

# Year 2 SATs meeting

## Monday 20<sup>th</sup> March 2023

Hard work | Trust | Fairness

# *Aims*

- To inform parents/carers about the Year 2 SATs
- To share ideas about how parents/carers can support at home

# *Questions you may have:*

- What are SATs?
- When do they happen?
- How will my child be prepared for them?
- What happens if they don't pass?

# SATs- Standard Assessment Tests

All year 2 students across the country sit SATs at the end of KS1 in May

Marked by the class teachers

Used to inform teacher judgements

Maths- Arithmetic, Reasoning

Reading- Comprehension

Spelling, Punctuation and Grammar

# How we complete the tests

- Small groups
- Low pressure
- Positive experience
- A chance to show off

# Mathematics

2 papers:

Paper 1: Arithmetic

Paper 2: Reasoning



# Paper 1: Arithmetic

- Basic mathematical calculations completed in approximately 20 minutes
- No use of equipment
- Pure number questions, including times tables and fractions
- Expectations of: 2,3,5 and 10 times tables,  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{3}{4}$ , addition and subtraction up to 100, inverse and missing numbers

# Paper 1 Arithmetic Examples:

$98 + 4 = \boxed{\phantom{000}}$

$7 + 84 = \boxed{\phantom{000}}$

$22 + 22 = \boxed{\phantom{000}}$

$14 \div 2 = \boxed{\phantom{000}}$

$\boxed{\phantom{000}} + 8 = 12$

$64 - 11 = \boxed{\phantom{000}}$

$68 + 20 = \boxed{\phantom{000}}$

$\frac{1}{2} \text{ of } 90 = \boxed{\phantom{000}}$




# Paper 2: Reasoning

- More complex written questions completed in approximately 35 minutes
- 5 aural questions at the beginning
- Can be read to the children
- Expectations of geometry, measures, time, money, fractions, statistics and 4 calculations

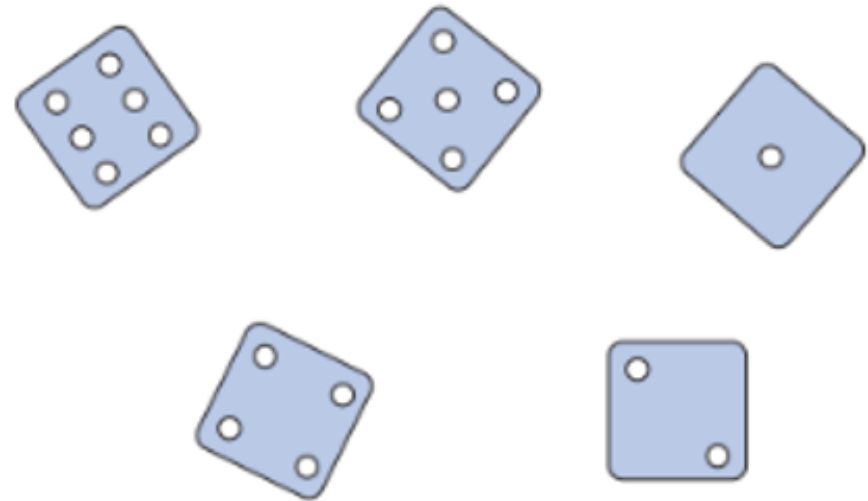
# Paper 2 Reasoning Examples:

Match each shape to the correct description.

One is done for you.

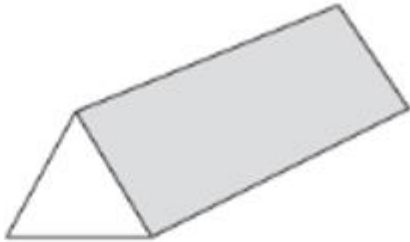
shape		description
triangle		has 8 vertices
square		has 3 sides
octagon		has 4 right angles
circle		has no vertices

Circle the **three** dice that add up to **13**

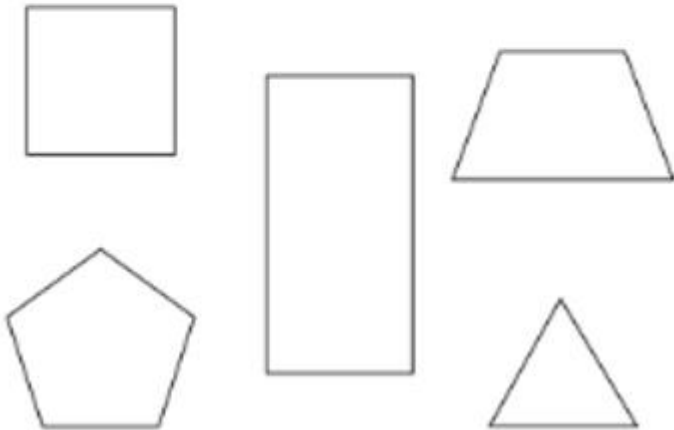


# Paper 2 Reasoning Examples:

Here is a prism.



