

Welcome to the Year 2 SATs Meeting



GOLDTHORN PARK
Primary School





What are Year 2 SATS?



- ▶ SATs are Standard Assessment Tests and are taken in Year 2 as a measure of achievement in Maths, Reading and Writing at the end of KS1.
- ▶ Changes to the ways in which these tests have to be administered have varied over the years but the standard format has remained the same.
- ▶ The results of these tests are used as evidence to support teacher judgements at the end of the year.
- ▶ The results are submitted to the local authority and reported to parents.

The tests...

- ▶ At the end of Year 2, children will take assessments in Reading, Grammar, Punctuation and Spelling, Maths.

- ▶ The new tests consist of:

2 x English Reading Papers

2 x English GPSp Papers – Spelling/Questions

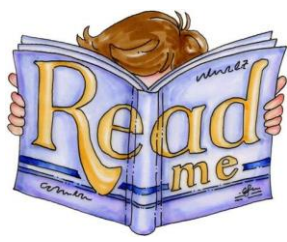
2 x Maths Papers – Arithmetic/Reasoning

- ▶ We must report our teacher assessments in **Writing** but there will be no formal test for Writing.

- ▶ We must report our teacher assessments in **Science**

- ▶ The tests are to begin on 15th May 2023 this year.



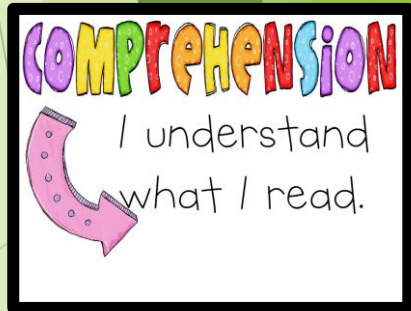


Reading Papers...



The tests have greater emphasis on the **comprehension** elements of the new curriculum.

- ▶ The Reading Test consists of two separate papers, both which will be administered to all pupils.
- ▶ Paper 1 – Consists of a combined reading prompt and answer booklet. It is expected that the test will last approximately 30 minutes to complete but is not strictly timed.
- ▶ Paper 2 – Contains a reading booklet of a selection of passages. Children will write their answers to questions about the passage in a separate booklet. It is expected that the test will take approximately 40 minutes to complete but is not 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.
- ▶ Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.





Spelling, Punctuation and Grammar...



► Paper 1: Spellings

This is an answer booklet for the pupils to complete and a text transcript to be read by the administrator. Pupils will have approximately 20 minutes to complete the answers but it is not strictly timed. They must write the 20 missing words in the answer booklet.

► Paper 2: Grammar, Punctuation and Vocabulary

This will consist of a single test paper focusing on pupils knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes.



Grammar, Punctuation and Spelling Paper

9. **Draw lines** to match the groups of words that have the same meaning.
One has been done for you

I will

it's

you have

I'll

it is

didn't

did not

you've

1 mark

Grammar, Punctuation and Vocabulary Paper

Year 2 English Grammar and Punctuation Test 1

4. Tick the correct word to complete the sentence below.

I really don't like washing my face _____ I have to do it.

Tick **one**.

or

and

but

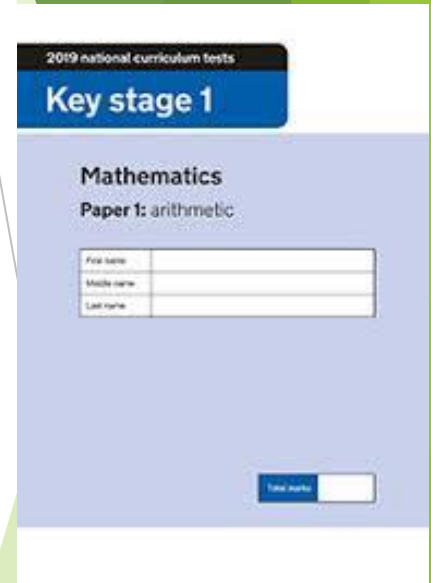
2

1 mark

Mathematics Papers...



- ▶ Children will sit two tests: **Paper 1** and **Paper 2**:
- ▶ **Paper 1** is for arithmetic, lasting approximately 20 minutes. It assesses pupils confidence and mathematical fluency with whole numbers, place value and counting.
- ▶ **Paper 2** covers problem solving, reasoning skills and mathematical fluency, lasts for approximately 35 minutes.
- ▶ 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 and there will be space on the paper for this.



Maths Paper 1: Arithmetic

15

$3 \times 3 = \boxed{}$



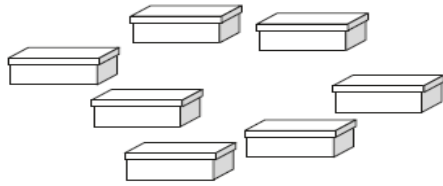
16

$12 \div 2 = \boxed{}$



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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When calculating
mathematical problems,
remember to use...



