

Year 2 SATs Information



**KEEP
CALM**

AND

**DON'T WORRY
ABOUT SATS**

2 Maths Papers

- * Paper 1: arithmetic, worth 25 marks and taking around 15 minutes.
- * Paper 2: mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 35 minutes, with a break if necessary. There are a variety of question types: multiple choice, matching, true/false, constrained (e.g. completing a chart or table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).
- * Children are not allowed to use any tools such as calculators or number lines.

Can you define fluency, problem solving and reasoning in maths?

Arithmetic

5

$$15 + 3 + 3 = \boxed{}$$



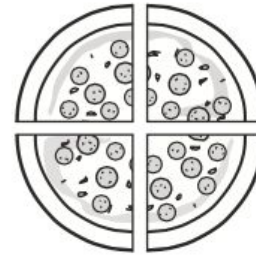
6

$$39 - 8 = \boxed{}$$



Reasoning

16



Sita cuts a pizza into four equal slices.

She eats one slice.

What fraction of the pizza does she eat?

17

Sam is collecting cards.

He wants to collect **100** cards altogether.

Last week he collected **50** cards.

This week he collects **30** cards.



How many **more** cards does he need?

cards

How can you help your child?

- * Discuss their reasoning when problems solving e.g. ask them to explain how they can be sure their answer is correct.
- * Help them to develop links between different areas of Maths to encourage them to use and apply their understanding.

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole

Reading papers

- * Paper 1 consists of a selection of texts totaling 400 to 700 words, with questions interspersed
- * Paper 2 comprises a reading booklet of a selection of passages totaling 800 to 1100 words. Children will write their answers in a separate booklet

Each paper is worth 50 per cent of the marks, and should take around 30 minutes, but children are not be strictly timed, as the tests are not intended to assess children's ability to work at speed. **The texts in the reading papers cover a range of fiction, non-fiction and poetry**, and get progressively more difficult towards the end of the test.

Reading papers

There are a variety of question types:

Multiple choice

Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'

Matching, e.g. 'Match the character to the job that they do in the story'

Labelling, e.g. 'Label the text to show the title'

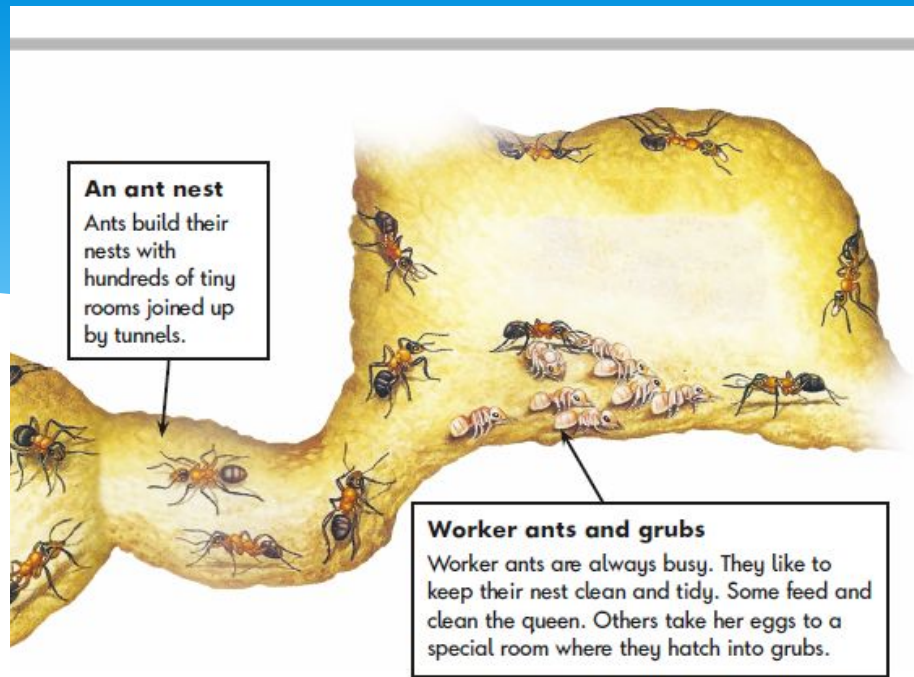
Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'

Short answer, e.g. 'What does the bear eat?'

Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons'

Reading

- * Your child should read at least 3 x a week.
- * Ask your child about the book they are reading. It is important they have a deeper understanding of the texts they read. Ask them questions about what they have read.
- * Read a variety of texts (newspapers, fiction, non-fiction, poetry, different genre's of fiction and non-fiction.)
- * Use reading to develop other areas of English too. (e.g. identify the grammar used; the techniques the author uses; spellings; features of that genre)



3 What joins the rooms in an ant nest together?



4 Give **two** jobs that the worker ants do.

1. _____

2. _____



5 What happens to the eggs in the special room?



When they woke up the sun had nearly disappeared.

"Our boat has drifted off!" said Frog. "This adventure gets better and better!" he said. "Cast away on a desert island!"

"I wish I had never come on this adventure," said Monster, almost in tears.

"Don't worry, old friend," said Frog. "I will think of something."



- 15 How can you tell that it was late when Monster and Frog woke up?



- 16 How did Monster feel when he woke up?

Tick **one**.

cheerful

tired

bored

upset



Teacher assessment framework at the end of Key Stage 1-Reading

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the

Grammar, Punctuation & Spelling (GPS)

- * Paper 1: a 20-word spelling test taking approximately 15 minutes and worth 20 marks.
- * Paper 2: a grammar, punctuation and vocabulary test, in two sections of around 10 minutes each (with a break between, if necessary), worth 20 marks. This will involve a mixture of selecting the right answers e.g. through multiple choice, and writing short answers.

15 Why do the underlined words start with a capital letter?

King Fred had a party at Greystone Palace on Sunday afternoon.

12 Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her new running shoes.

14 Tick to show whether each sentence is in the **past tense** or the **present tense**.


Sentence	Past tense	Present tense
Becky was thinking.		
I am reading my book.		
Jo is going for a walk.		

G.P.S.

- * Help your child to understand the grammatical terminology they need to know.
- * Ask them to use grammatical terminology in their writing.
- * Help your child to understand how and where different punctuation marks are used and encourage their use in home learning tasks.
- * Recap spelling rules. Use these rules when they are writing and identify these in their reading.

Writing

- * Teacher assessed (TA)
- * We can only use the Interim Framework.



Teacher assessment framework at the end of Key Stage 1- Writing

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly[^]
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

- Handwriting- children must use **cursive script** and be beginning to join their letters if not already doing so.
- Basic **punctuation** must be correct.
- Sentences must make grammatical sense.
- **Capital letters** are used at the beginning of almost all sentences.
- Sentence boundaries are always recognised and are correctly demarcated.
- **Full stops, question marks and exclamation marks** are always used appropriately, where required.
- Capital letters are used to indicate almost all **proper nouns** and the personal pronoun I.
- **Commas** are used to separate items in a list.
- **Apostrophes** correctly mark some contracted forms and some singular possession in nouns.

Test Results

From 2016, SATs results were reported using scaled scores.

- * **What is a scaled score?**
- * Each child is given a scaled score as a number. This is based on his/her raw score – the number of marks he/she receives in a test.
- * Children may achieve a score of:
 - * Below 100, meaning they have not achieved the ‘expected standard’
 - * 100, meaning that they have reached the ‘expected standard’
 - * Above 100, meaning that they have exceeded the ‘expected standard’
- * A child who reaches the expected standard (100 or above) is considered to be ready for the next stage of his or her education.

Teacher Assessment

- **Teacher Assessment is an essential part of the National Curriculum assessment and reporting arrangements**
- **It is carried out as part of teaching and learning in the classroom**
- **Teacher Assessment is reported alongside test results**
- **Both have equal status and provide complimentary information about attainment**
- **Teacher Assessment is also reported for Science**
- **Takes into account evidence of achievement in a variety of contexts, including discussion and observation**
- **Tests give a standardised snapshot of attainment**

Final Results

	Test Scaled Score	Teacher Assessment
Maths	✓	✓
Reading	✓	✓
Writing		✓
Grammar, Punctuation & Spelling	✓	
Science		✓

Preparation in School

- * Past Papers / Sample Materials
- * CGP Books
- * Early morning Challenge activities
- * Regular 'SATs Style' questions used in teaching
- * English & Maths additional support
- * Small group work
- * Homework Tasks
- * Websites
- * Reading with your child and check for understanding.

Practical Arrangements

May 2020

- * Tests being held in the classroom and small offices
- * School providing all equipment
- * Early night
- * Calm & relaxed approached

Useful websites

- * Woodlands Junior
- * Topmarks
- * Phonics Play
- * BBC bitesize

Finding out about SATS results

SATS are part of our ongoing everyday assessments.

The overall assessment grades will be provided in part of your child's end of year report.

Any questions?

