
- ensure that the children work on their own and that they do not discuss questions or copy answers. Some teachers have found one or more of the following strategies helpful to ensure that children cannot see each other's work: seating children at the ends of tables; seating children individually in a larger space; providing a blank sheet of paper to cover completed work on the open page; using large picture books, etc to create table screening between children
- observe the children throughout the test to ensure that they do not copy from or distract each other
- ensure that wall displays, etc in the classroom do not give the children an unfair advantage
- encourage the children to stay on task and to work at an appropriate pace, moving on to the next question promptly when it is clear that they cannot spend any more time productively on the question they are working on
- encourage the children to check all their work carefully when they have finished.

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DO NOT:

- give help with the reading, as this will invalidate the assessment
- give clues which help the children to work out the answer to a question
- rephrase or rewrite any part of the test
- prompt the children to confirm or change answers by pointing, frowning, smiling, head shaking or nodding, offering rubbers or asking leading questions.

Teachers of children with special educational needs should refer to the further guidance on pages 5–8 of this guide.

Starting the test

The test may be introduced either by using the posters, as in a shared reading session, or by using the test booklets.

If you are using the posters to introduce the test, it is important that all children can see the information clearly. Full advantage should be taken of the 'Useful words' and practice pages at the beginning of each section. These are designed to be read by the teacher with the children. Meanings of the useful words should be discussed with the group and they should be helped to recognise the words. The practice page at the beginning of each section gives the opportunity to discuss setting and characters in the case of fiction, and content and context in the case of non-fiction.

The posters provided with the test materials are direct reproductions of these pages in the test booklet and can usefully be used in the shared reading introduction session if you wish. They have the added advantage of being a more appropriate size to use with groups of children and may offer a more familiar context. You will need to have the children grouped closely together, either sitting in a carpeted area or on chairs which are gathered together. When the introduction is completed, the children should then work individually on tables.

Give each child a test booklet and make sure they have the resources they need. Ask the children to write their name in the space provided on the front cover and introduce the test in your own words, making sure you cover the points outlined in the introduction below. To ensure that the testing is carried out in a standard way in all schools, it is important that your introduction does not exceed the information set out below.

Introduction

Tell the children:

- that you will help them at the beginning of the test, but that when they are working on their own they should think of their own answers and not discuss them with others – collaborative work and copying are not allowed
- that if they make a mistake, they should change their answer by rubbing or crossing it out

Sourced from SATs-Papers.co.uk

- that they should work steadily through the questions rather than stop on any one question
- that there will be a break in the middle of the test (such as playtime or lunchtime)
- how long the test session will be.

Working through the test

Suggested instructions for you to read out to the children are given in the yellow boxes that follow. **The wording of these instructions can be adapted, provided the meaning is retained.** You should use words and phrases familiar to the children, and you may repeat them as many times as necessary to ensure that the children understand. The sentences in italics are prompts for you and are not intended to be read out. **You should also hold up and point out features in the test booklet during the practice pieces.** This introduction can **either** be done in a shared reading session using the poster, **or** with each child working on his or her own booklet.

First session

what to do

Hold up your copy of the booklet and show the children the different sections it contains. If you are using posters 1a (useful words) and/or 2a (practice page) for shared reading, point out that these are the same as pages 2 and 3 of their booklets.

what to say

In this booklet, there is a story called *Shadow*, some information called *Moving House* and some questions.

what to do

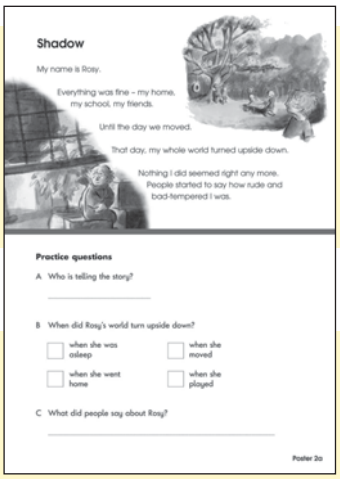
Ask the children to look at page 2 of their booklet or display poster 1a (useful words). Discuss the vocabulary listed to ensure the children understand what the words mean. Talk about the letters and sounds in each of the words to ensure that the children will recognise each of them when they meet them in the text.

Then ask the children to look at page 3 of their booklet or display poster 2a (practice page).



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what to say	Look at page 3. This is the beginning of the story. You will notice there are three questions at the bottom of the page. We will look at those later, but first I will read the first page of the story to you and you can follow it.
what to do	*Read page 3 of* Shadow *aloud to the children.*
what to say	Look at the bottom of the page. There are three questions about the page I have just read. Let's look at the first question. It says, 'Who is telling the story?'. You will have to write what you think is the best answer. There is a dotted line to write on.
what to do	*Allow the children time to think and discuss their suggestions, noting different ways of expressing the correct answer. Fill in an answer on the poster, demonstrating one way of phrasing the response, or let the children fill in the answer in their booklet.*
what to say	Let's look at the second question. It says, 'When did Rosy's world turn upside down?'. You can see four little boxes and four different answers. Let's look at the answers and decide which one we think is the right answer.
what to do	*Read through and then discuss the options with the children, encouraging them to read through all the choices before making a decision. Allow the children time to think about their answers. Then complete the poster by ticking the box 'when she moved' or allow the children to do so in their answer booklet. Stress to the children that they should examine all the possible answers, even if they think they have found the correct one straight away.*
what to say	Let's look at the third question. It says 'What did people say about Rosy?'. You will have to write what you think is the best answer. There is a dotted line for you to write on.
what to do	*Allow the children time to think and discuss their suggestions, noting different ways of expressing the correct answer. Fill in the answer on the poster, demonstrating one way of phrasing the response, or let the children fill in the answer in their booklet.* *If you are using the posters, now send the children back to their tables and ask the children to complete the practice questions in their own booklets. Check that all the children have understood what they should do. Remind them that they should rub out or cross out their answers if they wish to change them.*
what to say	Remember, there are two main sorts of question: those where you put a tick in the box next to the answer that you think is right and those where you write the answer on the dotted line. If you come across a question where you have to do something different, remember to read the question really carefully and it will tell you what to do. Don't forget to look at **all** the questions on each page.



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Now find the top of page 4. In a moment you can read this page carefully and then answer the questions at the bottom of the page. If you change your mind about an answer, you should cross it out [or rub it out].

Some of the questions are harder than others; if you cannot do one question, you should go on to the next one, which might be easier, and go back to the difficult ones later. You should look back at the story as often as you need to, to help you decide your answers.

When you have finished, you should turn over, read the next page and answer the questions on that page. Keep going until you reach the end of the story called *Shadow* on page 11. Put your hand up when you have got to the end of the questions about the story.

what to do

Check that the children are not waiting at the end of each page and that they have not missed out any questions by mistake. If they have, they should complete them now. There should be a break (such as playtime or lunchtime) before you introduce the second part of the test. You will need to check that the children who finish the first part early do not attempt to go on to Moving House *before they have had this break, and the second part of the test booklet (page 12 onwards) has been introduced.*

Check the booklets of children who may be reaching their limit. Those who clearly have not managed to answer more than two or three questions correctly may be given other work if you judge it would be inappropriate for them to continue with the test.

Second session

what to do

When the children have taken a break, ask them to turn to page 12 to find the page with the useful words for this part of the booklet, or display the corresponding poster (1b) with the children gathered together as before. Talk about the letters and sounds in each of the words to ensure that the children will recognise each of them when they meet them in the text. Ensure that the children understand the meaning of the vocabulary items on the list.

Now direct children to page 13 of their booklet or display the corresponding poster (2b). Read the first page of Moving House *to the children. Now answer the two practice questions with the children. Offer the same sort of support as you did previously. Make sure that the children understand how to answer the questions.*





Sourced from SATs-Papers.co.uk

what to say

Look at page 14. In a moment you can begin reading the text quietly to yourselves. Answer the questions on each page as you go along. You should look back at the text as often as you need to, to help you decide your answers.