Tick **all** the shapes that are faces on this prism.



Amy has 50p.

She buys a pencil for **30p**.

Tick the purse that shows how much money Amy has **left**.



# Paper 2 Reasoning Examples:

Ben has **five** marbles.



Kemi has **seven times** that number.

How many marbles does Kemi have?

marbles

Sam has four number cards.

10

20

30

40

Use **three** of his cards to make these correct.

$$\boxed{27} + \boxed{\phantom{00}} = \boxed{67}$$

$$\boxed{54} - \boxed{\phantom{00}} = \boxed{34}$$

$$\boxed{\phantom{00}} + \boxed{88} = \boxed{98}$$



# Reading

2 papers: Paper 1 and Paper 2

Hard work | Trust | Fairness

# Reading paper 1: Combined reading prompt and answer booklet

- Children read a short text with questions immediately below
- Each page has some text and some questions
- Simple recall and multiple choice type questions



# Reading Paper 1 Examples:

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	did something for Mum
Wednesday	went to the fair
Friday	went to the circus



1 mark

2 What did Jasmine and JJ see at the circus?

---



1 mark

Red, white, green and yellow droplets flicked all over the sky at the top of our lovely painting! Great splashes of paint landed on my clothes.

"Mum will be furious!" I wailed.

We rubbed and scrubbed as much as we could. We did not hear Mum come home.

Then we saw her. I wanted to hide from her really cross face.



7 What happened when Jasmine dropped the brushes?

---



1 mark

8 Find and **copy two** words that tell you how JJ and Jasmine tried to clean off the paint.

1. \_\_\_\_\_

2. \_\_\_\_\_



1 mark

# Reading Paper 1 Examples:

12 Which **two** pieces of clothing did cowboys use to protect their faces from the weather?

1. \_\_\_\_\_

2. \_\_\_\_\_

13 Write **one** item that cowboys used for working with animals.

\_\_\_\_\_



# Reading Paper 1 Examples:

19 What skill did all cowboys need?

\_\_\_\_\_

20 Real cowboys are different from cowboys in films.

Put **three** more ticks in the table to show what cowboys are like.

One has been done for you.

	real cowboys	cowboys in films
have adventures		✓
are clean		
are dirty		
are old		

## Cowboys in films

Cowboys came in many different shapes and sizes, but all cowboys had to be able to ride horses. Cowboy films often show cowboys who are handsome, clean and young, having lots of adventures.

In real life, cowboys were often quite old. They were covered in dust and had little time to wash or shave. Usually their horses were more handsome than they were!



There are many films about cowboys.

# Reading paper 2: Separate reading prompt and answer booklet

- Children read a longer text with a separate booklet for questions
- Each question states which page the answers can be found on
- More complex inference and explanation type questions



# Reading Paper 2 Examples:

Through the seasons



Liam's jobs change throughout the seasons.

Liam's jobs change throughout the year. Spring is the time to care for the lawn and old flower beds. Flowers are planted in spring ready for summer. From spring until autumn, the grass needs to be cut once a week.

During summer, Liam's main job is keeping the displays looking their best. Flower beds are watered every day and weeded. As the flowers fade, Liam cuts away the old parts.

In autumn, Liam plants bulbs ready for spring. He collects fallen leaves and gives the lawn some well-needed treatment.

In winter, he digs over the empty flower beds to keep the soil in good condition. He also creates new beds. The winter frost helps to break up the soil.

5

As the flowers fade...

(page 6)

This means that the flowers...

Tick **one**.

turn into weeds.

☐

become brighter in colour.

☐

begin to die away.

☐

are ready for planting.

☐

(page 6)

6

What does the winter frost help to do?

\_\_\_\_\_

# Reading Paper 2 Examples:

Dora rushed around the house gathering up things she did not want. "I must be generous," she said. "I must take everything. It is for a very good cause."