Read

Understand

Choose

Solve

AnsWER

Check



Interim Teachers Assessment Framework (ITAF).....

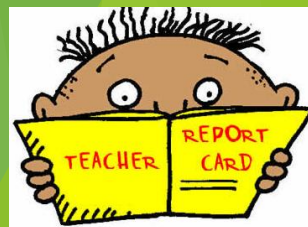


- ▶ Following the removal of teacher assessment levels, Interim Assessment Frameworks have been provided to support teachers in making judgements for pupils at the end of KS1.
- ▶ The interim framework does not include full coverage of the content of the national curriculum and focuses on key aspects for assessment.

Working Towards
Write sentences that form a narrative real or fictional
Show some sentences with capital letters and full stops.
Use sounds to spell some words correctly
Spell some common exception words
Form lower case letters correctly – starting/finishing places correct in some of their writing.
Form lower case letters of the correct size.
Use spacing between words.
Working at the expected standard
Write coherent narratives about personal experience and those of others (real or fictional)
Write about real events simply and clearly.
Use capital letters and full stops in most sentences and use question marks correctly.
Use past and present tense mostly correctly.
Use co-ordination (and, or, but) and some subordination (when, if, that, because) to join clauses.
Use phonemes to segment and to spell many words correctly.
Spell many CEV words correctly.
Form capital letters of the correct size and orientation.
Use spacing between words that reflect the size of the letters.
Working At Greater Depth
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 in ks1 mostly correctly.
Spell most CEV
Add suffixes to spell most words correctly (ment , less, ful , less, ly)
Use the diagonal and horizontal strokes to join some letters together.

Assessment and reporting...

- ▶ Schools must report their KSI Assessment data to the Local Authority in June
- ▶ You will be informed of 2023 KSI test outcomes in your child's school report at the end of the Summer Term
- ▶ Your child will still be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.
- ▶ The curriculum is rigorous and sets high expectations which all schools have had to work hard to meet since the beginning of 2014.



How to help your child...

- First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!



- Ensure your child has the best possible attendance at school.



- Support your child with any homework tasks.



- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.



- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).



- Make sure your child has a good sleep and healthy breakfast every morning!



How to help your 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.



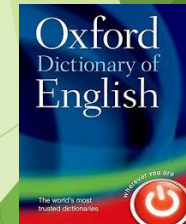
▶ Read a little at a time but often, rather than rarely but for long periods of time!



Reads 20 minutes
per day

▶ 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, recipes, football programmes, TV guides.

▶ Visit the local library – it's free!



How to help your child with writing...



- ▶ Practise spellings from the Year 1 and 2 spelling lists.
- ▶ 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).

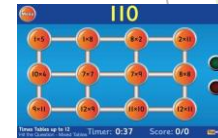
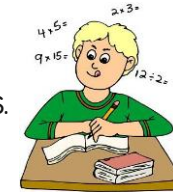


How to help your child with Maths...

- ▶ Play times tables games.



- ▶ Play mental maths games including counting in different amounts, forwards and backwards.



- ▶ Encourage opportunities for telling the time.



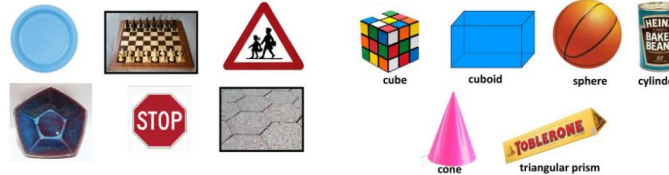
- ▶ Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.



- ▶ 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 and chess

Grammar and punctuations

www.themumeducates.com

Spellings

Tick the correct word to complete the sentence below.
We were _____ on our topics.

- Working
- Work
- Worked
- Works

Write one word on the lines below to complete the sentences in the **past tense**.

I _____ to Paris during the summer holidays.

He _____ delicious food at the restaurant.

1. Shopping
2. Behind
3. Pretty
4. Because
5. Gold

Reasoning

1. John buys these two items with a 50p coin.



16 pence



22 pence

What change will he get?

2. The pictogram shows the number of times children have won in sports.

Sara



Who won the most cups?

Bob



How many times Bob and Jane won altogether?

Andy



Who won the least cups?

Jane



How many more did Sara win than Andy?



Arithmetic

$$31 + 49 = \boxed{}$$

$$\frac{3}{4} \text{ of } 28 = \boxed{}$$

$$\boxed{} - 27 = 15$$

$$\frac{1}{4} \text{ of } 32 = \boxed{}$$

$$82 - 10 - 10 = \boxed{}$$

$$8 \times 5 = \boxed{}$$

$$16 - 3 - 3 = \boxed{}$$

$$\boxed{} \div 10 = 6$$

Andy and Bob have 24 sweets in a jar. They want to split them so they have half each. How many sweets will they each get?

If Andy eats half of his portion of sweets. How many sweets he got now?



Thank you for coming and for your support.
You can access materials from:

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

<https://www.theschoolrun.com/KSI-SATS-in-2018>