Remember, there are two main sorts of question: those where you put a tick in the box next to the answer that you think is right and those where you write the answer on the dotted line. If you come across a question where you have to do something different, remember to read the question really carefully and it will tell you what to do.

what to do

If you are using the posters, now send the children back to their tables and ask them to complete the practice questions in their own booklets.

what to say

Now you can read quietly as you did before. Answer the questions on each page as you go along. Remember, if you change your mind about an answer, you should cross it out [or rub it out].

When you have finished one page you should turn over and read the next page. Keep going until you reach the end of the booklet. Don't forget to check that you have answered all the questions.

what to do

Check the children are not waiting at the end of each page. Remind the children to check they have not missed out any questions they are able to answer. Make sure that the children have reached the end of the booklet, question 28 on page 19.

End of the level 2 test

Sourced from SATs-Papers.co.uk

Marking the level 2 test

When the children have completed the test, mark it, giving marks as appropriate for a correct answer. The mark scheme helps you to identify appropriate answers, giving one mark for each correct answer. Mark boxes have been provided in the margin of the test booklet, beside each item. In addition, a box has been provided at the far right-hand side of each double-page spread to enter the total marks that the children obtain for the set of questions that appear on those two pages. Marking the multiple-choice questions is simply a matter of checking that the child has ticked the correct box. If additional boxes have been ticked, no marks should be awarded. The other questions require a single word or short response.

Examples of actual answers given by children when the test was trialled are shown in the mark scheme overleaf. You will need to make decisions about the answers given by your children. Try to take account of what the child actually means, even though it may not be well expressed. If a child's response does not answer the question, it should be marked as incorrect even though you may understand why the child wrote it.

Children should not be penalised for poor handwriting or spelling errors.

The 'Assessment focus' column provides fuller information about the assessment focus of the question, ie the particular reading process or skill the child needs to draw on in order to obtain their answer. These focuses are now used across key stages 1–3 and assess children's ability to:

1 use a range of strategies, including accurate decoding of text, to read for meaning

2 understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

3 deduce, infer or interpret information, events or ideas from texts

4 identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

5 explain and comment on writers' use of language, including grammatical and literary features at word and sentence level

6 identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader

7 relate texts to their social, cultural and historical contexts and literary traditions.

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It is intended that these focuses will enable teachers to gain clearer diagnostic information from their children's performance. Assessment focus 1 underlies the reading of and response to the text and questions in the tests. Not all focuses will be appropriate to, or appear in, any one test at any given level.

An optional grid for test analysis is provided, as a loose sheet, with this *Teacher's guide*. This also provides details of assessment focuses to allow teachers to record and analyse their children's performance in this way if they wish.

The symbol '✔' is used to indicate acceptable answers, while the symbol '✗' indicates an unacceptable answer.

Moving House

Shadow

Question	*Assessment focus*	*Answer*	*Mark*
A	2	✔ Rosy.	**practice**
B	2	✔ When she moved.	**practice**
C	2	✔ Rosy/she was rude/bad tempered.	**practice**
1	2	✔ Through the wood.	**1**
2	2	✔ Strange.	**1**
3	2	✔ Her (old) friends. ✔ Her (old) home/house.	**1** mark for **both** correct
4	2	✔ Scary.	**1**
5	5	✔ Swirling.	**1**
6	2	✔ Lying (still/down). ✔ Looking at Rosy/her. *Also accept:* ✔ It was still.	**1**
7	3	✔ She was lonely. ✔ The rabbit was hurt.	**1** mark for **both** ticked correctly
8	2	✔ Because he followed her around/everywhere. ✔ He was like her shadow.	**1**
9	3	✔ He ran after the dog.	**1**
10	2	✔ (In every room) in her/the house and neighbourhood. *Also accept:* ✔ In her/the house. ✔ In her/the neighbourhood. ✔ In every room. ***Unacceptable:*** ✗ Under the bed. ✗ She looked everwhere.	**1**

Sourced from SATs-Papers.co.uk

Question	Assessment focus	Answer	Mark
11	3	✔ Because she missed Shadow/her rabbit. ✔ Because she was thinking about Shadow/her rabbit. ✔ Because she couldn't find Shadow. *Also accept:* ✔ Because she could only think about her new friend. ***Unacceptable:*** *Answers which do not imply something about the rabbit specifically:* ✗ Sad.	**1**
12	3	✔ To write a 'lost rabbit' poster.	**1**
13	2	✔ Nancy.	**1**
14	3	✔ Because Rosy is happy now (she has a friend). ✔ Because she has Nancy/a friend. *Also accept:* ✔ Because they walk to school together. ✔ Because she isn't lonely. ✔ Because they play in the wood. ✔ Because they are together. ***Unacceptable:*** ✗ She was used to it.	**1**
15	3	✔ She made a new friend.	**1**
16	4	✔ She didn't like it/it was not good. ✔ Not fun because she had no friends. ✔ Like she didn't want to live there. ✔ (It was) horrible/nasty/scary/strange. ✔ Sad/lonely/unhappy. *Also accept:* ✔ Missing her friends. ***Unacceptable:*** *Answers which relate to the wood, not her home, eg* ✗ Spooky.	**1**
17	4	✔ (She thought it was) nice/good/great/lovely/beautiful. ✔ She liked it. ✔ Happy/excellent/joyful. ***Unacceptable:*** ✗ She made a new friend.	**1**

Moving House

Question	Assessment focus	Answer	Mark
A	2	✔ Moving house.	**practice**
B	2	✔ Information.	**practice**
18	2	✔ In a box.	**1**
19	2	✔ Her bed was in pieces.	**1**
20	4	✔ Because it is what the children said.	**1**

Sourced from SATs-Papers.co.uk

Question	Assessment focus	Answer	Mark
21	2	✔ Nothing was in the right place. ✔ The stairs were the wrong way round. ✔ It didn't seem right/nothing seemed right. ✔ Everything was different/it is different. ***Unacceptable:*** ✗ Everything.	**1**
22	3	✔ Because they ate (fish and chips) out of paper. ✔ They sat on the floor to eat (fish and chips). ✔ He ate with his fingers/hands. ***Unacceptable:*** ✗ Jamie/he sat on the floor. ✗ Fish and chips.	**1**
23	2	✔ Prowled around. ✔ Sniffed.	**1** mark for **both** ticked correctly
24	6	✔ Any one of children justified by appropriate reference to the text, eg Abigail – it was funny finding her brother in a box. Kavita – it must have been fun to sleep on the floor. Ryan – he got to play with his friend/he didn't have to do any packing. Jamie – he ate his tea out of the paper/with his fingers. Keegan – it was interesting to see what the cat did when it had a new house. *Also accept:* ✔ Rosy – she found a rabbit.	**1**
25	4	✔ The parts of the van.	**1**
26	2	✔ Controls/works the engine. ✔ Controls the van. *Also accept:* ✔ Because it puts the engine on/gets the engine ready.	**1**
27	2	✔ So things don't get broken. ✔ To keep the things safe. ✔ So they don't get broken. ***Unacceptable:*** ✗ To fix/hook things on.	**1**
28	2	✔ By pressing the button (on the side of the lorry). ✔ It moves by buttons on the side. ✔ By a button. ✔ They press a button. ***Unacceptable:*** ✗ Button.	**1**

The maximum score is 28.

Sourced from SATs-Papers.co.uk

Finding the level

Add up each child's total score out of a maximum of 28 marks (not including the practice questions), and write the total in the box on the front cover of the child's question booklet. Then refer to the table below to find the level and the grade. Also enter this on the front cover of the booklet. This information will then be available to transfer onto any recording document.

