

Year Two SATS

Information for parents

Welcome!

- What are the SATS?
- Teacher assessments
- How results will be given
- What if my child doesn't pass SATS?
- Phonics retests
- What we're doing as a school
- How to support your child at home
- Questions

What are the SATS? (Standard Assessment Tests)

- Reading, Mathematics and Spelling, Punctuation and Grammar (SPaG)
- Form a part of the assessment process
- Teacher assessment for Writing
- Teacher judgement for science (overall KS1 judgement)

Paper 1 –
Arithmetic
20 minutes
(approx)
25 marks

Paper 1 – Arithmetic

The arithmetic paper will test your child's number and calculation skills. It has 25 questions, some of which will require children to know some basic number facts, such as the number bonds (adding two single-digit numbers) and the $2\times$, $5\times$ and $10\times$ tables. Towards the end, there are some more challenging calculations such as missing number problems or finding simple fractions of quantities.

Arithmetic Paper – Example Questions

Starter questions: $3 + 7 =$

$8 \times 10 =$

Challenging questions: $65 + \square = 93$

$\frac{3}{4}$ of 40 =

Paper 2 –
Reasoning
35 minutes
35 marks

Paper 2 – Reasoning

The second mathematics paper requires reasoning – using maths to solve problems. The first five questions in this paper will be read to your child, before they move on to the rest of the paper. But don't worry – if they find anything difficult to read, then help will be available.

The questions in this paper will often include some background explanation, such as using money to buy fruit or measuring drinks.

As with the arithmetic paper, the earlier questions will be more straightforward; questions towards the end will offer more challenge. Not all children will reach them or complete them – and that's fine; nobody expects a perfect score! Some of these questions may also require more than one step and so will be worth up to 2 marks.


Reasoning Paper – Example Questions

Starter question: **Sita puts 2 shoes in each of these 7 boxes. How many shoes are there altogether?**

Challenging question: **Complete the number sentence: $3 \times 8 = 2 \times \square$**


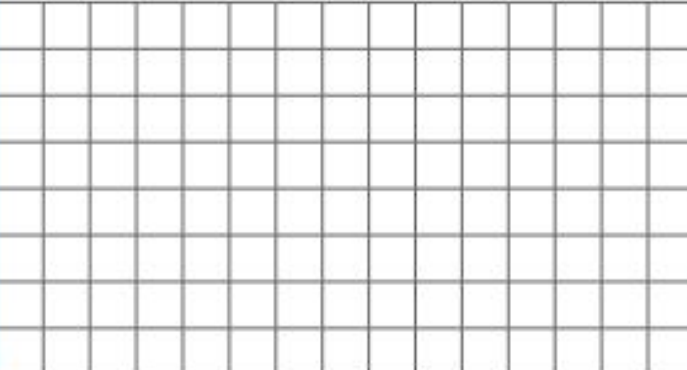
Paper 1 examples

3 $33 + 10 =$




1 mark

11 $31 + 46 =$




1 mark

4 $19 - 3 =$



1 mark

12 $\frac{1}{2}$ of 80 =



1 mark

Paper 2 examples

7 Put these numbers in order from smallest to largest.

One is done for you.

76 84 27 45 ~~18~~

18				
smallest				largest

1 mark

10 Ben has **20** stickers.

Sam has **30** stickers.

Ajay has **50** stickers.

How many stickers do they have **altogether**?

stickers

1 mark

26 There are **43** people on a bus.

15 people get off.

8 people get on.



How many people are on the bus **now**?

Show your working

people

2 marks

Paper 1 –
English Reading
(lower demand)
30 minutes
(approx)
20 marks

Paper 1 – English Reading (lower demand)

The first paper contains short texts with two or three questions to answer. Many of these will require either single-word answers or ticking a box.

Reading – Paper 1 – Example Questions

Extract from short text: **Ants are insects that you can often see in a garden, in a park or just on the pavement. They usually live underground.**

Retrieval question: **Find and copy two places you might see ants.**

Explanation question: **What kind of animal is an ant?**

Paper 2 –
English Reading
(higher demand)
40 minutes
(approx)
20 marks

Paper 2 – English Reading (higher demand)

In Paper 2, children will read two different texts and use these to answer questions in a separate booklet. Most children will take this paper, but teachers will not expect all children to complete the whole task. If your child finds reading more of a challenge at this stage, then his/her teacher will stop the test at an appropriate time. The questions in the booklet contain a mix of tick-box and 'circle the correct answer' questions, with some that require a written answer. Some questions require simple retrieval of information from the text; others will ask your child to explain something in more detail.

Reading – Paper 2 – Example Questions

Retrieval questions: **Why did the king want to have blackbirds?
When were plastics first made?**

Explanation question: **Why can plastics be dangerous when they melt?**

They searched Gran's house, upside down and inside out. They even looked all along the beach but they couldn't find Duck anywhere.

Lenny tried hard to be brave, but he missed Duck very much. Even though he had other lovely toys, none of them was the same as Duck.

