



# Year 2 SATs

Parent Workshop February 2019

# What are the SATs?

- Your child's teacher is responsible for judging the standards your child is working at in English, maths and science by the end of Key Stage 1.
- To help inform those judgements, pupils sit national curriculum tests (SATs).
- The tests are a tool for teachers to help them measure your child's performance and identify their needs as they move into key stage 2. They also allow teachers to see how your child is performing against national expected standards.

# When are the SATs taken?

- The tests can be taken any time during May and they are not 'strictly' timed.
- We will be starting ours the week beginning 13<sup>th</sup> May.
- The majority of children will take them in their normal classroom.
- The tests are administered by your child's class teacher.
- The tests are timetabled into our normal school day so you may not even know that your child is taking them.

# What happens after the tests?

- Teachers will use the results from these tests, **along with the work your child has done throughout the year**, to help them reach their own judgements.
- Although the tests are set externally, they are marked by teachers within the school.
- Children are given a [scaled score](#).
- A score below 100 indicates that the child needs more support and a score of above 100 suggests the child is working at a higher level than expected for their age.
- These teacher assessment judgements will be reported to you by the end of the summer term.

# The Reading Test

- There are 2 separate papers:
- **Paper 1:**(approximately 30 minutes). Has 400-700 words. Children read the texts and answer questions as they 'go along'.
- **Paper 2:** (approximately 40 minutes). Has 800-1100 words. Children read the booklet first then answer questions in a separate booklet.
- **The texts in the reading papers cover a range of fiction, non-fiction and poetry**, and get progressively more difficult towards the end of the test. Teachers have the option to stop the test at any point that they feel is appropriate for a particular child.

# The Reading Test

There are a variety of questions:

- 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. 'Label the text to show the title'
- Find and copy, 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'

# The Maths Test

- There are 2 separate papers:
- **Paper 1: Arithmetic** (approximately 20 minutes)
- **Paper 2: Reasoning** (approximately 35 minutes)

There are a variety of question types:

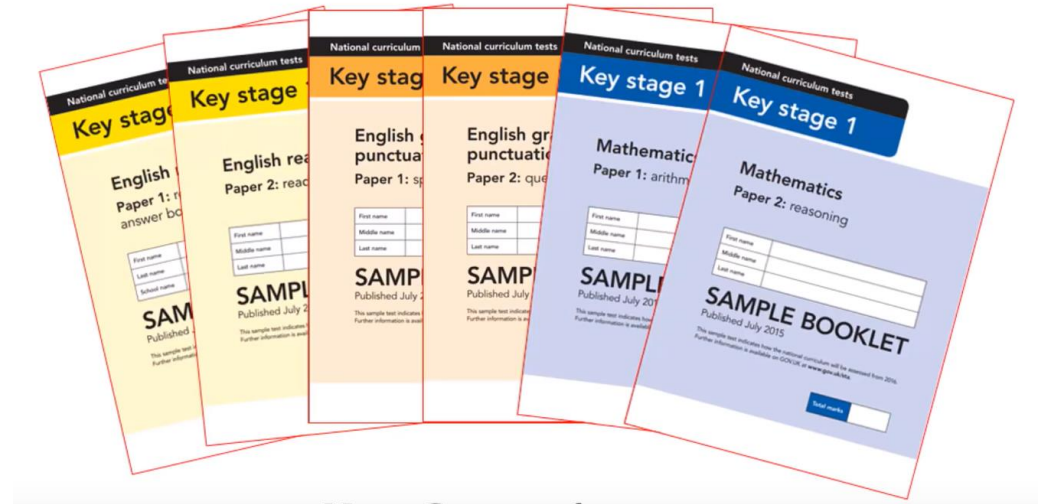
- multiple choice,
- matching, true/false, constrained (e.g. completing a chart or table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).

# The Maths Test

- There are a variety of question types:
- multiple choice
- matching
- true/false
- constrained (e.g. completing a chart or table; drawing a shape)
- less constrained (e.g. where children have to show or explain their method).