Evidence shows that it is easy to make careless slips in adding up total scores, and these slips could disadvantage the child; thorough checking and rechecking are, therefore, strongly recommended.

These levels and gradings are based on the results of extensive classroom trials.

Number of marks	***0–6 (inclusive)***	***7–11 (inclusive)***	***12–19 (inclusive)***	***20–28 (inclusive)***
Level	Level 2 not achieved	Level 2C achieved	Level 2B achieved	Level 2A achieved

Sourced from SATs-Papers.co.uk

Administering the level 3 test

This test is designed for children working at level 3.

Resources

The teacher will need:

- a copy of the level 3 reading booklet, *Stones and Bones*
- a question booklet, *Stones and Bones*.

Each child will need:

- a pen or pencil
- a rubber (optional). If rubbers are not provided, you should tell the children that they may cross out any answers they wish to change
- a copy of the level 3 reading booklet, *Stones and Bones*
- a question booklet, *Stones and Bones*.

Administering the test fairly

In order to ensure that the test is administered fairly in different classrooms, it is important that all teachers behave in a similar way while the test is in progress.

THEREFORE YOU MUST:

- ensure that the children can work undisturbed, individually and without access to materials that could give them an unfair advantage. Changes to the usual classroom layout may be necessary. It is important that you decide on seating arrangements before the start of the test, in order to avoid any unnecessary confusion
- ensure that the children work on their own and that they do not discuss questions or copy answers. Some teachers have found one or more of the following strategies helpful to ensure that children cannot see each other's work: seating children at the ends of tables; seating children individually in a larger space; providing a blank sheet of paper to cover completed work on the open page; using large picture books, etc to create table screening between children
- observe the children throughout the test to ensure that they do not copy from or distract each other
- ensure that wall displays, etc in the classroom do not give the children an unfair advantage
- encourage the children to stay on task and to work at an appropriate pace, moving on to the next question promptly when it is clear that they cannot spend any more time productively on the question they are working on
- encourage the children to check all their work carefully when they have finished.

Sourced from SATs-Papers.co.uk

DO NOT:

- give help with the reading, as this will invalidate the assessment
- give clues which help the children to work out the answer to a question
- rephrase or rewrite any part of the test
- prompt the children to confirm or change answers by pointing, frowning, smiling, head shaking or nodding, offering rubbers or asking leading questions.

Teachers of children with special educational needs should refer to the further guidance on pages 5–8 of this guide.

Starting the test

When you have decided on seating arrangements, give each child a reading booklet and a question booklet and make sure they have the resources they need. Ask the children to write their names in the space provided on the front cover of the question booklet, and introduce the test in your own words, making sure you cover the points outlined in the introduction below. To ensure that the testing is carried out in a standard way in all schools, it is important that your introduction does not exceed the information set out below.

Introduction

Tell the children:

- that you will help them at the beginning of the test, but that when they are working on their own they should think of their own answers and not discuss them with others – collaborative work and copying are not allowed
- that if they make a mistake, they should change their answer by rubbing or crossing it out
- that they should work steadily through the questions rather than stop on any one question
- that there will be a break in the middle of the test (such as playtime or lunchtime)
- how long the test session will be.

Working through the test

Suggested instructions for you to read out to the children are given in the yellow boxes that follow. **The wording of these instructions can be adapted, provided the meaning is retained.** You should use words and phrases familiar to the children, and you may repeat them as many times as necessary to ensure that the children understand. The sentences in italics are prompts for you and are not intended to be read out. **You should also hold up and point out features in the test booklet during the practice sections.**

Sourced from SATs-Papers.co.uk

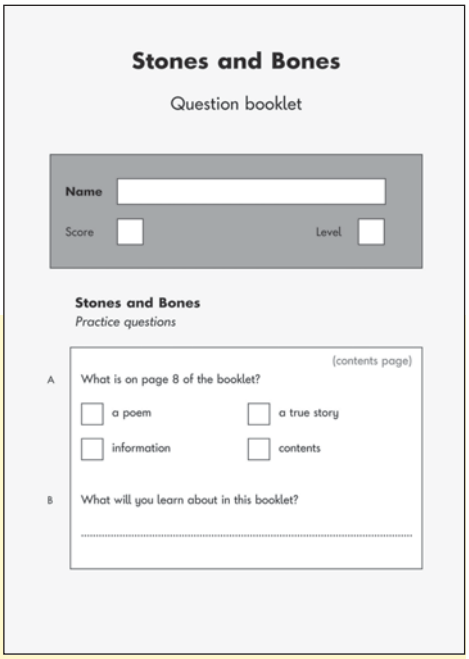
First session ***How do we know about Dinosaurs?* and *At the Museum***

what to do

Give out the reading booklet Stones and Bones *and the question booklet. Hold up your copy of the booklets and show the children the contents.*

Read the contents page to the children. Ask them to follow the text as you read.

Before you move on to the practice questions in the question booklet, check that the children have understood what you have read. Ask a few questions, eg 'What different kinds of texts will you read in this booklet?' Children should be made familiar with any unfamiliar vocabulary on this introductory page.


Stones and Bones

Question booklet

Name

Score

Level

Stones and Bones

Practice questions

(contents page)

A What is on page 8 of the booklet?

a poem

a true story

information

contents

B What will you learn about in this booklet?

what to say

Look at the front cover of your question booklet. There are two questions about the page I have just read. The page number tells us where to look for the answers. Let's look at the first question. It says 'What is on page 8 of the booklet?' Then you can see four boxes and four different answers. Which one do you think is the right answer? You should only put a tick in one box.

If you are not sure, have a go at answering it, making the best guess you can.

what to do

Allow the children time to tick a box. Then allow the children to share their answers as a group.

what to say

The right answer is 'a true story'. So you should have ticked the box which says 'a true story'.

If you change your mind about an answer, you can cross it out clearly [or rub it out].

Let's look at the second question. Read what it says to yourself. You have to write what you think is the best answer on the dotted line. Do that now.

If you are not sure, have a go at answering it, making the best guess you can.

what to do

Pause while the children write their answers, and check that they have understood what they should do. Remind them that they should rub out or cross out their answers if they wish to change them.

Sourced from SATs-Papers.co.uk

what to say

The contents page tells us that we will read three texts about fossils and dinosaurs, so you could have written that we will learn about fossils and dinosaurs. It also tells us that we will read about someone called Mary Anning, so that would be a good answer as well.

what to do

Allow the children to comment on their own answers and to change them if they wish to do so. Make it clear that there may be different ways of expressing answers.

what to say

Listen carefully to what I say. You have a booklet for reading and a booklet with questions. There are questions about each part of the reading booklet.

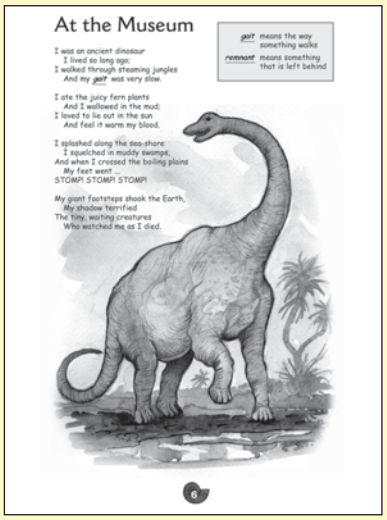
You should read the information text and the poem, and answer the questions about them in the question booklet. You should look back at the reading booklet as often as you need to, to help you decide your answers.

what to do

Hold up your copy of the reading booklet and show the children the poem At the Museum, *which starts on page 6. Direct their attention to the word box at the top of page 6, but do not read out the words or the definitions to the children. Discuss what it is and how the children might use it when they are reading the poem.*

what to say

Look at the word box at the top of page 6. What information does it give you? Why do you think it might be useful when you are reading the poem?



