

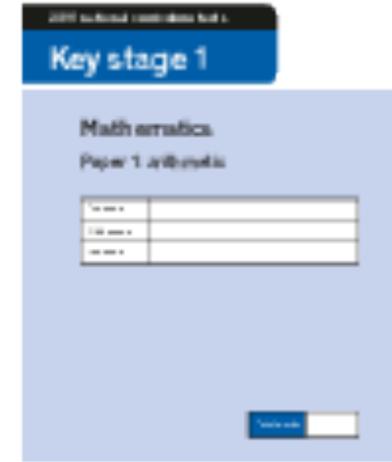
Year 2 SATs workshop

Thursday 18th January 2018

Year 2 SATs

- All children across the UK during May will sit the following tests:
 - Maths paper 1 (arithmetic)
 - Maths paper 2 (reasoning)
 - Reading paper 1
 - Reading paper 2
 - Spelling (optional)
 - Spelling, grammar and punctuation (optional)
- We will run our SATs during the week commencing 7th May 2018.
- Children will sit the tests in their own classrooms with extra adult support available if necessary.

Key Stage 1 Maths



The Key Stage 1 maths test is made up of two papers:

- Paper 1: arithmetic, worth 25 marks and taking around 20 minutes.
- Paper 2: mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 40 minutes, with a break if necessary.

There are a variety of question types: multiple choice, matching, true/false, completing a chart or table or drawing a shape and questions where children have to show or explain their method.

Children are not allowed to use any tools such as calculators or number lines.

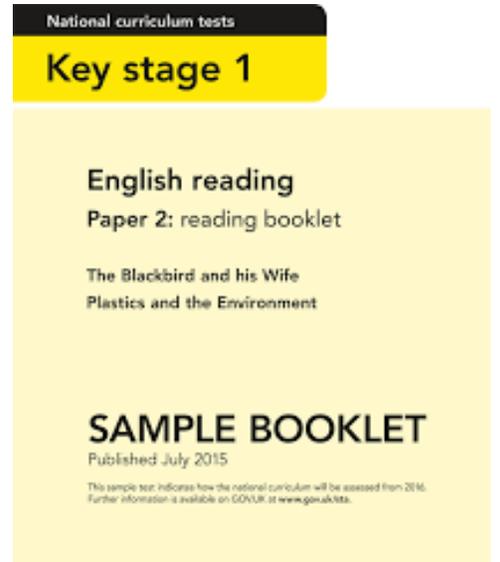
Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
<ul style="list-style-type: none"> The pupil can demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$). 	<ul style="list-style-type: none"> The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones). 	<ul style="list-style-type: none"> The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).
<ul style="list-style-type: none"> The pupil can count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives). 	<ul style="list-style-type: none"> The pupil can add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations. 	<ul style="list-style-type: none"> The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92 as it is not a multiple of 5).
<ul style="list-style-type: none"> The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly). 	<ul style="list-style-type: none"> The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100). 	<ul style="list-style-type: none"> The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$).
<ul style="list-style-type: none"> The pupil can use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$). 	<ul style="list-style-type: none"> The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$). 	<ul style="list-style-type: none"> The pupil can solve more complex missing number problems (e.g. $14 + \square - 3 = 17$; $14 + \Delta = 15 + 27$).
<ul style="list-style-type: none"> The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations. 	<ul style="list-style-type: none"> The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$). 	<ul style="list-style-type: none"> The pupil can determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).
<ul style="list-style-type: none"> The pupil can recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9). 	<ul style="list-style-type: none"> The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins). 	<ul style="list-style-type: none"> The pupil can solve 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?).

Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
<ul style="list-style-type: none"> The pupil can recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes. 	<ul style="list-style-type: none"> The pupil can identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole. 	<ul style="list-style-type: none"> The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).
	<ul style="list-style-type: none"> The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note). 	<ul style="list-style-type: none"> The pupil can find and compare fractions of amounts (e.g. $\frac{14}{100}$ of £20 = £5 and $\frac{12}{100}$ of £8 = £4 so $\frac{14}{100}$ of £20 is greater than $\frac{12}{100}$ of £8).
	<ul style="list-style-type: none"> The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug). 	<ul style="list-style-type: none"> The pupil can read the time on the clock to the nearest 5 minutes.
	<ul style="list-style-type: none"> The pupil can read the time on the clock to the nearest 15 minutes. 	<ul style="list-style-type: none"> The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
	<ul style="list-style-type: none"> The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square). 	<ul style="list-style-type: none"> The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).

