

# Year 2 SATs

Wednesday 17<sup>th</sup> November  
2021

# Aims of today's meeting

- ✓ To gain an understanding of SATs and how they are administered.
- ✓ To see examples of questions involved within SATs.
- ✓ To look at Working towards, expected and greater depth standards
- ✓ To look at how you can support at home.

# What are SATs?

Year 2 have to complete Statutory Assessment tests in Writing (SPAG), Reading and Maths. This will take place in May 2022.

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

# SATs -

In May 2022, Year 2 children will take assessments in:

- Reading
- Maths
- ✓ We will also administer the optional English: Spelling, punctuation and Grammar SAT assessment in order to inform our teacher assessment in Writing.
- ✓ These quizzes will be administered in small groups with familiar adults.
- ✓ They are marked internally and results are reported to the Local Authority. There is usually a moderation to ensure consistency.
- ✓ KS1 SATs are one part of evidence towards the overall end of year assessment data. 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 aural questions. Pupils will still require 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.

# Maths: Sample Questions

## Maths Paper 1: Arithmetic

1  $9 - 3 =$

2  $5 + 10 + 5 =$

1 mark

1 mark

11  $68 + 20 =$

12  $7 + 84 =$

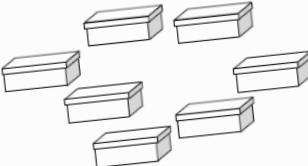
1 mark

1 mark

# 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	

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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

Match each shape to the correct description.

One is done for you.

shape		description
triangle		has 8 vertices
square		has 3 sides
octagon		has 4 right angles
circle		has no vertices

# Working Towards the standard - WTS -

Examples of working towards would include being able to -

- ✓ 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



# To be at the Expected Standard (EXS)

Examples of working towards would include being able to -

- ✓ 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

Examples of working towards would include being able to -

All of the examples of the previous page and

- ✓ Reasoning to solve complex problems, including 2 step problems
- ✓ Able to read scales where not all numbers on the scale are given and estimate points in between.
- ✓ Able to describe similarities and differences of 2-D and 3-D shapes, using their properties.
- ✓ Know the time to 5-minute intervals

# How to Help Your Child with Maths

- Access TTRockstars, Numbots, Purple Mash maths games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage your child to tell the time - half past, o'clock, quarter past, quarter to.
- Encourage your child to add up amounts of money, pay for small items at the shop, play shops - asking for particular amounts and giving change.
- Look for examples of 2D and 3D shapes in their environment and talk about their properties, e.g. how many side does a 2D shape have, how many edges does this 3D shape have?
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes to gain a better understanding of units.
- Play games involving numbers, spotting house numbers, counting how many red cars they can see etc., dominoes, card games, hop scotch, games with dice, snakes and ladders etc.

# Reading

The Reading Test consists of two separate papers both worth 50% of total marks:

- **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.

# Reading: Paper 1

On Monday, we had a very good day. We went to the fair in the park. I won a huge, pink teddy.

On Wednesday, we went to the circus in a big tent. It was so lovely! We saw acrobats swinging high above our heads.

On Friday, JJ said, "Let's do something for Mum. She has been working all week."  
"Can we do a picture in the garden?" I asked.



1 Draw **three** lines to show what Jasmine and JJ did on each day.

Monday

Wednesday

Friday

• did something for Mum

• went to the fair

• went to the circus

1 mark

2 What did Jasmine and JJ see at the circus?

1 mark

"Let's find the paints," said JJ.

"Can we paint the shed wall?" I asked.

"Yes," said JJ. "It is a really boring colour!"

JJ fetched the steps. He said, "These steps are a bit wobbly. I will paint the top bit."

He climbed up and painted a basketball net and a red ball going into it. I painted some beautiful flowers and some grass.



3 Why did JJ agree to paint the shed wall?

1 mark

4 Why did JJ paint the top of the shed?

Jasmine didn't like painting.

The steps were dangerous.

He knew what to paint.

Mum would like what he painted.

Tick **one**.