Now find page 4 of the reading booklet where the information text *How do we know about Dinosaurs?* begins. Do not open your question booklet yet. In a moment I want you to read these two pages quietly to yourself. When you have finished you can open the question booklet to read and answer the questions about *How do we know about Dinosaurs?* You should do all this by yourself. The page numbers show you which pages of the text to look back to for help. Remember, you can look back at the text whenever you need to.

When you are ready, you can move on to the next text, *At the Museum*. You should read it quietly to yourself, and then answer the questions about the text.

If you change your mind about an answer after you have written it down, you should cross it out [or rub it out].

Check that you have not missed out any questions by mistake and put your hand up when you have answered all the questions about both pieces of writing.

Sourced from SATs-Papers.co.uk

what to do

Tell the children that they may answer the questions in the question booklet and that they should stop when they have answered question 14 on page 6.

When all the children have completed the questions on both How do we know about Dinosaurs? *and* At the Museum, *there should be a break such as playtime or lunchtime.*

During the break, check the question booklets of children who may be reaching their limit. Those who clearly have not managed to answer more than two or three questions correctly may be given other work if you judge it would be inappropriate for them to continue with the test.

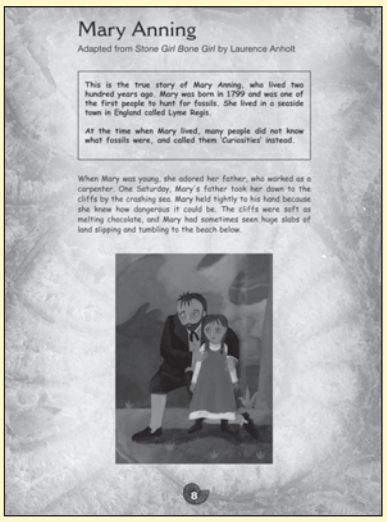
Second session — *Mary Anning*

what to do

Introduce the second part of the test – Mary Anning. *Explain to the children that next they will be reading the story and answering the questions about it. Read aloud the introductory paragraph contained in the box on page 8, and ask the children to follow the text as you read. They should be made familiar with any unfamiliar vocabulary in this section, such as 'Curiosities'. You may also wish to ask a few questions, eg 'Who is the story about?', 'Why did people call fossils Curiosities?', 'When did Mary Anning live?'*

what to say

You should read the rest of the story quietly to yourself. When you are ready, you should answer the questions in the question booklet. The page numbers in the brackets tell you where to look for the answers. Remember, you can look back at the text as often as you need to help you. If you change your mind about an answer, you can cross it out clearly [or rub it out]. Now you may begin.


Mary Anning

Adapted from Stone Girl Bone Girl by Laurence Anholt

This is the true story of Mary Anning, who lived two hundred years ago. Mary was born in 1799 and was one of the first people to hunt for fossils. She lived in a seaside town in England called Lyme Regis.

At the time when Mary lived, many people did not know what fossils were, and called them 'Curiosities' instead.

When Mary was young, she adored her father, who worked as a carpenter. One Saturday, Mary's father took her down to the cliffs by the crashing sea. Mary held tightly to his hand because she knew how dangerous it could be. The cliffs were soft as melting chocolate, and Mary had sometimes seen huge slabs of land slipping and tumbling to the beach below.

8

End of the level 3 test

Sourced from SATs-Papers.co.uk

Marking the level 3 test

When the children have completed the test, mark it, giving marks as appropriate for a correct answer. The mark scheme helps you to identify appropriate answers, and tells you how many marks to give each answer. Mark boxes have been provided in the margin of the text booklet, beside each item. In addition, a box has been provided at the far right-hand side of each double-page spread to enter the total marks that the children obtain for the set of questions that appear on the two pages. Marking the multiple-choice questions is simply a matter of checking that the child has ticked the correct box. If additional boxes or lines have been ticked, no marks should be awarded. The other questions require a single word or short response.

Examples of actual answers given by children when the test was trialled are shown in the mark scheme overleaf. You will need to make decisions about the answers given by your children. Try to take account of what the child actually means, even though it may not be well expressed. If a child's response does not answer the question, it should be marked as incorrect even though you may understand why the child wrote it.

Children should not be penalised for poor handwriting or spelling errors.

The 'Assessment focus' column provides information about the focus of the question, ie the particular reading process or skill the child needs to draw on in order to obtain their answer. These focuses are in use across key stages 1–3 and assess children's ability to:

1 use a range of strategies, including accurate decoding of text, to read for meaning

2 understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

3 deduce, infer or interpret information, events or ideas from texts

4 identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level

5 explain and comment on writers' use of language, including grammatical and literary features at word and sentence level

6 identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader

7 relate texts to their social, cultural and historical contexts and literary traditions.

It is intended that these focuses will enable teachers to gain clearer diagnostic information from their children's performance. Assessment focus 1 underlies the reading of and response to the text and questions in the tests. Not all focuses will be appropriate to, or appear in, any particular test at any level.

An optional grid for test analysis is provided, as a loose sheet, with this *Teacher's guide*. This also provides details of assessment focuses, to allow teachers to record and analyse their children's performance in this way if they wish.

Sourced from SATs-Papers.co.uk

The symbol '✔' is used to indicate acceptable answers, while the symbol '✗' indicates an unacceptable answer.

How do we know about Dinosaurs?

Question	Assessment focus	Answer	Mark
A	2	✔ A true story.	**practice**
B	2	✔ All about fossils and dinosaurs. ✔ A person called Mary Anning.	**practice**
1	2	✔ By studying fossils.	**1**
2	3	*Award marks for reference to the following, up to a maximum of 2 marks:* *Reference to the dinosaur being covered with mud:* ✔ They were/became covered with mud. ✔ They lay under the mud/They were lying under the mud. *Reference to the mud going hard/turning to stone/rock:* ✔ The mud went hard/dried up. ✔ The mud turned into stone/rock. *Reference to the bones turning to stone:* ✔ The bones turned into stone/They rotted into stone. NB Answers do not need to be on the appropriate line in the booklet, as long as the elements are in the correct order. ***Unacceptable:*** *Answers that refer to the dinosaur dying and/or lying on the ground/seabed, without reference to the above:* ✗ They were lying on the ground. ✗ They lay at the bottom of the sea. ✗ They died (and lay on the ground). *Imprecise answers or those which repeat the question:* ✗ They were in the soil. ✗ They became fossils.	**1** mark for each correct answer (up to **2** marks)
3	2	*Award 1 mark for references to the rocks/cliffs, or to being underground:* ✔ (In/Under/On) rocks/cliffs. ✔ In the ground/in the earth. ✔ Underground/under the ground. ***Unacceptable:*** *Answers that refer to mud without reference to any of the above:* ✗ Underneath the mud. ✗ In the mud. *Incorrect answers:* ✗ In the sea/under water. ✗ Where the dinosaur died. ✗ In the jungle. ✗ On the ground. ✗ They dig them up.	**1**

Sourced from SATs-Papers.co.uk

Question	Assessment focus	Answer	Mark
4	2	✔ To protect them.	**1**
5	2	*Award 1 mark for each part correct, to a maximum of 2 marks:* ✔ What they looked like. ✔ How/if they walked. ✔ How/if they flew. ✔ What kinds of food it ate/what they ate/if it was a plant eater or a meat eater. *Also accept:* ✔ How they moved. ✔ How big they were/their size. ✔ What creature/kind of dinosaur the bones came from/ who they belong to/the name of the dinosaur. ***Unacceptable:*** ✗ What their bones look like. ✗ Where the bones came from. ✗ How the dinosaur died. ✗ They study the fossils to work out as much as they can. ✗ They have been under ground. ✗ They have lived for millions of years and died. ✗ What noise the creature made. ✗ That they existed.	**1** mark for each correct answer (up to **2** marks)
6	4	*Award 1 mark for answers that refer explicitly to or clearly imply order or sequence:* ✔ To show you where to go next/what to look at next. ✔ To show what happened next. ✔ To show what order it goes in. ✔ The arrows are going round in order of what happened. ✔ To tell you which way to go (when you read the information). ***Unacceptable:*** ✗ To make sure you don't get muddled up. ✗ To make it easier to read. ✗ It is the dinosaur's life cycle. ✗ It is a timeline. ✗ To show you what happened. ✗ To show you when it happened. ✗ It shows how the dinosaurs began and ended up extinct. ✗ To show which picture goes with the writing.	**1**