Dora pushed her pram to and from the jumble sale hall. But as time went on, it got harder and harder to part with her precious finds. She could not help sniffing when she said goodbye to the bicycles and she cried as she wheeled away the lampshade.

Dora was exhausted when she got home. But when she looked around her house, she was pleased to see that there was so much space. There was also a lovely carpet on the floor that she hadn't seen for years.

But all that night, Dora couldn't get to sleep. She lay in the empty darkness thinking of all her precious things. She was sure they must be feeling unloved and unwanted. She could almost hear them calling to her, "Come back and save us!"

When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.

"I'll get them back," said Dora, "if I have to buy them all. At least I'm the first in the line."



10

(page 10)

15 During the night, Dora decided to...

Tick **one**.

bring back everything she had taken to the jumble sale.

☐

go to the jumble sale to buy new things.

☐

make sure her things were sold at the jumble sale.

☐

take even more things to the jumble sale.

☐

(page 10)

16 Circle **two** words that show Dora was in a rush to get back to the hall the next morning.

When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.



# How to help at home

- Read, read, read! Read everything.
- Discuss new challenging words- the more vocabulary your child has and understands, the more they will understand what they read

# English Grammar Tests

- 2 papers- Paper 1: Spelling and Paper 2: Questions
- **Paper 1: Spellings**
- Children complete 20 spelling questions which are read to them by the class teacher
- Spellings are rules from the Year 1 and Year 2 spellings in the National Curriculum
- Non-statutory but is an excellent opportunity for pupils to show their understanding

# Paper 1: Spellings Examples:

1. The display is on the \_\_\_\_\_.
2. Amar \_\_\_\_\_ his teddy a hug.
3. Matt ate a slice of \_\_\_\_\_.
4. Amy moved the \_\_\_\_\_.
5. My little \_\_\_\_\_ is four years old.
6. My friend has very long \_\_\_\_\_.
7. What is all the \_\_\_\_\_ about?
8. My cousin is saving up to \_\_\_\_\_ a scooter.
9. Please read that story \_\_\_\_\_.
10. The \_\_\_\_\_ came out at night.

**Spelling 1:** The word is **wall**.  
The display is on the **wall**.  
The word is **wall**.

**Spelling 2:** The word is **gave**.  
Amar **gave** his teddy a hug.  
The word is **gave**.

**Spelling 3:** The word is **bread**.  
Matt ate a slice of **bread**.  
The word is **bread**.

**Spelling 4:** The word is **boxes**.  
Amy moved the **boxes**.  
The word is **boxes**.

**Spelling 5:** The word is **brother**.  
My little **brother** is four years old.  
The word is **brother**.

**Spelling 6:** The word is **hair**.  
My friend has very long **hair**.  
The word is **hair**.

**Spelling 7:** The word is **fuss**.  
What is all the **fuss** about?  
The word is **fuss**.

# English Grammar Tests

- **Paper 2: Questions**
- Children complete questions about grammar and punctuation from year 1 and year 2
- Questions are short written answers or multiple choice answers
- Children need to show an understanding of the correct vocabulary- e.g. noun phrases, suffixes etc.

# Paper 2: Questions Examples

2 The sentences below have their punctuation marks covered.

Which sentence is a **question**?

Tick **one**.

I have finished my puzzle ■

☐

Find me a new puzzle ■

☐

Where is my puzzle ■

☐

What a tricky puzzle this is ■

☐

3 Tick the correct word to complete the sentence below.

We will go cycling \_\_\_\_\_ we arrive home in time.

Tick **one**.

that

☐

or

☐

but

☐

if

☐

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

Emily \_\_\_\_\_ to school and met Li at the gate.

run



# Paper 2: Questions Examples

**10** Circle the **two** adjectives in the sentence below.

The new supermarket is the biggest in town.

**11** Which sentence needs one more **capital letter**?

Tick **one**.

They moved house last March.

☐

They live in a city called Chester.

☐

Their friend is called ben Edwards.

☐

Their school play is on Tuesday.

☐

**15** Add a suffix to the word light in the sentence below to make an **adverb**.

It was raining light\_\_\_\_\_ at playtime today.