Time passed and Lenny played with lots of different toys. He nearly forgot about the little duck with the orange beak and bright button eyes.

Nearly... but not quite.



3 Write **two** places that the family looked for Duck.

1. _____

2. _____

1 mark

4 Put ticks in the table to show which statements are **true** and which are **false**.

	True	False
They found Duck at the beach.		
Lenny missed Duck.		
Duck was the only toy Lenny had.		

1 mark



(page 4)

3 Why do bakers sometimes make bread in the shape of wheat?

Tick **one**.

to celebrate New Year

because children in schools enjoy eating it

to celebrate a harvest

because it makes the bread taste better



1 mark

(page 5)

4 What **two** things can you see at **both** the Chinese New Year and Hogmanay festivals?

1. _____

2. _____



2 marks

Paper 1 –
Spelling
15 minutes
(approx)
20 marks

Paper 1 – Spelling

The spelling paper requires children to spell 20 words. Each word is read out as part of a sentence, which is printed in the answer booklet. Your child will be asked to write the missing word into the gap. The words in the test will be based on the familiar phonics patterns taught in Key Stage 1, in increasing difficulty. All words to be spelled are repeated more than once.

Spelling Paper – Spelling Examples

Starter words: Hannah ran **faster** than Lee.
Yesterday it was very **sunny**.

Challenging words: I saw a beautiful **rainbow**.
The school garden is a **peaceful** place to sit.

Paper 2 –
Grammar,
punctuation and
vocabulary
20 minutes
(approx)
20 marks

Paper 2 – Grammar, punctuation and vocabulary

The second paper assesses grammar and punctuation. 2016 will be the first time that this is tested in Year 2, and the questions will refer both to children's knowledge of grammatical terms (such as *noun* and *verb*) and use of words in the right context. Some questions will also require children to put in the appropriate punctuation marks to sentences, or to change the tense of a sentence.

Grammar, punctuation and vocabulary paper – Example Questions

Starter question: **Write the missing punctuation mark in this sentence:**
Can you play my favourite tune

Challenging question: **Change the verb in this sentence to the past tense:**
My brother smiles for his picture.

Spelling

P. _____ is sports day?

1. We had a picnic on the _____.

2. There is a _____ in the harbour.

3. This _____ is delicious.

4. We _____ to go to the school disco.



1 Which sentence can be completed with the word or?

Tick **one**.

We will go later _____ the sun comes out.

Shall we go for a walk _____ stay at home?

Can we go out _____ it stops raining?

That is a good idea _____ I don't have a coat.



7 Tick **two** suffixes that can be added to the word small to make two different words.

Tick **two**.

ful

er

ly

ment

est



4 Circle one **full stop** that can be replaced with the word because.

I want to be a vet. I like animals. Mr Smith says it is
hard work. Mum thinks that I will enjoy the job.



Writing

- Correlation with SPAG assessments
- Big focus on cohesion
- Key skills must be achieved
- Independence

Independent pieces of writing are assessed against this criteria.

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.

What if my child does not pass the SATs?

- We all have bad days!
- Form a part of the assessment process
- Like with English, Maths and Reading also have assessment criteria which we gather evidence (Teacher Assessment)

Teacher assessment

- Form a valid part of your child's end of year assessment
- Based on the child's journey throughout the year
- Strict moderation process to ensure consistency

How will results be presented?

- Reports will contain teacher assessment (Working Towards, Working At or Working at Greater Depth the expected standard)
- Will either be working at age expected (ARE) or has not met standard for SATs
- Based on a combination of formal assessment and teacher judgements

Phonics retests

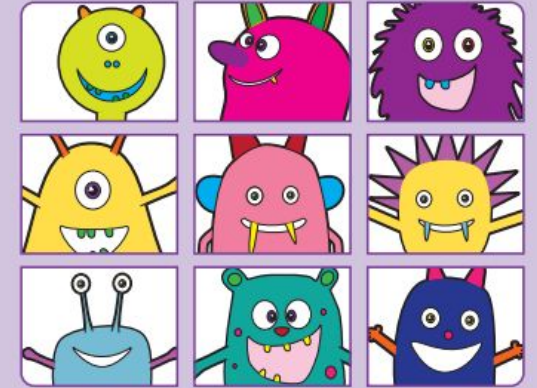
- Take place in June
- 40 words to segment and blend
- Assessing phonic knowledge and understanding

2022 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials



What we're doing...

- Booster groups after school in maths and phonics for some children
- Shared reading
- Individual reading and accelerated reader quizzes
- Practice papers
- Phonics interventions
- Planning to best help children show their potential

What you can be doing...

It's the school's job to prepare your child for the tests. It's your job to be the voice of cheery calm.

- We will try to ensure that they are not a 'big deal' for the children – please do the same
- Ensure your child practises their spellings on a daily basis (Spectacular Spellings and CEWs)
- **Support your child with reading and accelerated reader quizzes**

Year 2 SATs

Any questions?