Sourced from SATs-Papers.co.uk

Question	Assessment focus	Answer	Mark
7	6	*Award 1 mark for:* ✔ The (giant/ancient) dinosaur. *Also accept:* ✔ The Brachiosaurus/Diplodocus (or similar kind of dinosaur). ✔ The plant-eater. ✔ The long-neck. ***Unacceptable:*** ✗ Tony Bradman. ✗ The narrator. ✗ Verse 8/at the end.	**1**
8	2	✔ In the jungle.	**1**
9	5	*Award 1 mark for each of the following correct words, to a maximum of 2 marks:* ✔ Splashed/splash. ✔ Squelched/squelch. *Allow the above words written as part of a short phrase, but not the whole line from the poem. For example:* ✗ I splashed along the sea-shore. ✗ I squelched in muddy swamps.	**1** mark for each correct answer (up to **2** marks)
10	6	✔ My giant footsteps shook the Earth.	**1**
11	3	*Award 1 mark for references to the other creatures eating the dinosaur:* ✔ (They) ate it. ✔ They were eating his skin. ✔ They ate the meat off him. ✔ They had him as a meal. *Also accept:* ✔ The dinosaur was a meal for others/he was a meal for them. ✔ The dinosaur was food for other animals/creatures. ***Unacceptable:*** ✗ They watched him die/till he died.	**1**
12	5	✔ Locked.	**1**
13	3	*Award 1 mark for:* ✔ In a museum. ***Unacceptable:*** ✗ In a display. ✗ In the jungle. ✗ Underground.	**1**
14	4	✔ Lines 2 and 4.	**1**

Sourced from SATs-Papers.co.uk

Mary Anning

Question	Assessment focus	Answer	Mark
15	2	*Award 1 mark for:* ✔ To the cliffs. *Also accept:* ✔ To the beach. ✔ To the seaside. ✔ Down to the crashing sea. ✔ Near/by the sea. ***Unacceptable:*** ✗ To hunt for fossils. ✗ To the mountains/to an island. ✗ Lyme Regis.	**1**
16	2	*Award 1 mark for answers that refer to Mary's awareness that the cliffs were dangerous:* ✔ She knew the cliffs/they were dangerous. ✔ She knew how dangerous it could be. ✔ She knew it was not safe. ✔ So she wouldn't fall off. ✔ She did not want to fall down. ✔ So she wouldn't slip/in case she slipped. *Also accept:* ✔ Because the cliffs were like melting chocolate. ✔ Because it was slippery and soft. ✔ Because she was scared. ✔ Because the waves were crashing/the sea was dangerous/ rough. ***Unacceptable:*** ✗ So they could stay together. ✗ So she didn't get lost.	**1**
17	5	✔ They were soft.	**1**
18	3	*Award 1 mark for answers referring to Mary's thoughts about her experiences/the cliff, or to her feelings of excitement:* ✔ She thought the cliffs were full of treasure/she thought there were lots of fossils. ✔ She was thinking about what had happened that day. ✔ She was thinking about the treasure in the rocks. ✔ She kept thinking about the fossil/the cliff. ✔ Because the cliffs/rocks were full of treasure. ✔ She was dreaming about the treasure/curiosity. ✔ She was excited about the fossil. ✔ Her head swirled with thoughts/was full of thoughts. ***Unacceptable:*** *unspecific, minimal or incorrect answers:* ✗ Because she was pleased/happy. ✗ Because she had never heard that word before. ✗ Because she was thinking about the sea monster.	**1**

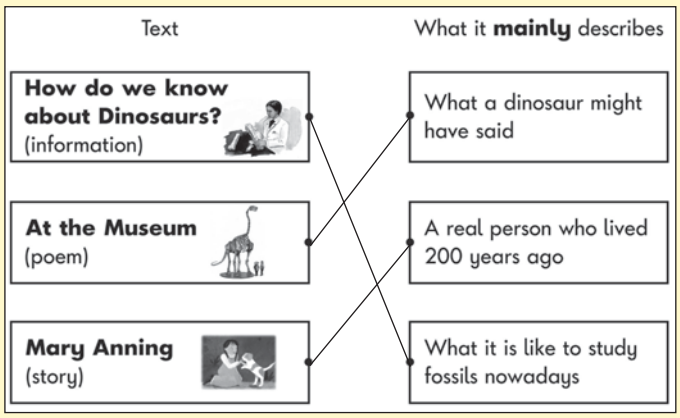
Sourced from SATs-Papers.co.uk

Question	Assessment focus	Answer	Mark
19	3	*Award 1 mark for references to the fact that the sisters were impressed:* ✔ They were surprised/shocked/amazed/excited. ✔ Because they didn't know she had them. ✔ The fossils were so wonderful/pretty. ✔ They thought the collection was wonderful. ✔ Because they were so beautiful/precious. ✔ They had never seen such lovely fossils/they were the nicest ones they had ever seen. *Also accept:* ✔ Because they liked the fossils. ✔ "What wonderful fossils!" ✔ They thought they were the only people that found them. ✔ Because they collect them as well/they had some too. ✔ Because they were interested in fossils. ***Unacceptable:*** ✗ Because they were jealous. ✗ Because they had never seen so many/she had a lot. ✗ Because of the fossils.	**1**
20	2	*Award 1 mark for answers that specify who told Mary about the sea monster:* ✔ Annie showed her a (huge) tooth. ✔ Annie Philpot told her/from Annie Philpot. ✔ One of the Philpot sisters told her. ✔ The sister showed her a tooth. ✔ Her friend/a girl/a lady showed her the big tooth. ✔ From the Philpot sisters. *Also accept references to seeing the tooth:* ✔ There was a great big tooth from the sea monster. ✔ By the tooth. ✔ She saw the (big) tooth. ***Unacceptable:*** *imprecise responses that do not answer the question:* ✗ Annie Philpot. ✗ The sisters. ✗ Her friend. ✗ Her mother/father told her. ✗ A tooth.	**1**

Sourced from SATs-Papers.co.uk

Question	Assessment focus	Answer	Mark
21	3	*Award 1 mark for answers referring to Mary getting/ fetching/finding her dog:* ✔ To get her dog (back/down). ✔ To find the dog. ✔ To see where her dog was. ✔ To save/rescue her dog. ✔ Her dog would not move. *Also accept answers referring to seeing what the dog wanted/why he was up there:* ✔ Because her dog was there and wouldn't come down. ✔ She wondered what he was digging up. ✔ To see why the dog was scratching. ✔ To see what the dog wanted/had found/was doing. ✔ Because the dog had found the sea monster. ✔ Because the dog had found something. *Also accept answers that just refer to the dog being on the cliff:* ✔ Because her dog was up there. ✔ Because she heard a bark coming from the cliff. ✔ The dog was barking. ***Unacceptable:** imprecise or incorrect answers:* ✗ To see what was going on/to look at something. ✗ To see what was there. ✗ Because the dog was stuck. ✗ To find curiosities for her shop. ✗ To find some treasure.	**1**
22	5	*Award 1 mark for references to the speed of the news:* ✔ It spread quickly. ✔ It was going fast. *Also accept references to the fact that it was widespread:* ✔ It spread to everyone/everywhere. ✔ Everybody knew/was interested. ✔ People told each other about it. ✔ It went all around/over/through the town. ✔ It spread for miles around. ***Unacceptable:*** *Answers that repeat the question:* ✗ It spread like fire through the town. *Answers that refer to crowds gathering, but which do not explain what the language means:* ✗ An excited crowd gathered on the beach. ✗ The crowds came.	**1**