Key Stage 1 English - Reading

The assessment of Key Stage 1 reading is as follows:

- Children sit 2 reading papers. Each paper has a selection of texts which are designed to increase in difficulty with a mixture of text genres.
 - Paper 1 includes the texts and questions combined and takes around 30 minutes to complete (scored out of 20).
 - Paper 2 contains more challenging texts with the questions in a separate booklet. The paper takes around 40 minutes to complete but teachers can remove children from this test at any time (scored out of 20).
- To reach the expected standard children last year children needed to score over 25 marks which required them to be able to access both papers.



Reading - expected standard

The pupil can:

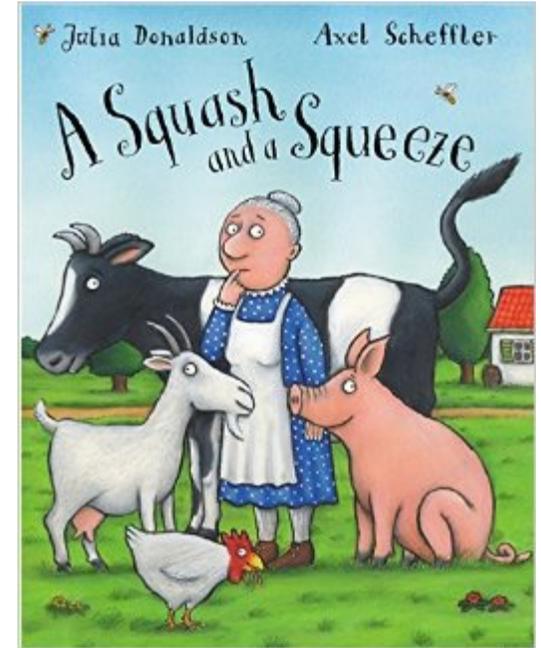
- read accurately most words of two or more syllables
- read most words containing common suffixes
- read most common exception words.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.



Key Stage 1 English – Grammar, Punctuation and Spelling

Schools may choose to administer the 2017 KS1 English grammar, punctuation and spelling test and use the result to inform teacher assessment (TA), but there is no requirement to do so.

Children will sit 2 papers which are laid out as follows:

- Paper 1 – spelling. Children will be tested on 20 spellings, taken from a range of spelling patterns taught throughout the year.
- Paper 2 – grammar and punctuation. Children will have 20 questions to answer.



How will the tests be marked?

Although the tests are set externally, they are marked by teachers within the school.

Children are given a [scaled score](#).

Their raw score – the actual number of marks they get – is translated into a scaled score, where a score of 100 or more means the child is working at the expected standard. A score below 100 indicates that the child is working towards the expected standard. The maximum score possible is 115, and the minimum is 85.

Teacher assessments are used to build up a picture of your child's learning and achievements. The SATs score will support this judgement. Your child will receive an overall result saying whether they are working towards or at the expected standard, or working at greater depth within the expected standard.

Writing – expected standard

Writing is assessed through teacher assessment in Year 2.

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher.

To be at the expected standard children need to show evidence of all of the following:

Writing – expected standard

- 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 – expected standard

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~^{snack}. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a sticky proboscis party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favorite part of the day was identifying the trees.

Writing – expected standard

Missing one dragon

Last seen flying out of forest school on Monday night. He has a silver tummy, black body and black feet. It will breath fire at you and eat you up! If seen then please report on 069 30661300 999 013. If seen and not reported you will be locked in jail for three years! You will be rewarded £900 or 309306 bucks if you report. Whatever you do do not shoot it! Its claws are silver so it is easy to be seen. ████████ class 3 year 2.

How to support your child at home

- Support with homework – all linked to what the children need to do for SATs
- Read regularly with your child – introduce and explain new words – discuss the book and ask your child questions about it to help with comprehension skills
- Encourage correct handwriting and use of punctuation
- Be positive and always use positive language such as;
I really like that you have done ...
What do you think you could do to make it even better?
I wonder if you did ... would that make it even better?
- Be calm, the children are used to taking tests. We keep it very low key and they won't think anything different or worry as long as everyone around them is calm and happy.
- Ensure your child is in school during SATs week
- Avoid, as much as possible, any confrontation or upset before school on the morning of SATs
- Make sure they have eaten a good breakfast and have drunk plenty of water