# English Writing

- No test papers
- Based purely on writing completed in class
- Built up over the course of the year
- Strong emphasis on spelling, punctuation and grammar
- Skills must be shown over a range of writing

# Writing expectations

## 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.

# Writing expectations

## 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.

# Writing expectations

## 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.

# Writing examples- Expected

Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. <sup>It</sup> was really dark in the attic and there were very deep holes in the floor. Just then some thing caught his eye. <sup>It</sup> was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ <sup>took</sup> ~~took~~ <sup>took</sup> them all down stairs. & First he opened the silver one which had wires in it. <sup>Soon</sup> ~~soon~~ he had opened all of them.

Fred put all the parts together. it made a computer. Suddenly he <sup>Spotted</sup> ~~noticed~~ a white box <sup>with?</sup> ~~with~~ 3 pins. It was a plug Fred plugged in the plug. The computer said DELL. Whatever does that mean? Thought Fred. He made jumpers, bread and butter he had finish writing <sup>every thing</sup> ~~the~~ down that the machine went boom. Fred was sad. <sup>So</sup> ~~for~~ he went to the garage got some tools and put it back together. From that day on Fred used his machine <sup>to knit</sup> ~~to knit~~ every day. <sup>to knit</sup> ~~to knit~~ his school jumper.



# Writing examples- Greater Depth

Once upon a time there was a badger who <sup>always</sup> hungry, because he worked day and night picking up rubbish in the active, adventurous park.

One early morning a boy came into the park with a ham sandwich. The starving, <sup>tremendously</sup> hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm," he thought, "this is what I call an outstanding sandwich." A boy came near the sandpit to take a big, <sup>humungous</sup> bite. There was a girl nearby on a ~~some~~ dark red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit!! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.

Just then a squirrel ~~of~~ grabbed the sandwich covered with golden sand. She took it because she didn't mind the sand. The ginger squirrel <sup>brang</sup> it up to her tall, dark, tree to share with her <sup>fesky</sup> children. ~~Oh NO!!!~~ The children couldn't share properly, ~~so~~ the sandwich fell in the pond covered with, slimy, green seaweed. "We can't eat it now," muttered the mother, ginger squirrel, "It's disgusting."

Suddenly a frog saw the sandwich and Badger leaped into the sparkling, <sup>dear</sup> pond. The slimy, dark, green frog fished out

the sandwich. He didn't mind the <sup>golden</sup> sand or the slimy, green seaweed. The <sup>bowing</sup> frog was about to take a big, <sup>humungous</sup> bite when a scooter <sup>reached</sup> and just wanted to get past, so there were black, squish marks on the sandwich. "Oh, we can't eat it now," muttered the frog, "It's so disgusting!!!!"

Suddenly a crow saw the sandwich and pecked it off the light green, delicate grass to give it to her <sup>weeding</sup> beautiful mum. When the crow was flying back to the sticky nest he dropped it into an ant's nest, because an electric <sup>amplifier</sup> scared the daughter's crow. "Oh, we can't eat it now," the crow <sup>mum</sup> muttered, "It's disgusting!"

~~luckily~~ Anyway, there was a fox who grabbed the sandwich. He didn't mind the golden sand or the slimy, green seaweed or the black squish, marks or the hundreds of ants. He got the sandwich ~~so~~ with the lady fox he liked. The fox was going to tell him how much he liked her old carol for her. When he dropped it into a pile of tickly feathers that somehow got there. "Oh, we can't eat it now," muttered the lady fox, "It's disgusting!" So the lady fox <sup>licked</sup> the sandwich into a <sup>glow</sup> blob. Then she <sup>worked</sup> through some <sup>slimy</sup> <sup>bits</sup>

Badger ran to the glow blob. This time there were some slugs covering the sandwich with slime and oozy, gray, bubbles. Badger looked at the sandwich covered in golden sand, slimy, green seaweed, black squish marks, hundreds of ants, tickly feathers and slugs with slime and oozy, gray bubbles. Then Badger ate up all the gross slugs.



# How can you help?

- Reading: Listening to your child read, asking them questions about what they have read, reading more challenging books to your child
- Writing- Practice sentence level writing at home- diary entry at the end of the day during the holidays, practice writing the shopping list
- Maths: TTRS, Learning with parents, quick fire questions in the car or on the bus

The CGP practice books are a really good resource for supporting at home. They are £3.95 each, available directly from the CGP website or £17.00 for a bundle of all four.



# Thank you for coming!

- Family Feedback Meetings are on Tuesday 28<sup>th</sup> March, please ensure you have booked your slot on MCAS
- Any questions?