Sourced from SATs-Papers.co.uk

Question	Assessment focus	Answer	Mark
23	3	*Answers must refer to finding the sea monster/the most important fossil:* ✔ Because she had made an important discovery. ✔ Because she had found the sea monster/Ichthyosaurus/ skeleton. ✔ She had found the special/big fossil. *Also accept:* ✔ They were excited **about what Mary had found**. ***Unacceptable:*** *imprecise/vague answers:* ✗ Because she had found a fossil/she found it. ✗ Because she had lots of fossils. ✗ She found a fossil but the sisters did not/they were jealous. ✗ They wanted to find the sea monster/to find it first. ✗ They were excited/surprised [with no reason why]. ✗ They liked it.	**1**
24	6	✔ To show how big it was.	**1**
25	4	✔ Mary saw the Philpot sisters' collection of Curiosities….2 The Ichthyosaurus was put on display……..4 The little dog discovered the sea monster……3 Mary's father found a Curiosity……1	**1** mark for all **3** correct
26	3	✔ 	All matched correctly for **1** mark

The maximum score is 29.

Sourced from SATs-Papers.co.uk

Finding the level

Add up each child's total score out of a maximum of 29 marks (not including the practice questions), and write the total in the box on the front cover of the child's question booklet. Then refer to the table below to find the level. Also enter this on the front cover of the booklet. This information will then be available to transfer onto any recording document.

Evidence shows that it is easy to make careless slips in adding up total scores, and these slips could disadvantage the child; thorough checking and rechecking are, therefore, strongly recommended.

Number of marks	***0–16 (inclusive)***	***17–29 (inclusive)***
Level	Level 3 not achieved	Level 3 achieved

Sourced from SATs-Papers.co.uk

Administering the spelling test

The spelling test

Please note the following points:

- The spelling test consists of 20 words, comprising 10 picture items and 10 target words contained in a dictation passage.
- Partial credit is **not** given for writing the initial letter(s) correctly in this test; only the correct spelling of the whole word is credited.
- The number of correct words from the spelling test should be converted into a spelling mark and combined with the total score from the writing task to find the overall level for writing.
- No separate level is reported for spelling.

Children's success in spelling words in a test of this kind can yield important information about the strengths or weaknesses in their knowledge of word structure or their ability to map sounds to letters.

Resources

Each child will need:

- a pen or pencil
- a rubber (optional). If rubbers are not provided, you should tell the children that they may cross out any answers they wish to change
- a copy of the levels 1–3 spelling sheet, *Animals*.

Administering the test fairly

In order to ensure that the test is administered fairly in different classrooms, it is important that all teachers behave in a similar way while the test is in progress.

THEREFORE YOU MUST:

- ensure that the children can work undisturbed, individually and without access to materials that could give them an unfair advantage. Changes to the usual classroom layout may be necessary. It is important that you decide on seating arrangements before the start of the test, in order to avoid any unnecessary confusion
- ensure that the children work on their own and that they do not discuss questions or copy answers. Some teachers have found one or more of the following strategies helpful to ensure that children cannot see each other's

Sourced from SATs-Papers.co.uk

work: seating children at the ends of tables; seating children individually in a larger space; providing a blank sheet of paper to cover completed work on the open page; using large picture books, etc to create table screening between children
- observe the children throughout the test to ensure that they do not copy from or distract each other
- ensure that wall displays, etc in the classroom do not give the children an unfair advantage
- encourage the children to stay on task and to work at an appropriate pace, moving on to the next word promptly when it is clear that they cannot spend any more time productively on the word they are working on
- encourage the children to check all their work carefully when they have finished.

DO NOT:

- prompt the children to confirm or change answers by pointing, frowning, smiling, head shaking or nodding, offering rubbers or asking leading questions.

Teachers of children with special educational needs should refer to the further guidance on pages 5–8 of this guide.

Starting the test

When you have decided on seating arrangements, give each child a test sheet and make sure they have the resources they need. Ask the children to write their name in the space provided on the front cover of the sheet, and introduce the test in your own words, making sure you cover the points outlined in the introduction below. To ensure that the testing is carried out in a standard way in all schools, it is important that your introduction does not exceed the information set out below.

Introduction

Tell the children that:

- you will help them at the beginning of the test, but that when they are working on their own they should think of their own answers and not discuss them with others – collaborative work and copying are not allowed
- if they make a mistake, they should change their answer by rubbing or crossing it out
- they may find that some of the words are easy to spell and some are harder. If they are not sure how to spell a word, they should have a go and write the letters that they think are correct.

Sourced from SATs-Papers.co.uk

Working through the test

Suggested instructions for you to read out to the children are given in the yellow boxes that follow. **The wording of these instructions can be adapted, provided the meaning is retained.** You should use words and phrases familiar to the children, and you may repeat them as many times as necessary to ensure that the children understand. The sentences in italics are prompts for you and are not intended to be read out. **You should also hold up and point out features on the spelling sheet during the practice sections.**

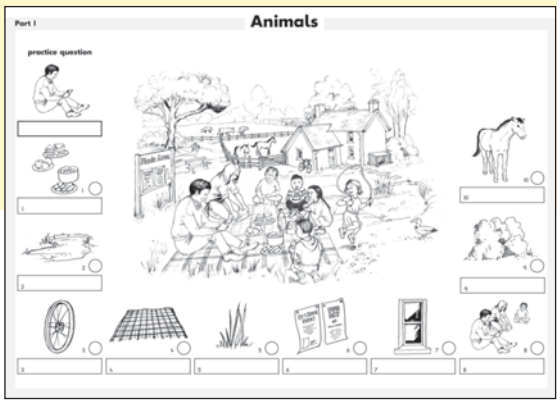
what to do

Hold up your copy of the spelling sheet and show the children the two different sections it contains.

Part 1

what to say

Look at the picture page. Can you see a picture of a farm? Look carefully and you'll see all the small pictures somewhere in the farm.



what to do

Discuss with the children the large picture and the picture items around it. Make sure the children know what each picture represents. The target words are:

man (practice word)

1. food	**2. pond**	**3. wheel**	**4. blanket**	**5. grass**
6. posters	**7. window**	**8. people**	**9. bushes**	**10. horse**

what to say

Now look at the small pictures. Look first at the one in the top left-hand corner. What do you think the picture here shows?

what to do

Ensure that all the children know that the picture shows a man.

what to say

I want you to write the word 'man' in the box underneath the picture. Write the word for yourself.

what to do

Check that the children understand the mode of answering. When they have attempted the word 'man', you should tell them what the letters in the word are.

Sourced from SATs-Papers.co.uk

what to say

Let's look at the next picture [food].

It is some food.

Write the word 'food'. If you are not sure how to write the word, have a go and write the letters which you think look right.

If you change your mind about an answer, you can cross it out clearly [or rub it out].

what to do

Go through all the pictures on this page in turn. Dictate the words to the children to ensure that they know what is being portrayed and which word they should write each time.

You should look at their work as the children proceed through these questions. If a picture has been misinterpreted, you should tell the child the intended word. You should remind the children as often as necessary what the pictures represent.

When all the children have finished, tell them to put their pen or pencil down and listen.

The length of this test should make it possible to administer it in one session. Exceptionally, if you judge that it may be inappropriate for a child to do the whole test, it would be possible to pause between the two parts of the test to check progress. Check the answers of children who may have difficulty. Those who clearly have not managed to answer more than two or three words correctly may be given other work if you judge it would be inappropriate for them to continue with the test.

