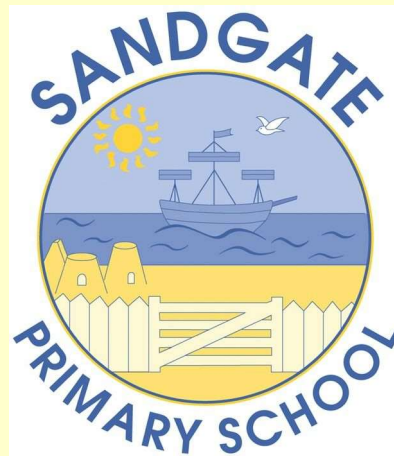


# **SATs: Statutory Assessment Tests**

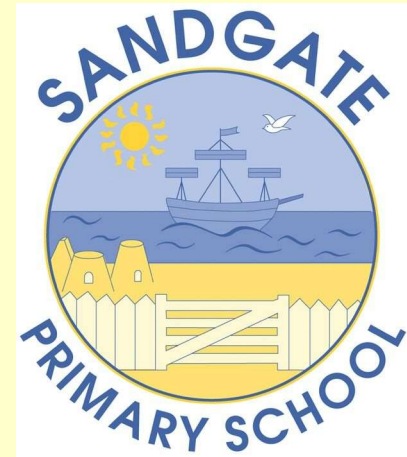
**Year Two Parents'  
Information Evening  
Wednesday 6th March 2019**



# SATs: Statutory Assessment Tests

A new national curriculum was introduced in 2014. As a result, the Standards and Testing Agency (STA) changed the tests so that they assess the new curriculum. Children took the new tests for the first time in May 2016.

The tests have been reviewed since their introduction and Teacher Assessment standards were amended in Writing last year and in Reading and Mathematics this year).



**Information Evening**  
**Wednesday 6th March 2019**

# How are children assessed in Year 2?

## **Statutory testing**

- Reading comprehension paper 1
- Reading comprehension paper 2
- Maths paper 1 Arithmetic test
- Maths paper 2 Reasoning
- English grammar and punctuation- Optional
- Spelling Test (20 spellings)- Optional

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

## **Teacher assessment**

Using the Interim Teacher Assessment Frameworks for Reading, Writing, Maths and Science.

<file:///T:/01-YEAR%20GROUPS/02-YEAR%202/2018-2019/SATs/2018-19%20Frameworks.pdf>

# How are children assessed in Year 2?

## DfE Assessment

- Pre working towards expected standard (S1-4)
- Working towards the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard

(Raw Scores converted to Scaled Scores from SATs to inform teacher assessment judgements)

# **How will this feel for your child?**

- **Fun Booklets! We never mention 'tests' or 'SATs' to the children.**
- **Children have completed practice fun booklets and practice questions so they are familiar with the expected format of the tests.**
- **Children will be asked to do their best independent learning as they are always expected to do in class.**
- **Tests are delivered as a normal lesson in class in smaller groups.**
- **Testing will take place during May.**

# 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-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.

# Reading

**Table 1: Format of the test**

Component	Description	Number of papers	Number of marks	Approximate timing of paper
<b>Paper 1:</b> English reading test	reading booklet with reading questions and answer space combined  (a selection of texts, 400–700 words)	1	20	30 minutes
<b>Paper 2:</b> English reading test	reading booklet and separate answer booklet  (a selection of texts, 800–1100 words)	1	20	40 minutes
	<b>Total</b>	<b>2</b>	<b>40</b>	<b>Recommended 70 minutes</b>

## Content domain coverage for the English **reading** test:

**Table 2: Content domain relating to questions**

Content domain reference	
<b>1a</b>	draw on knowledge of vocabulary to understand texts
<b>1b</b>	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
<b>1c</b>	identify and explain the sequence of events in texts
<b>1d</b>	make inferences from the text
<b>1e</b>	predict what might happen on the basis of what has been read so far

