

Y2 SATs Information



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Aims:

To discuss:

- When are the SATs?
- What are SATs?
- An outline of the tasks and tests
- What can you do to help?
- Questions



When will they be?

SATs will take place in May.

Please do not tell your children about these tests!



What are SATs?

- SATs = Standard Assessment Tasks
- KS1 SATs papers are taken by pupils in Year 2 as part of the National Curriculum Programme
- KS1 SATs inform teacher assessment for an end of year 'judgement' as to what standard a child is attaining. **The tests inform part of an overall standard that is assessed by the class teacher.**

What are SATs?

Children are assessed in English reading, English grammar, punctuation and spelling and Mathematics.

Subject ³	Test paper
English reading	2 papers: short text and questions; longer text with separate questions
English grammar, punctuation and spelling	2 papers: spelling; punctuation and grammar (including vocabulary)
Mathematics	2 papers: arithmetic; mathematical reasoning

At the end of Year 2 we will use a framework and assess the children against it. The children will be 'judged' as:

- 'Working towards the expected standard'
- 'Working at the expected standard'
- 'Exceeding the expected standard' (greater depth)

SATs give us extra evidence to help us assess against this framework.

A child will not be able to be assessed
at a standard unless they
demonstrate/ have evidence for **all** of
the objectives in the framework.

Reading

Working towards the expected standard

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.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Writing

Working towards the expected standard

The pupil can, after discussion with the teacher:

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

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.

Maths

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
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Working at greater depth

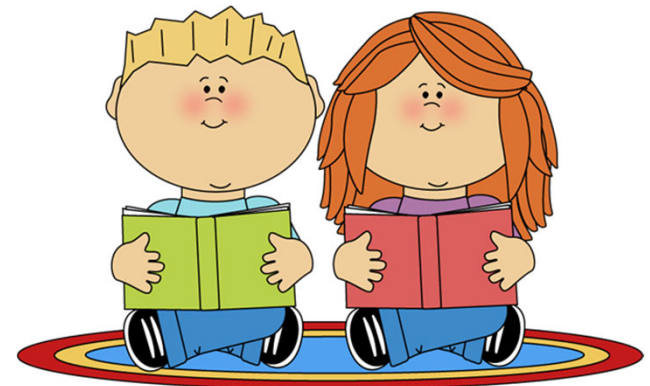
The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

An outline of the tasks and tests

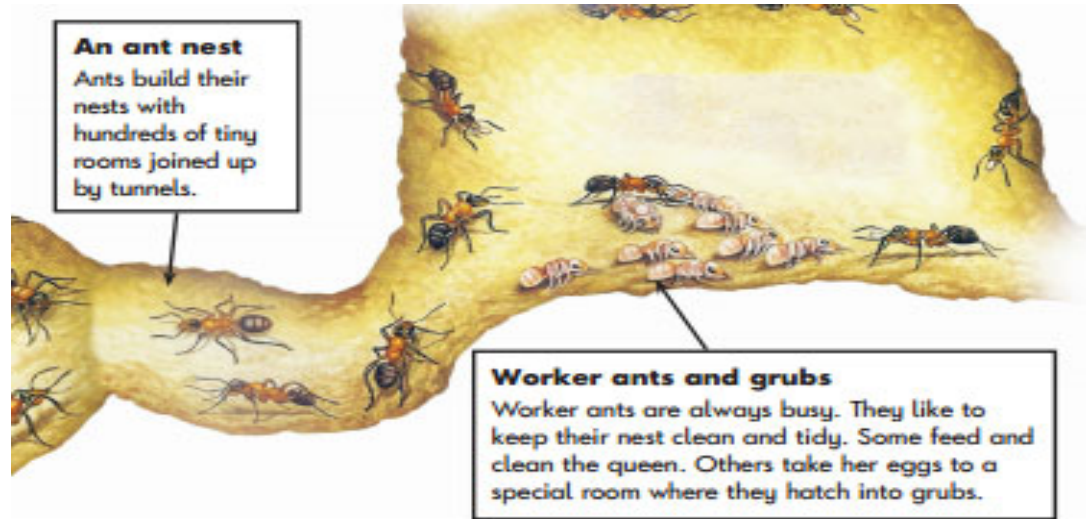
Reading:

- The texts will cover a range of fiction and non-fiction topics
- Paper 1: consists of a selection of texts, with questions interspersed
- Paper 2: consists of a reading booklet with a selection of passages. Children will then answer the questions in a separate booklet



An outline of the tasks and tests

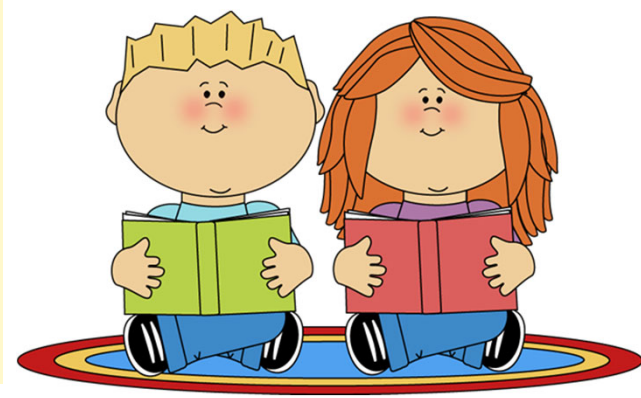
Reading Paper 1 example:



- 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?



An outline of the tasks and tests.

Maths: Arithmetic paper

7

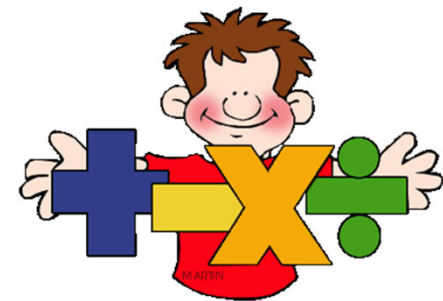
$$\boxed{} + 5 = 9$$

8

$$46 + 7 = \boxed{}$$

16

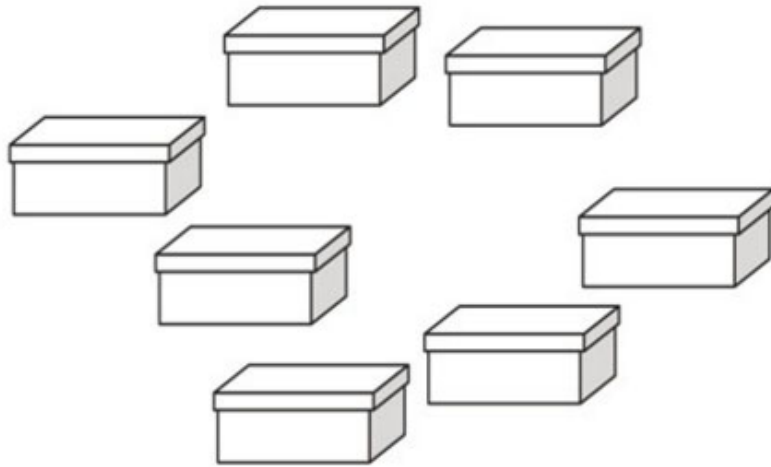
$$12 \div 2 = \boxed{}$$



An outline of the tasks and tests

Maths: Mathematical reasoning paper

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Sita puts **2** shoes in each of these boxes.

How many shoes are there altogether?

shoes




An outline of the tasks and tests

Grammar and punctuation paper

9. **Draw lines** to match the groups of words that have the **same meaning**.

One has been done for you.

I will	it's
you are	I'll
it is	doesn't
does not	you're



There is a separate spelling paper which consists of 20 words.

What you can do to help

- **Reading**: read with and to your child **as regularly as possible**, encourage them to read fiction and non-fiction, help them to skim-read the text to find the correct answer, share books with siblings, ask inference based questions.
- **Maths**: **times tables (10s, 5s, 2s, 3s)**, bonds to 20, counting forwards and backwards from any given number in 1's, 2's, 5's and 10's, **telling the time (5 minute intervals and quarter past/to times)** encourage the use of jottings to help show working out.
- **Spelling**: Weekly spellings and practice common exception words.



Useful websites:

- Sample tests:

<http://www.satspapers.org.uk/Page.aspx?TId=4>

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>

Google: KS1 SATs papers

Any questions?