Part 2

The dictation text for this part of the test is reproduced on page 39. Target words are underlined and printed in bold. The first word is a practice word.

what to say

I am going to read a story. It is called *How the Camel got his hump*. You do not need to do anything yet. Just listen carefully.

what to do

Read the story to the children, including the target words (page 39).

what to say

Now look at the writing on the other side of your sheet. It is the same information but with some words missing.

I am going to read the story to you again. When we come to a space, wait for me to tell you the word and then write it in the space. If you are not sure how to write the word, just have a go and write the letters which you think look right.

Sourced from SATs-Papers.co.uk

what to do

Read to the word 'hot' in the dictation passage on the next page, and check that all children have understood that 'hot' should be written in the first blank space. When the children have attempted this, you should tell them what the letters in the word are and allow them to correct any errors if they wish.

Read the rest of the passage through, pausing at each word in bold and allowing the children time to write. The target words may be repeated.

End of the spelling test

Sourced from SATs-Papers.co.uk

Dictation passage

How the Camel got his hump

There was once a Camel who lived in the middle of a ***hot*** desert. He did not want to work. So he just ate ***sticks*** and thorns. When anybody ***spoke*** to him he said 'Humph!' Just 'Humph' and no more.

On Monday the Pony came to him with a saddle on his back. He said 'Camel, oh Camel, come out and ***trot*** like the rest of us.' 'Humph!' said the Camel and the Pony went away. On ***Tuesday*** the Dog came to him with a twig in his mouth. He said 'Camel, oh Camel, come and ***fetch*** and ***carry*** like the rest of us.' 'Humph!' said the Camel and the Dog ***walked*** off.

The Pony and the Dog had to work harder ***because*** the Camel would not work.

On Wednesday the man who was in charge of all the animals went to see the Camel. He said 'You have ***given*** the other two extra work since Monday.' 'Humph!' said the Camel. 'I wouldn't say that again' said the man. 'Humph!' said the Camel again.

But no sooner had he said it than he saw his back puffing up into a great big humph. And ever since that day, the Camel always wears a humph. We call it a 'hump' now, not to hurt his ***feelings***.

Sourced from SATs-Papers.co.uk

Marking the spelling test

Partial credit is **not** given for writing the initial letter(s) correctly in this test; **only** the correct spelling of the whole word is credited.

When marking the children's spelling, give credit where the spelling is accurate and the child's intention is clear. Ignore any incorrect use of capital and lower-case letters. Ignore spaces between letters, as long as all the letters are present and in the correct order.

The number of correct words from the spelling test will be converted into a spelling mark. This spelling mark will be added to the total score from the writing task to find the overall level awarded for writing.

Part 1 – picture items

Word	***Answer*** ***1 mark*** *for the whole word*
practice	**man**
1	food
2	pond
3	wheel
4	blanket
5	grass
6	posters
7	window
8	people
9	bushes
10	horse

Part 2 – dictation passage

Word	***Answer*** ***1 mark*** *for the whole word*
practice	**hot**
11	sticks
12	spoke
13	trot
14	Tuesday (or tuesday)
15	fetch
16	carry
17	walked
18	because
19	given
20	feelings

The maximum score is 20.

Sourced from SATs-Papers.co.uk

Finding the spelling mark to add to the writing mark

Add up the number of correct words for each child out of a maximum of 20 (not including the practice questions), and write the number in the 'Total words correct' box on the front cover of the spelling sheet. Then circle the total in the table, also on the front cover of the child's spelling sheet, and read across the table to convert the number of correct words to a spelling mark. Circle this mark, which will be added to the writing score to find the overall writing level, and write it in the 'Spelling mark awarded' box. This information will then be available, should you wish to transfer it onto any recording document.

Evidence shows that it is easy to make careless slips in adding up total scores, and these slips could disadvantage the child; thorough checking and rechecking are, therefore, strongly recommended.

The table below shows how to convert the number of words spelled correctly to a spelling mark. This information is reproduced on the front cover of the child's spelling sheet in a format designed to reduce errors in converting the number of correct words to a spelling mark.

Number of words correct	*Mark awarded*
0	0
1–3	1
4–6	2
7–9	3
10–12	4
13–15	5
16–18	6
19–20	7

Sourced from SATs-Papers.co.uk

Age standardised scores

This section provides age standardised scores from the 2007 key stage 1 English tests. Scores are provided for the level 2 reading test, *Moving House,* the level 3 reading test, *Stones and Bones,* and the spelling test, *Animals*. The scores are for **optional** use, and you need only refer to this section if you wish. The purpose of the information set out here is to allow you to convert the child's actual score in the tests – the 'raw score' – to an age standardised score. Age standardised scores take into account the child's age in years and months, so you have an indication of how each child is performing relative to other children of the same age. However, age standardised scores will not affect the child's level achieved in the tests.

The tables were calculated from the results of standardisation trials of each test with over 2,000 children in a nationally representative sample of schools. The information in the tables is specific to each test and cannot be used for any others.

Working out age standardised scores

You will need each child's test score and age at the time of testing, in years and *completed* months. For example, a child born on 30 March 2000 and tested on 15 May 2007 would be 7 years and 1 month old.

Using the relevant table on pages 44–46, you can convert the raw test score into an age standardised score by:

- locating the child's age in years and completed months at the time the test was taken, along the top of the table
- locating the child's raw test score down the left side of the table
- reading off the standardised score from where the row and column meet.

The average standardised score is 100. A higher score is above average and a lower score is below average. About two-thirds of the children will have standardised scores of between 85 and 115. Almost all children fall in the range 70 to 130, so scores outside this range can be regarded as exceptional.

Making use of age standardised scores

If you choose to find the standardised scores, you may use this additional information about the children's performance in any way you wish.
For example:

- You may decide to inform parents about how a child's performance in the test relates to his or her age at the time the test was taken, eg *a standardised score of 112 shows us that the child's performance was above average for his or her age.*

Sourced from SATs-Papers.co.uk

- The progress made by a class or a school can be monitored from one year to the next. Age standardised scores can be calculated and reported for individual children. However, because of the nature of the scores and the fact that they are a statistical estimate (see 'Confidence bands' below), the scores are much more reliable when calculated for groups of children. In addition, if scores are reported to parents, the fact that a child who is making typical progress from year to year will remain on a similar age standardised score will need to be explained.
- Similarly, standardised scores could be used to consider differences in performance between boys and girls, or between children who are learning English as an additional language and those who are not, in your school. (This will give you useful information only if the group is reasonably large; the average of just a few children is not a reliable indicator.)

National comparisons – using the shaded bands

The tables of standardised scores are divided into five shaded bands. These bands give an indication of how the scores relate to the national population. The band nearest the top of a table contains the scores that correspond to the lowest fifth of the population; the next band, the next fifth; and so on. If a child has a score in the final band, you know that his or her score is in the top 20 per cent nationally, once age has been taken into account. This highest band does not apply to the level 2 reading test.

***

Very low and very high standardised scores are printed in the table as ***. This means that they would be below the lowest score in the table or above the highest, but cannot be calculated with the necessary degree of statistical reliability. If an exact score is needed, for example to calculate an average for the class, the next score below or above should be used as appropriate for these children. For example, 69 or 141 should be used in the level 3 reading test.

Confidence bands

Any scores derived from a short test are subject to some margin of error. A margin of error does not mean children have been assessed incorrectly. It is simply a statistical estimate, based on the fact that tests can only sample the particular area of learning that they assess. To indicate how wide this margin of error is likely to be, a '90 per cent confidence band' has been calculated. This means that you can be 90 per cent sure that the child's true score lies within the confidence band. The 90 per cent confidence band is plus or minus 8 for the level 2 reading test, plus or minus 12 for the level 3 reading test and plus or minus 8 for the spelling test. So, for example, if a child has a standardised score of 110 in the level 2 reading test, you can be 90 per cent certain that the true score is between 102 and 118.