☐
☐
☐
☐

1 mark

## Liam the Park Keeper

### Meet Liam the park keeper

Do you like being out in the open air? Liam does! He works as a park keeper, which means he is outside all day long. He can listen to the birds and look at the beautiful trees and plants.



Liam the park keeper

Liam has to keep his areas of the park looking their best for visitors, especially the rose garden. It's a very demanding job, but Liam enjoys it.

Liam's daily tasks depend on the weather and the time of year.

His main tasks include:

- clearing away dead plants
- getting rid of weeds
- digging the soil
- putting in new plants
- keeping bugs under control
- cutting shrubs and clipping hedges
- raking up leaves
- cutting the grass.



Raking up leaves



Bulbs ready for planting

1 Liam works...

Tick **one**.

outside all of the time.

☐

at a desk when it is cold outside.

☐

outside when it is sunny.

☐

at a desk all of the time.

☐

1 mark

2 Which area of the park does Liam keep particularly nice for visitors?

\_\_\_\_\_

1 mark

3 Look at page 4.

Liam can find his work difficult.

**Find** and **copy one** word that tells you that Liam's work is difficult.

\_\_\_\_\_

1 mark

4 Look at page 5.

Liam's daily tasks can change. What **two** things can make his tasks change?

Tick **two**.

the team

☐

the trees

☐

the visitors

☐

the weather

☐

the season

☐

1 mark

# Working Towards the standard

Some examples of this standard include -

- ✓ 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.



# Working at Expected Standard

Some examples of this standard include -

- ▶ 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.



# Working at Greater Depth

Some examples of this standard include -

- ▶ 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 - your child will need to work out things using clues in the text.

# Reading fluently

- Decoding quickly and automatically- not always sounding out words - increasing speed of reading.
- 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

- Continue to enjoy stories together or shared reading - this is so beneficial, developing language, listening skills and comprehension but also it encourages a love of reading.
- Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides. The possibilities are endless - tap in to their interests.
- Reading little and often, if needed.
- Talk about the story with your child - what do they think the story is about? Predicting what will happen next, how are the characters feeling at different points in the story, taking about what happened at the beginning, middle and end, talking about the characters etc., did they like/dislike the story and why.
- Look up definitions of words together - you could use a dictionary or the internet
- Visit the local library

# 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.

# Grammar, Punctuation & Spelling: Sample Questions

## Grammar, Punctuation and Vocabulary Paper

- 1 Draw lines to join two words that can become one word.  
One has been done for you.

**Word 1**

white
rain
tooth
space

**Word 2**

ship
board
coat
paste



- 2 The sentences below have their punctuation marks covered.  
Which sentence is a **question**?

I have finished my puzzle	<input type="checkbox"/>
Find me a new puzzle	<input type="checkbox"/>
Where is my puzzle	<input type="checkbox"/>
What a tricky puzzle this is	<input type="checkbox"/>



- 7 Add one **exclamation mark** in the correct place below.

Our school play was amazing I loved the costumes.



- 8 Rewrite the verb in the box to complete the sentence in the correct **tense**.

Emily 

run
-----

 to school and met Li at the gate.



# Grammar, Punctuation & Spelling: Sample Questions

## Spelling Paper

11. There was a spare \_\_\_\_\_ on the bus.

12. The detective found a \_\_\_\_\_.

13. That was a \_\_\_\_\_ film!

14. We will \_\_\_\_\_ classrooms next year.

15. They went the \_\_\_\_\_ way.

16. Remember to \_\_\_\_\_ off the light.

17. Coins are made out of \_\_\_\_\_.

18. In maths, we learnt what a \_\_\_\_\_ is.

19. The audience \_\_\_\_\_ loudly.

20. Our teacher tells us the \_\_\_\_\_ stories.

End of spelling test

# Writing

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

# Working Towards the standard

Examples include -

- ✓ 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



# To be at the Expected Standard

Examples include -

- ✓ 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 - Capital letters and long letters taller, the rest half line size.

# Working at Greater Depth

Examples include -

- ✓ 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).
- Praise and encourage, even for small successes!

Finally...

Thank you parents for all that  
you do to support your child each  
day!

Any questions?