Year 2

Information for SATs

What are SATs?

➢ Standard Attainment Tests provide information for schools, local authorities, the Department for Education and Ofsted.

➢ Children at the end of KS1 will sit SATs papers.

- Outcomes will be reported using scaled scores.

- English writing is teacher assessed.

- Tests must be taken by all children working within the expected standard.

- Tests must be administered during May.

What tests will there be?

At the end of Year 2, children will take SATs tests in:

➢ Reading

➢ Maths

Reading Test

The Reading Test for Year 2 pupils will involve two separate papers.

Paper 1 consists of a selection of tests totalling 400 to 700 words, with questions interspersed	**Approx. 30 minutes**	**50% of marks**
Paper 2 comprises a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers in a separate booklet	Approx. 30 minutes	50% of marks
Tests are not intended to assess children's ability to work sat speed The texts will cover a range of fiction, non-fiction and poetry They will get progressively more difficult towards the end of the test Teachers will have the option to stop the test at any point that they feel is appropriate to a particular child		

Reading Test

There will be a variety of question types:

➢ Multiple choice

➢ Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'

➢ Matching, e.g. 'Match the character to the job that they do in the story'

➢ Labelling, e.g. 'Find and copy one word that shows what the weather was like in the story'

➢ Short answer, e.g. 'What does the bear eat?'

➢ Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons.'

Reading Test

Paper 1
400-700 words for the children to read. The questions are included.

The World of Ants

Ants are insects that you can often see in a garden, in a park or just on the pavement. They usually live underground.

Practice questions
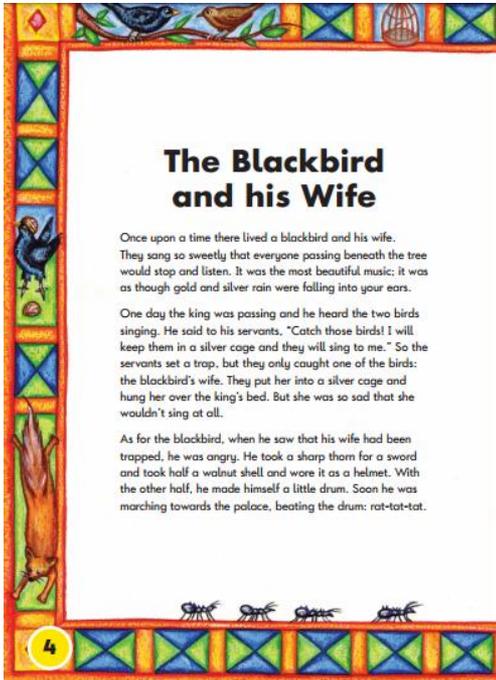
a What kind of animal is an ant?

_____

○

b **Find** and **copy two** places you might see ants.

1. _____
2. _____

○

Reading Test

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.

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Paper 2
800 -1100 words for the children to read. Their answers go in a separate booklet.

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

(page 4)

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 5)

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?

_____

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.

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Maths Test

The Maths test for Year 2 pupils will involve two papers.

Paper 1: Arithmetic	Approx. 15 minutes	25 marks
Paper 2: Mathematical fluency, problem-solving and reasoning There will be a variety of question types: multiple choice, matching, true/false, constrained (e.g. completing a chart of table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).	Approx. 35 minutes, with a break if necessary	35 marks
Children will not be able to use any tools such as calculators or number lines.		

Maths Test

**Paper 1:
Mental arithmetic**

17 $35 \div 5 =$ ☐

18 $\frac{1}{4}$ of $20 =$ ☐

Maths Test

Paper 2: Mathematical reasoning

15 A shop sells these sweets.

2p   5p   10p

Abdul spends exactly **20p** on sweets.

Tick (✓) the bag of sweets he buys.

Writing – at the expected standard

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

- Demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- Using sentences with different forms in their writing (statements, questions, exclamations and commands)
- Using some expanded noun phrases to describe and specify
- Using present and past tense mostly correctly and consistently
- Using co-ordination (or/and/but) and some subordination (when/if/that/because)
- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Spelling many common exception words
- Spelling some words with contracted forms
- Adding suffixes to spell some words correctly in their writing e.g. –ment, –ness, –ful, –less, –ly
- Using the diagonal and horizontal strokes needed to join letters in some of their writing
- Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Using spacing between words that reflects the size of the letters

Reading – 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
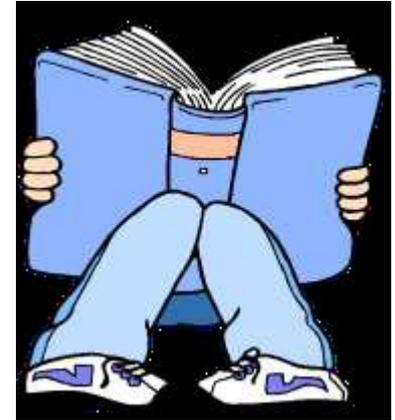
In age-appropriate books, the pupil can:

➢ 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

Maths – at the expected standard

➢ 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).

➢ The pupil can add two 2-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations.

➢ 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).

➢ The pupil can subtract mentally a 2-digit number from another 2-digit number when there is no regrouping required (e.g. 74 - 33).

➢ 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. □ - 14 = 28).

➢ 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 ÷ 5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins).

Maths – at the expected standard

➢ The pupil can identify 13 , 14 , 12 , 24 , 34 and knows that all parts must be equal parts of the whole.

➢ 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).

➢ 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).

➢ The pupil can read the time on the clock to the nearest 15 minutes.

➢ 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).

How will school help?

➤ Revision of the KS1 curriculum

➤ Consolidation of basic skills

➤ Practice questions and papers

➤ Additional adult support to the year group

➤ Small groups
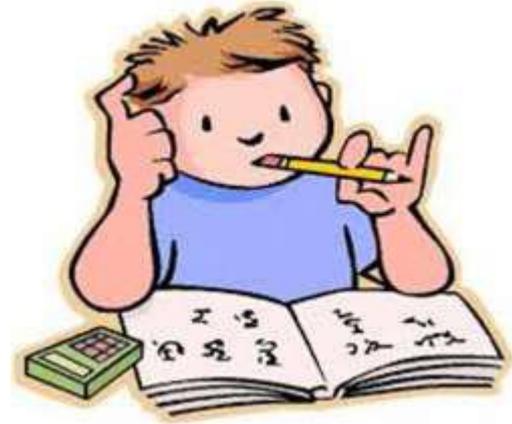
What can you do to help?

➢ Read with your child at least 3 times a week, asking questions and making inferences about what is being said and done

➢ Support with homework

➢ Practise times tables/key words

➢ Revision books are widely available

➢ Sleep

➢ Diet and water

➢ Do what you can to help at home but try not to make a 'big deal' of SATs

Final thoughts…

➢ SATs ARE ONLY ONE PART OF SCHOOL LIFE!

➢ The children are still VERY young

➢ Commercial products are available

BUT a balance is very important

➢ Children with outside activities have more experiences to draw on

➢ Children need time to be children and to rest

➢ Support good attendance and punctuality

➢ Come in and discuss any worries or distractions with us, no matter how insignificant they may seem

Tell them they are wonderful – because they all are!