Sourced from SATs-Papers.co.uk

Reading (level 2) – *Moving House*

Raw score	Age in years and months																		
	6.05	6.06	6.07	6.08	6.09	6.10	6.11	7.00	7.01	7.02	7.03	7.04	7.05	7.06	7.07	7.08	7.09	7.10	7.11
0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
1	71	71	71	71	71	70	70	70	70	70	70	***	***	***	***	***	***	***	***
2	77	77	76	76	76	76	76	75	75	75	75	75	74	74	74	74	74	74	73
3	80	80	80	79	79	79	79	79	78	78	78	78	78	77	77	77	77	77	77
4	82	82	82	82	82	81	81	81	81	81	80	80	80	80	80	79	79	79	79
5	84	84	84	84	83	83	83	83	83	83	82	82	82	82	82	81	81	81	81
6	86	86	86	85	85	85	85	85	84	84	84	84	84	83	83	83	83	83	83
7	87	87	87	87	87	86	86	86	86	86	85	85	85	85	85	85	84	84	84
8	89	88	88	88	88	88	88	87	87	87	87	87	86	86	86	86	86	85	85
9	90	89	89	89	89	89	89	88	88	88	88	88	88	87	87	87	87	87	87
10	91	90	90	90	90	90	90	89	89	89	89	89	89	88	88	88	88	88	88
11	92	91	91	91	91	91	91	90	90	90	90	90	90	89	89	89	89	89	89
12	93	92	92	92	92	92	92	91	91	91	91	91	91	90	90	90	90	90	90
13	94	94	93	93	93	93	93	92	92	92	92	92	91	91	91	91	91	91	90
14	95	95	94	94	94	94	94	93	93	93	93	93	92	92	92	92	92	92	91
15	96	96	95	95	95	95	95	95	94	94	94	94	94	93	93	93	93	93	92
16	97	97	96	96	96	96	96	96	95	95	95	95	95	94	94	94	94	94	93
17	98	98	98	98	97	97	97	97	96	96	96	96	96	95	95	95	95	95	95
18	99	99	99	99	99	98	98	98	98	97	97	97	97	97	96	96	96	96	96
19	101	100	100	100	100	100	99	99	99	99	99	98	98	98	98	98	97	97	97
20	102	102	101	101	101	101	101	101	100	100	100	100	100	99	99	99	99	99	98
21	103	103	103	103	102	102	102	102	102	101	101	101	101	101	101	100	100	100	100
22	105	105	105	105	104	104	104	104	103	103	103	103	102	102	102	102	102	101	101
23	107	107	107	107	106	106	106	106	105	105	105	105	104	104	104	104	104	103	103
24	109	109	109	109	108	108	108	108	108	107	107	107	107	107	106	106	106	106	105
25	***	***	***	***	***	***	***	110	110	110	110	110	109	109	109	109	109	108	108
26	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
27	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
28	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***

Very low and very high scores are printed in the table as ***.
This means that they would be below 70 or above 110.

Sourced from SATs-Papers.co.uk

Reading (level 3) – *Stones and Bones*

Raw score	Age in years and months																		
	6.05	6.06	6.07	6.08	6.09	6.10	6.11	7.00	7.01	7.02	7.03	7.04	7.05	7.06	7.07	7.08	7.09	7.10	7.11
0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
1	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
2	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
3	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
4	71	71	70	70	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
5	76	76	75	75	75	74	74	73	73	72	72	71	71	70	70	70	***	***	***
6	81	80	80	79	79	78	78	78	77	77	76	76	75	75	74	74	73	73	73
7	85	84	84	83	83	82	82	81	81	81	80	80	79	79	78	78	77	77	76
8	88	88	87	87	86	86	85	85	84	84	84	83	83	82	82	81	81	80	80
9	91	91	90	90	90	89	89	88	88	87	87	86	86	85	85	85	84	84	83
10	94	94	94	93	93	92	92	91	91	90	90	89	89	89	88	88	87	87	86
11	97	97	96	96	96	95	95	94	94	93	93	92	92	91	91	91	90	90	89
12	100	100	99	99	98	98	97	97	97	96	96	95	95	94	94	93	93	92	92
13	103	102	102	101	101	101	100	100	99	99	98	98	97	97	97	96	96	95	95
14	105	105	105	104	104	103	103	102	102	101	101	101	100	100	99	99	98	98	97
15	108	108	107	107	106	106	105	105	104	104	104	103	103	102	102	101	101	101	100
16	111	111	110	110	109	109	108	108	107	107	106	106	105	105	104	104	103	103	103
17	113	113	113	112	112	111	111	111	110	110	109	109	108	108	107	107	106	106	105
18	116	116	115	115	114	114	114	113	113	112	112	112	111	111	110	110	109	109	108
19	119	118	118	117	117	117	116	116	115	115	115	114	114	113	113	112	112	112	111
20	121	121	121	120	120	119	119	119	118	118	117	117	116	116	116	115	115	114	114
21	124	124	123	123	123	122	122	121	121	121	120	120	119	119	119	118	118	117	117
22	127	127	126	126	126	125	125	124	124	124	123	123	122	122	122	121	121	120	120
23	130	130	130	129	129	129	128	128	127	127	127	126	126	125	125	125	124	124	123
24	134	134	133	133	132	132	132	131	131	131	130	130	130	129	129	128	128	128	127
25	138	137	137	137	136	136	136	135	135	135	134	134	134	133	133	133	132	132	131
26	***	***	***	***	140	140	140	140	139	139	139	139	138	138	138	137	137	137	136
27	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
28	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
29	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***

Very low and very high scores are printed in the table as ***.
This means that they would be below 70 or above 140.

Sourced from SATs-Papers.co.uk

Spelling – *Animals*

Raw score	*Age in years and months*																		
	6.05	6.06	6.07	6.08	6.09	6.10	6.11	7.00	7.01	7.02	7.03	7.04	7.05	7.06	7.07	7.08	7.09	7.10	7.11
0	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69	69
1	81	80	79	79	78	78	77	76	76	75	74	74	73	73	72	71	71	70	69
2	87	86	86	85	84	84	83	82	82	81	80	80	79	79	78	77	77	76	75
3	92	91	90	89	89	88	87	86	86	85	84	84	83	82	82	81	80	80	79
4	95	94	94	93	92	91	91	90	89	88	87	87	86	85	85	84	83	83	82
5	98	97	96	95	95	94	93	93	92	91	90	90	89	88	87	86	86	85	84
6	100	99	98	98	97	96	96	95	94	93	93	92	91	90	90	89	88	87	87
7	102	101	100	100	99	98	98	97	96	96	95	94	93	93	92	91	90	90	89
8	104	103	102	102	101	100	100	99	98	97	97	96	95	95	94	93	92	92	91
9	105	105	104	103	103	102	101	101	100	99	99	98	97	96	96	95	94	94	93
10	107	107	106	105	104	104	103	102	102	101	100	100	99	98	98	97	96	95	95
11	109	108	108	107	106	106	105	104	103	103	102	101	101	100	99	99	98	97	97
12	110	110	109	109	108	107	107	106	105	105	104	103	103	102	101	100	100	99	98
13	112	111	111	110	110	109	108	108	107	107	106	105	104	104	103	102	102	101	100
14	114	113	113	112	111	111	110	110	109	108	108	107	106	106	105	104	104	103	102
15	115	115	114	114	113	113	112	111	111	110	110	109	109	108	107	107	106	105	105
16	117	117	116	116	115	115	114	114	113	112	112	111	111	110	110	109	108	108	107
17	119	119	118	118	117	117	116	116	115	115	114	114	113	113	112	112	111	110	110
18	121	121	121	121	120	120	119	119	118	118	117	117	116	116	115	115	114	114	113
19	124	124	123	123	123	123	122	122	122	122	121	121	121	120	120	119	119	119	118
20	136	136	136	135	135	135	135	134	134	134	134	133	133	133	132	132	132	132	131

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