

Year 2 SATS

Presentation to parents
Tuesday 08th February 2022

Aims

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- * To understand how the SATs are administered
- * To show examples of what is assessed
- * To see what the, Working Towards, Expected and Greater Depth standards look like?
- * To recognise how you can help your children.

What are SATs?

Year 2 have to complete Statutory Assessments in Writing, Reading and Maths.

The results of these are reported to the LEA and are recorded nationally.

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

- Reading
- Maths

We will also administer the optional English: Grammar, Punctuation and Spelling SAT assessment in order to inform our teacher assessment in Writing.

All assessment are due to take place in May this year.

Science teacher assessment is based on work completed during Year 1 and Year 2.

Tests are marked internally. Judgements will be moderated by the LA

Overall judgement is still based on teacher assessment

Mathematics

Children will sit two tests: Paper 1 and Paper 2:

- **Paper 1: Arithmetic** - lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.
- **Paper 2: Reasoning** - lasts for approximately 35 minutes, which includes time for five oral questions. Pupils will use their calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.

Working Towards the standard WTS

Count in 2s, 5s and 10s

Read and write numbers to 100

Value of coins

Partitioning of numbers into tens and ones

Know some of their number bonds to 10

Know their shapes

(Please be aware that this is not the complete list)

To be at the Expected Standard (EXS)

- * Adding two 2-digit numbers, including crossing tens such as $36 + 27$.
- * Read the time to the nearest 15 minutes.
- * Read scales
- * Find fractions of shapes and numbers
- * Know multiplication and division facts for 2, 5, 10.
- * Subtract a 2-digit number from another 2-digit number, again including crossing tens such as $62 - 28$.

Working at Greater Depth

- * Know the time to 5-minute intervals
- * Reasoning to solve complex problems
- * 2 step problems
- * Describe similarities and difference of shapes.

(Please be aware that this is not the complete list)

How to Help Your Child with Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games,

Reading

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.

Working Towards the standard

- ▶ With support answer questions and make inferences.
- ▶ Read many common exception words.
- ▶ Accurately blend common graphemes.
- ▶ Read aloud many words quickly and accurately without overt sounding and blending.

(Please be aware that this is not the complete list)

To be at the Expected Standard

- ▶ Read fluently and accurately without too much sounding and blending (around 90 words per minute).
- ▶ Check it makes sense.
- ▶ Read most common exception words.
- ▶ Answer questions and make some inferences.

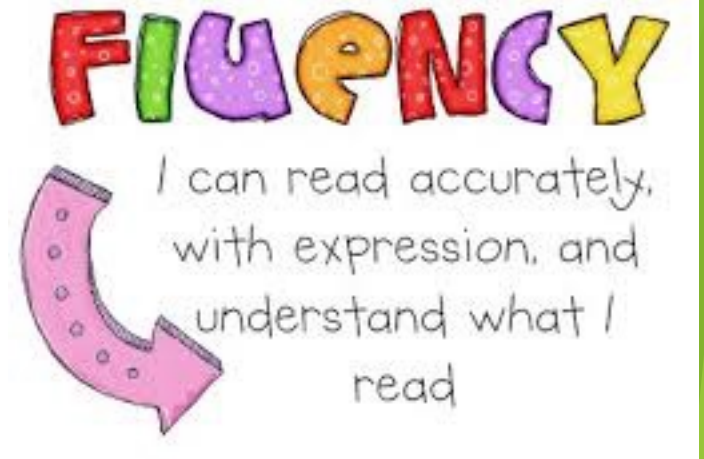
(Please be aware that this is not the complete list)

Working at Greater Depth

- ▶ Make links between the books they are reading and other books.
- ▶ Predict what might happen next based on what has happened so far.
- ▶ Make inferences.

(Please be aware that this is not the complete list)

Reading fluency



- Decoding quickly and automatically- not having to stop at words to sound out
- Reading with speed, accuracy and expression. In order to understand what they read, children need to read fluently.
- Bridges a gap between word recognition and comprehension.

How to Help Your Child with Reading

- Enjoy stories together - reading stories to your child is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards - discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together - you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable - it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - it's free!

Spelling, Punctuation and Grammar

The Spelling, Punctuation and Grammar test is optional for all Year 2 classes but we will still administer the assessment in order to inform our teacher-assessed writing judgements.

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 again it is not strictly timed.

Writing

- ▶ No formal tests.
- ▶ All teacher assessment based on classwork and independent writing tasks.

Working Towards the standard

- ▶ Using full stops and capitals in some sentences
- ▶ Spelling some common exception words
- ▶ Form letters in the correct direction
- ▶ Use spaces between words
- ▶ Use their phonics to spell words

(Please be aware that this is not the complete list)

To be at the Expected Standard

- ▶ Accurate punctuation for most sentences - CL . ?
- ▶ Consistent use of the correct tense
- ▶ Using co-ordination (but or and) and some subordination (when if that because) to join clauses
- ▶ Spelling many common exception words accurately
- ▶ Forming letters of correct size - CL and long letters taller, the rest half line size.

Working at Greater Depth

- ▶ Using the full range of punctuation mostly accurately ! . ? ,
Commas in a list and ' apostrophes for possession and contractions
- ▶ Using some joins in their handwriting
- ▶ Spelling most common exception words correctly
- ▶ Suffixes to spell most words correctly (-ment -ness -ful -less -ly)
- ▶ Make additions, revisions and proof-reading corrections to their own writing
- ▶ Vocabulary - interesting word choices, upscaling using a thesaurus

How to Help Your Child with Writing

- 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!

Assessment Frameworks

To demonstrate that pupils have met a standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of all the statements within the standard and all the statements in any preceding standard(s).

We will use the tests to support our teacher assessment judgements in maths, reading and writing.

We will also look at the work which children complete in class every week to help us make our judgements.

How to Help Your Child

- 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!

The Results

- ▶ Results are reported to the LEA.
- ▶ An overall result will be made available with yearly reports.

And finally....

Thank you for attending

Test samples are available for
you to browse through.

Example SATs
questions...

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

Paper 2



The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and hung her over the king's bed. But she was so sad that she wouldn't sing at all.

As for the blackbird, when he saw that his wife had been trapped, he was angry. He took a sharp thorn for a sword and took half a walnut shell and wore it as a helmet. With the other half, he made himself a little drum. Soon he was marching towards the palace, beating the drum: rat-tat-tat.

Questions 1 – 8 are about
The Blackbird and his Wife (pages 4 – 7)

(page 4)

- 1 Why did the king want to have the blackbirds?

(page 4)

- 2 Why was the blackbird's wife sad?

(page 4)

- 3 What instrument did the blackbird play on the way to the palace?

(page 5)

- 4 The king treated the animals badly.

a) What had the king done to the fox?

b) What had the king done to the ants?

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

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

Reading: Sample Questions

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

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

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

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**.

Maths: Sample Questions

Maths Paper 1: Arithmetic

15 $3 \times 3 =$



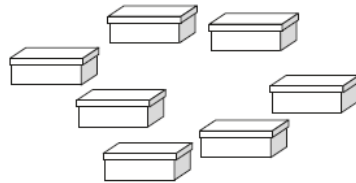
16 $12 \div 2 =$



Maths: Sample Questions

Maths Paper 2: Reasoning

7



Sita puts 2 shoes in each of these boxes.

How many shoes are there altogether?

 shoes

8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

Maths: Sample Questions

Maths Paper 2: Reasoning

27 Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show
your
working

raisins

2 marks