



# WELCOME!

Year 2 SATs Information for Parents  
January 2023



# Objectives of the Meeting:



- To gain an understanding the assessments for year 2
- For you to have greater awareness of the demands of the year 2 end of year tests.
- To familiarise you with the programme of preparation for the test that school will be carrying out.
- To suggest tips for how you can help children prepare for the tests.



- Throughout May Year 2, children will take formal assessments in:

- Reading;

- Writing:

They will be assessed in their writing through detailed teacher assessments over the Spring and Summer term.

- Maths
- Science



# HOW ARE JUDGEMENTS MADE?

# Scaled Scores are used to assess levels of attainment.



What is meant by 'scaled scores'?

- It is expected that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100, usually 114/5.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

- A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test. This is called '[Working At Expectation](#)'
- A child awarded a scaled score of more than 100 (usually 110 or more) is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age. This is called '[Greater Depth](#)'
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age. This is called '[Working Towards Expectation](#)'.
- Marking guidance for KS1 tests will include conversion tables. Teachers will use these to translate pupil's raw scores into scaled scores to see whether each pupil has met the national standard. Teachers will use the scaled scores to inform their teacher assessment judgements.



# How do the scores get used?

- The scores are published nationally – names are not used.
- As a school we use them for the benefit of the children,
- As part of our assessment for learning and transition between Year 2 and Year 3.
- We analyse the tests, along with our day to day assessments to inform of future needs – strengths and weaknesses.
- Where needs are identified, planning takes place to ensure that where extra challenge is needed, that is provided and where there are aspects of learning where there are gaps, that as a school we strive to reduce and close the gaps.
- We use them as an end of Key Stage marker to inform the learning in KS2.



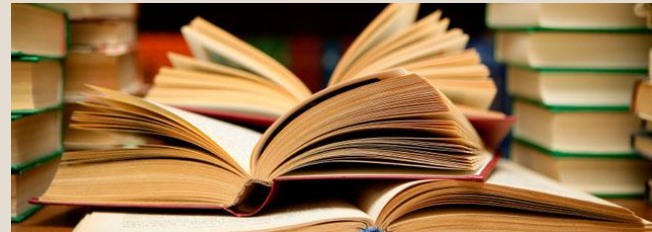
# ENGLISH



# English

The English assessments takes the form of two different aspects:

- Reading
- Writing



# Reading

- The Reading Test consists of two separate papers:
- Paper 1 – Contains a selection of texts totalling between 400 and 700 words with questions about the text (30 mins approx)
- Paper 2 – Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet (40 mins approx)
- Each paper is worth 50% of the marks and should take approximately 30/40 minutes to complete, although the children are not being assessed at working at speed so will not be strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.
- Questions are designed to assess the comprehension and understanding of a child's reading.



# Reading

- There is no separate paper for higher level readers.
- The tests will encompass questions for all abilities of reader.
- The reading tests are marked and raw scores are awarded from this.
- At a later date, the school will then be provided with a scaled score – identifying whether the child has reached age-related expectation.



What are the reading expectations for Year 2?

## Reading : The Teacher Assessment Framework

### 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-appropriate<sup>1</sup> 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 words<sup>2</sup>
- 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.

**Ideally, children need to be reading at least 90 words a minute at an age appropriate book to be making expectation. A greater depth child will be faster than this.**

What does Paper 1 look like?

So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



Why did Frog say, " *This must be our lucky day*"? Tick *one*.

*Monster liked boats.*

☐

*A boat drifted towards them.*

☐

*They were by the sea.*

☐

*It was a sunny day.*

☐

"Where are we going?" Monster asked nervously.

"To that island," said Frog, pointing towards a tiny spot on the horizon.

"It's a long way," said Monster. "I don't think I like boats."

Monster was beginning to feel seasick.



**8** What could Frog see on the horizon?

Tick **one**.

a boat

☐

the sun

☐

an island

☐

a beach

☐

**9** Find and copy **one** word which tells you that Monster was not feeling well in the boat.

\_\_\_\_\_

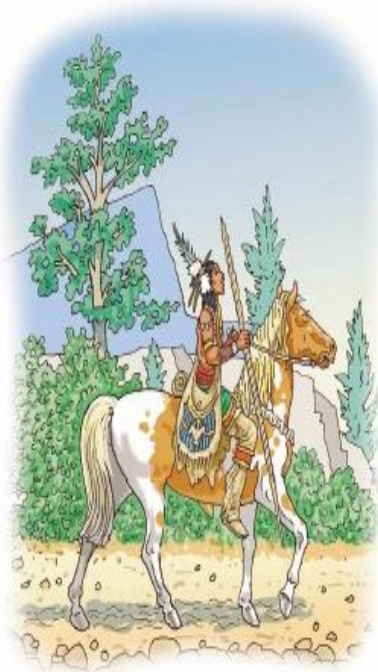




# The Fox and the Boastful Brave

One fine day, a hungry fox was walking down the road. His tummy was rumbling so loudly that he almost didn't hear the sound of someone coming. Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Over the top of the hill, he saw a tall feather. Fox crouched down and prepared to pounce on the bird. Imagine his surprise when he saw that the 'bird' was riding a horse! The feather was stuck in the headdress of a handsome young man who was riding along the path, singing as he went, "No one is handsomer than Heron Feather. No one is a better fisherman than Heron Feather. And I should know, for I am he."



Paper 2  
A reading booklet and an  
answer booklet.

(page 1)

- 1 *Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.*

**Find and copy one word that shows that Fox moved quickly.**

\_\_\_\_\_

(page 1)

- 2 What did Fox think was coming over the hill?