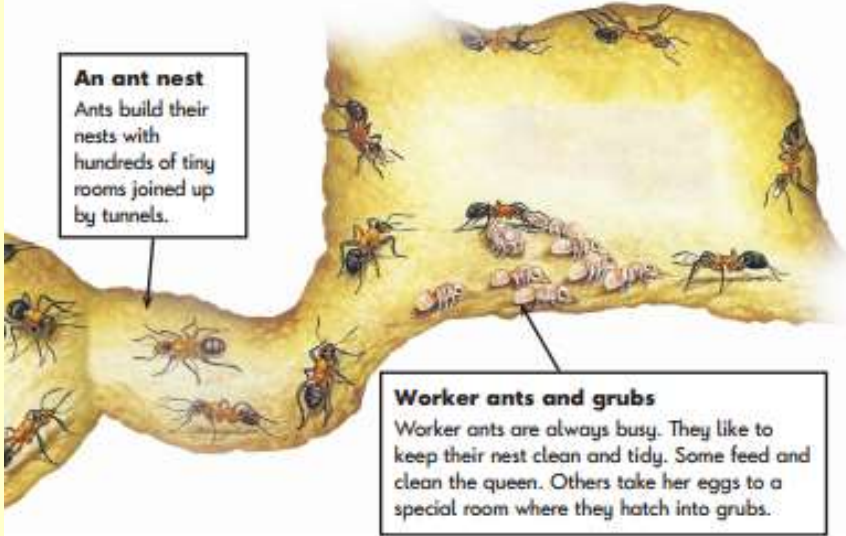
This test consists of a two reading papers. The above skills will be assessed through both papers. The national pass marks will be decided when tests have been administered nationally and scores fed back.



# The World of Ants



There will be a range of multiple choice, matching answers and written response questions.



**An ant nest**  
Ants build their nests with hundreds of tiny rooms joined up by tunnels.

**Worker ants and grubs**  
Worker ants are always busy. They like to keep their nest clean and tidy. Some feed and clean the queen. Others take her eggs to a special room where they hatch into grubs.

**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?  
\_\_\_\_\_ ☐

Page 05 of 16

# Monster and Frog at Sea

One hot sunny day Monster and Frog went to the seaside.

Monster lay on the sand, sunbathing. But Frog was bored and restless.

"If we had a boat," said Frog, "we could sail away to sea and have an adventure. We could be explorers!"

Frog was always looking for adventure. Monster wasn't.



## Paper 1

Fiction and Non-fiction sections. The sample test has 20 questions in total.

Frog lifted the lid of the basket again. Inside was a huge red balloon. "We could float home," said Frog.

Frog blew up the balloon until it was full of air. Then he tied the balloon to the basket.

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

Neither had Frog, but he didn't tell Monster that.



17 How did Frog think they could get home?

  
☐

18 Frog had not been in a balloon before, but he did not tell Monster because...

Tick **one**.

he didn't want to talk to Monster. ☐

he didn't want Monster to worry. ☐

he didn't want to go in the balloon. ☐

he didn't have time to say anything. ☐

☐



## The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and hung her over the king's bed. But she was so sad that she wouldn't sing at all.

As for the blackbird, when he saw that his wife had been trapped, he was angry. He took a sharp thorn for a sword and took half a walnut shell and wore it as a helmet. With the other half, he made himself a little drum. Soon he was marching towards the palace, beating the drum: rat-tat-tat.

On the way he met a fox.  
"Where are you going, Mr Blackbird?"  
"To fight the king!"  
"I'll come with you. For years he's hounded me and hunted me."  
"Come with me," said the blackbird.

Next the blackbird met some ants.  
"Where are you going, Mr Blackbird?"  
"To fight the king!"  
"We'll come with you. For years he's poisoned us and poured hot water onto our nests."  
"Then come with me."  
Next the blackbird met a river.  
"Where are you going, Mr Blackbird?"  
"To fight the king!"  
"Can I come with you? For years he's drained me and dirtied me."  
"Come with me."

And they marched along until they came to the king's palace. Rat-tat-tat! They marched up the golden steps to the door, and knocked. A servant opened the door. The blackbird drew his sword and said, "I've come to fight the king!" The servant led him to the king, sitting on his golden throne.

"What do you want?" said the king.  
"I want my wife."  
"Well, you shan't have her!"  
"Then," said the blackbird, "you and I are at war." He began to beat his drum: rat-tat-tat. The king laughed to his servants.  
"Take this cheeky bird to the hen-house and throw him in. The chickens will have pecked him to pieces by morning."

So the blackbird was locked inside the hen-house. Straightaway he called the fox, who came and snarled and snapped at the chickens who were terrified. All night they huddled in the corner, quivering and quaking.

The next morning, there was the blackbird, marching backwards and forwards, beating his drum: rat-tat-tat.

When the king heard that the blackbird was still alive, he was angry.

"Tonight," he shouted, "throw him in with the elephants – they'll have trampled him to a pulp by morning!"

So on the second night he was locked in the elephant compound. Straightaway he called the ants.

Soon they were crawling up the elephants' trunks and into their ears, tickling and stinging until the elephants lay on the ground, quivering and quaking and begging to be left alone!

The next morning, there was the blackbird, beating his little drum: rat-tat-tat.

This time the king was beside himself with rage.

"Tonight," he bellowed, "that blackbird will be tied to my bed, and I will watch him carefully!"