Tick one.

a horse

☐

a man

☐

a bird

☐

a fish

☐

## How can I support my child with reading?

Listening to your child read can take many forms:

- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - it's free!

Model fluid and expressive reading to your child. They need to hear good story telling.  
Please record your reading comments in the red book.  
Use our Reading Vipers to help you ask questions.





# Writing: What is assessed?



- Children will carry out independent writing tasks –set in a nurturing environment.
- These pieces of work will be used as the pieces of evidence that inform teachers' overall judgements.



## How is writing assessed in Year 2?

- Children's writing is assessed, by teachers in Year 2, against the Teacher Assessment Framework and end of year expectations of the National Curriculum.
- Teachers use a wide range of children's independent writing to assess the standard of their writing.
- Teachers will assess the content of the writing, the spelling and the handwriting.



# Writing: The Teacher Assessment Framework

## 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.

# How can I help my child with writing?

Keep learning and checking the children know all of the Year 1 and Year 2 tricky words/ common exception words and spelling lists that are on the website.

Every Friday, we will be sending home details on Google Classroom of the sounds and rules taught during the week and some words that you can be learning at home. You might want to explore the sounds more and find words in the books the children are reading .

Read! The more children hear wonderful stories and read a range of books, the more vocabulary they acquire. This shows in their writing.



# MATHS

# Key Stage 1 tests: mathematics

| Test               | Component                          | Description                                                                                        | Number of marks | Approximate timing of paper |
|--------------------|------------------------------------|----------------------------------------------------------------------------------------------------|-----------------|-----------------------------|
| <b>Mathematics</b> | Paper 1:<br>Arithmetic             | Assesses pupil's confidence and mathematical fluency with whole numbers, place value and counting. | 25              | 20 minutes                  |
|                    | Paper 2:<br>Mathematical reasoning | Mathematical fluency, solving mathematical problems and mathematical reasoning                     | 35              | 35 minutes                  |
|                    | <b>TOTAL</b>                       |                                                                                                    | <b>60 marks</b> | <b>55 minutes (rec.)</b>    |

Raw score converted to scaled score using conversion tables on [www.GOV.UK](http://www.GOV.UK)

## Maths: The Teacher Assessment Framework

### 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).

\* The scale can be in the form of a number line or a practical measuring situation.



## Maths Paper 1: Arithmetic

15

$3 \times 3 =$

16

$12 \div 2 =$

20

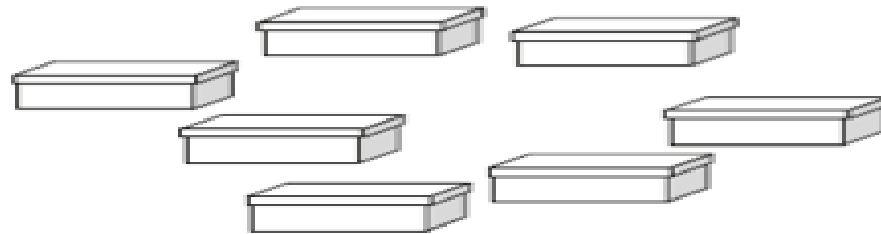
$86 - 21 =$

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So here the children need to be secure in their understanding of place value and understand the 'take away' symbol. Grid to encourage workings.

## 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  |        |

## How We Are Helping Children To Prepare...

- **Lots of targeted practice in lessons on all the types of questions that children might encounter.**
- **An emphasis on fluency, variation and mastery – to have deep understanding of the aspects we are teaching.**
- **Lots of emphasis on reasoning and problem solving to enable a deep understanding of the concepts that are covered.**
- **Emphasis on times table learning and fluency in number e.g. number bonds**
- **Tests and challenges towards the end of each half term – arithmetic and reasoning tests in the same format as ‘the real thing’**

## How can I help my child with Maths?

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, draughts or chess.



# SCIENCE

The KS1 science framework contains one standard: working at the expected standard.

A pupil who has completed the programme of study will be judged as either 'working at the expected standard' or 'has not met the expected standard'.

### **Working at the expected standard**

#### **Working scientifically**

The pupil can, using appropriate scientific language from the national curriculum:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions:
  - observing changes over time
  - noticing patterns
  - grouping and classifying things
  - carrying out simple comparative tests
  - finding things out using secondary sources of information
- communicate their ideas, what they do and what they find out in a variety of ways.

#### **Science content**

The pupil can:

- name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]
- describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]
- identify whether things are alive, dead or have never lived [year 2]
- describe and compare the observable features of animals from a range of groups [year 1]
- group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]
- describe seasonal changes [year 1]
- name different plants and animals and describe how they are suited to different habitats [year 2]
- distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].

# How can parents support children through these tests?

- Ensure children get plenty of sleep
- Encourage children to attend school, this is vital.
- We do many 'quick' interventions in our early work, so being in school for 8.30 is key to make sure your child does not miss out.
- Provide healthy breakfasts – make sure that your child has a named water bottle in school each day.
- Speak to teachers – we are happy to listen, answer questions and support in any way that we can!



# Support Materials

- Internet/online resources
- <http://www.bbc.co.uk/schools/ks1bitesize/>
- Topmarks for KS1
- Mymaths is used weekly to go revise aspects of maths that we have taught.
- Oxford Owl ebooks

# Many thanks for attending this evening.

Please submit any questions to the Y2 email. We also have parents evening in the next few weeks where we can offer support in a child specific way.

## **The Year 2 teaching team**

**Mrs Kate Truan – Assistant Head, Year 2 leader, Rosen**

**Miss Emma Bulford- Donaldson**

**Miss Amber Major – Bright**