So on the third night he was tied to the king's bedpost. In the middle of the night, the blackbird called the river. Straightaway the river came flowing. It covered the floor, it poured under the door, it flowed through the palace. The king's bed began to float, his blankets were wet, his pajamas clung to his skin. Soon he was quivering and quaking, shivering and shaking.

"Very w-well, Mr Blackbird," he trembled, "I give in. Take your wife and g-go." And the king opened the door of the cage. The blackbirds flew out of the window, over the rooftops, over the fields and the forests until they came to their tree. And as the bright sun rose into the sky they sang together, and if you'd been listening it would have been as though gold and silver rain had fallen into your ears.

## Plastics and the Environment

### What is a plastic?

Plastic is a material we all use every day. The first plastics were made more than 100 years ago from parts of plants.



Plastics can be useful for people but bad for the planet. Here are some of the reasons.

Good points	Bad points
Plastics can be shaped into almost anything.	Plastics can be difficult to recycle.
Plastics are light and cheap to make.	Plastics can give off poisonous fumes when they melt.
Plastics can be produced in different colours.	Plastics are made from oil, which is running out.
Plastics do not rot.	Plastics do not rot.

### The problem with plastics

Some plastics can last for a long time without wearing out, but this means that it is very difficult to get rid of them when they are not needed. They may remain in rubbish dumps for hundreds of years. These dumps, called landfill sites, can be smelly, ugly and harmful to our planet.



## Plastic today and in the future



Plastics are now made from oil, coal and natural gas. We are using these things so fast that the Earth's supplies may run out. Scientists are investigating new ideas for making plastics from plants such as sweet potato, bamboo and flax.



## What you can do to help

### Re-use

You can re-use lots of plastic objects. Plastic bottles can be re-used many times, rather than throwing them away after each drink. Unwanted plastic goods, such as CDs and toys, can be donated to charity shops.



### Reduce

Another thing we can do to help is to use less plastic. For example, many people are using fewer plastic bags for their shopping.

### Recycle

Recycling is a good way to get rid of unwanted plastics. Recycled waste materials are used again to make new products. However, this can be difficult as different types of plastic need to be recycled in different ways. Some plastics can be melted and used to make more plastic products such as bags and bottles. Others can be made into fibres (strands of material) for clothing.

Paper 2  
Fiction and Non-fiction sections. The sample test has 18 questions in total.

11 Why can plastics be dangerous when they melt?  
\_\_\_\_\_ (page 8)

12 Give **two** problems with landfill sites.  
1. \_\_\_\_\_  
2. \_\_\_\_\_ (page 8)

13 What are most plastics made from today?  
Give **two** things.  
1. \_\_\_\_\_  
2. \_\_\_\_\_ (page 9)

14 What might plastics be made from in the future?  
Give **two** things.  
1. \_\_\_\_\_  
2. \_\_\_\_\_ (page 9)

Questions 1 – 8 are about  
*The Blackbird and his Wife* (pages 4 – 7)

1 Why did the king want to have the blackbirds?  
\_\_\_\_\_ (page 4)

2 Why was the blackbird's wife sad?  
\_\_\_\_\_ (page 4)

3 What instrument did the blackbird play on the way to the palace?  
\_\_\_\_\_ (page 4)

4 The king treated the animals badly.  
a) What had the king done to the fox?  
\_\_\_\_\_  
b) What had the king done to the ants?  
\_\_\_\_\_ (page 5)

15 Look at the section headed: **Re-use** (page 9)  
and **copy** the word that means the same as "given away".  
\_\_\_\_\_

the section headed: **Recycle** (page 9)  
a thing that can be made from recycled plastics.  
\_\_\_\_\_

to match the words below to their meaning. (page 9)

meanings

use the same thing  
more than once

turn an object into  
something else

use less of  
something

# How to support your child with Reading:



- Read with your child as often as possible: ask your child to read aloud to you, ask and answer questions about the text.
- Read aloud to your child whilst your child follows the text. Listening is an important part of reading; it will help your child to learn the importance of punctuation and reading with expression.
- Encourage your child to complete their AR quizzes and to read a selection of fiction and non-fiction texts.

# How to support your child with Reading:



- Discuss and look up definitions for new vocabulary encountered and encourage your child to use their new words in a different context.
- Ask your child to make predictions about a text based on what they have already read using evidence from the text to support their ideas.
- Discuss yours and your child's response to a text, likes and dislikes, how a character might be feeling referring to evidence from the text throughout.
- Make comparisons to other books that they have read in the same or other genres.



# 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.

- There are no formal tests for writing.
- Since last year, revised teacher assessment frameworks have been used in English writing, which include:
  - ✓ *A more flexible approach – teachers can now use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's attainment overall being made. The overall standard of attainment, set by the 'pupil can' statements, remains the same.*
  - ✓ *A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.*



- ✓ *Revised 'pupil can' statements – a greater emphasis on composition, while statements relating to the more 'technical' aspects of English writing (grammar, punctuation and spelling) are less prescriptive. All changes are in line with the attainment targets for the key stage 1 programme of study.*
- Assessment will be based on independent writing tasks.
- Evidence can also collected from cross-curricular writing e.g. History, Science etc.
- SPaG is tracked through regular in-school assessments but is also a major part of the writing assessment criteria.

# How to support your child with Spelling, Punctuation and Grammar:

- Help your child learn the spellings that are sent home.
- When reading to and/or with your child discuss the use of punctuation, word classes, tenses, contractions, plural, spellings with suffixes etc.
- SPAG is taught at school throughout the week. To support at home, if your child is willing, there are many fun websites and games to practise and support their learning (for examples, [www.topmarks.co.uk](http://www.topmarks.co.uk) and <http://www.bbc.co.uk/bitesize/ks1/literacy/spelling/play/>).



# Mathematics



# Mathematics

## 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 resources<sup>1</sup> 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 six<sup>2</sup> 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.

<sup>1</sup> Examples: base 10 apparatus

This year, a revised teacher assessment framework will be used for Mathematics.

## 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).

# Mathematics:

**Table 1: Format of the test**

Component	Description	Number of papers	Number of marks	Approximate timing of paper
<b>Paper 1:</b> arithmetic	assesses pupils' confidence and mathematical fluency with whole numbers, place-value and counting	1	25	20 minutes
<b>Paper 2:</b> mathematical reasoning	mathematical fluency, solving mathematical problems and mathematical reasoning	1	35	35 minutes
	<b>Total</b>	<b>2</b>	<b>60</b>	<b>Recommended 55 minutes</b>

11

$$87 - 40 = \boxed{\phantom{00}}$$



12

$$50 - \boxed{\phantom{00}} = 20$$

13

$$8 \times 10 = \boxed{\phantom{00}}$$



14

$$2 \times 0 = \boxed{\phantom{00}}$$



17

$$35 \div 5 = \boxed{\phantom{00}}$$



18

$$\frac{1}{4} \text{ of } 20 = \boxed{\phantom{00}}$$

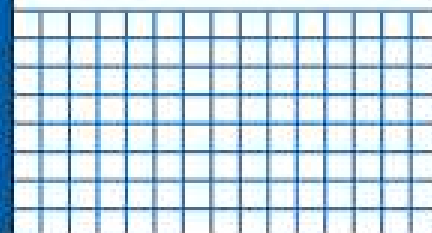
19

$$43 + 38 = \boxed{\phantom{00}}$$



20

$$86 - 21 = \boxed{\phantom{00}}$$



- 24** Write a digit in each box to make the sum correct.

$$\begin{array}{|c|c|} \hline 7 & \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = \begin{array}{|c|c|} \hline 8 & 3 \\ \hline \end{array}$$



- 27** Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

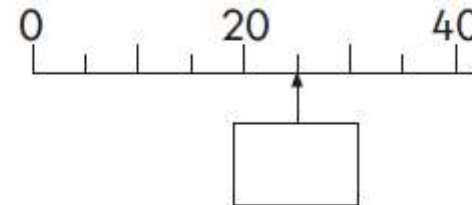
Show  
your  
working

raisins

2 marks

- 20** Look at the number line.

Write the correct number in the box.



- 21** Draw a line of symmetry on each of these shapes.



- 31** Complete the number sentence below.

$$3 \times 8 = 2 \times \begin{array}{|c|} \hline \\ \hline \end{array}$$



# How to support your child with Mathematics:



- Knowing timetables – children can use them accurately and quickly to solve a range of multiplication and division problems. To help you child learn their times tables we recommend: Squeebles App, DoodleMaths APP, TT Rockstars App
- Mental maths speed practice (one more/less, 10 more/less, number bonds, counting in 2s, 5s, 10s, doubles and halves).
- Websites and board games.
- Discussing methods and explaining their answers with evidence to support their ideas – ‘Prove it!’
- Encourage them to make use of mathematical jottings to show their workings/represent the problem and check their answers (CPA approach Concrete->Pictorial->Abstract).



# Top Tips

- Look at your child's homelearning and discuss the learning with your child. Encourage your child to do a little extra reading or some extra maths. Develop your child's mathematical fluency, e.g. times tables and mental addition/subtraction.
- Stay positive. Mistakes are how we learn. Pupils must have a 'can-do' attitude!
- Encourage your child to try their absolute best and that their best is always good enough.
- PLEASE DO NOT JUST DO PAST PAPERS WITHOUT DISCUSSION!