- There is also an optional Spelling, Grammar and Punctuation Test.



- Further details can be found here:  
[https://www.youtube.com/watch?v=dVlrdqh\\_J6Y&t=48s](https://www.youtube.com/watch?v=dVlrdqh_J6Y&t=48s)

# What is the 'expected' standard?

- **Reading:**

## **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.\*

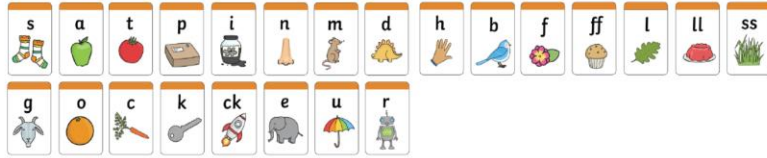
In age-appropriate<sup>1</sup> books, the pupil can:

- 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.

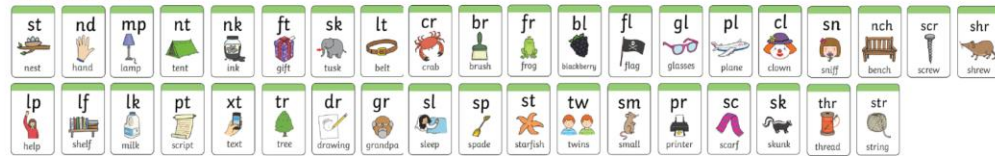
#### Phase 2 Phonemes



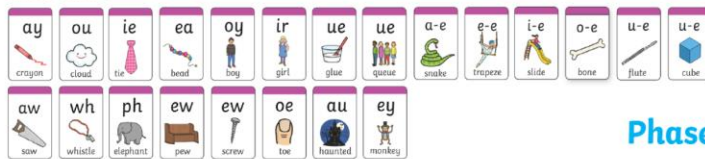
#### Phase 3 Phonemes



#### Phase 4 Blends and Clusters



#### Phase 5 Phonemes



#### Phase 2 to 5 Sounds



## Year 1 and 2 Common Exception Words

### Year 1

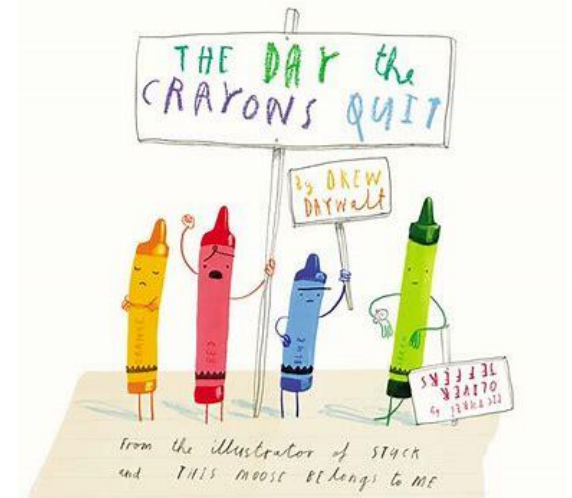
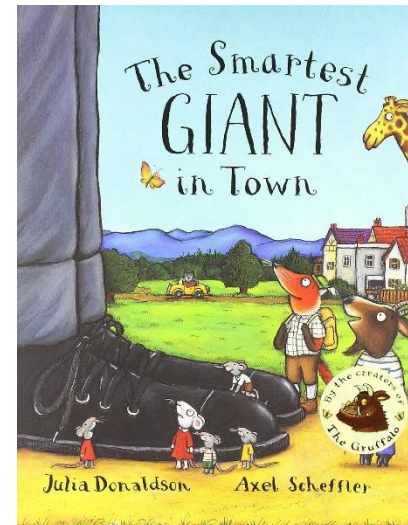
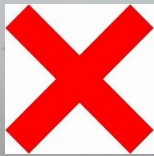
the they one  
a be once  
do he ask  
to me friend  
today she school  
of we put  
said no push  
says go pull  
are so full  
were by house  
was my our  
is here  
his there  
has where  
I love  
you come  
your some

### Year 2

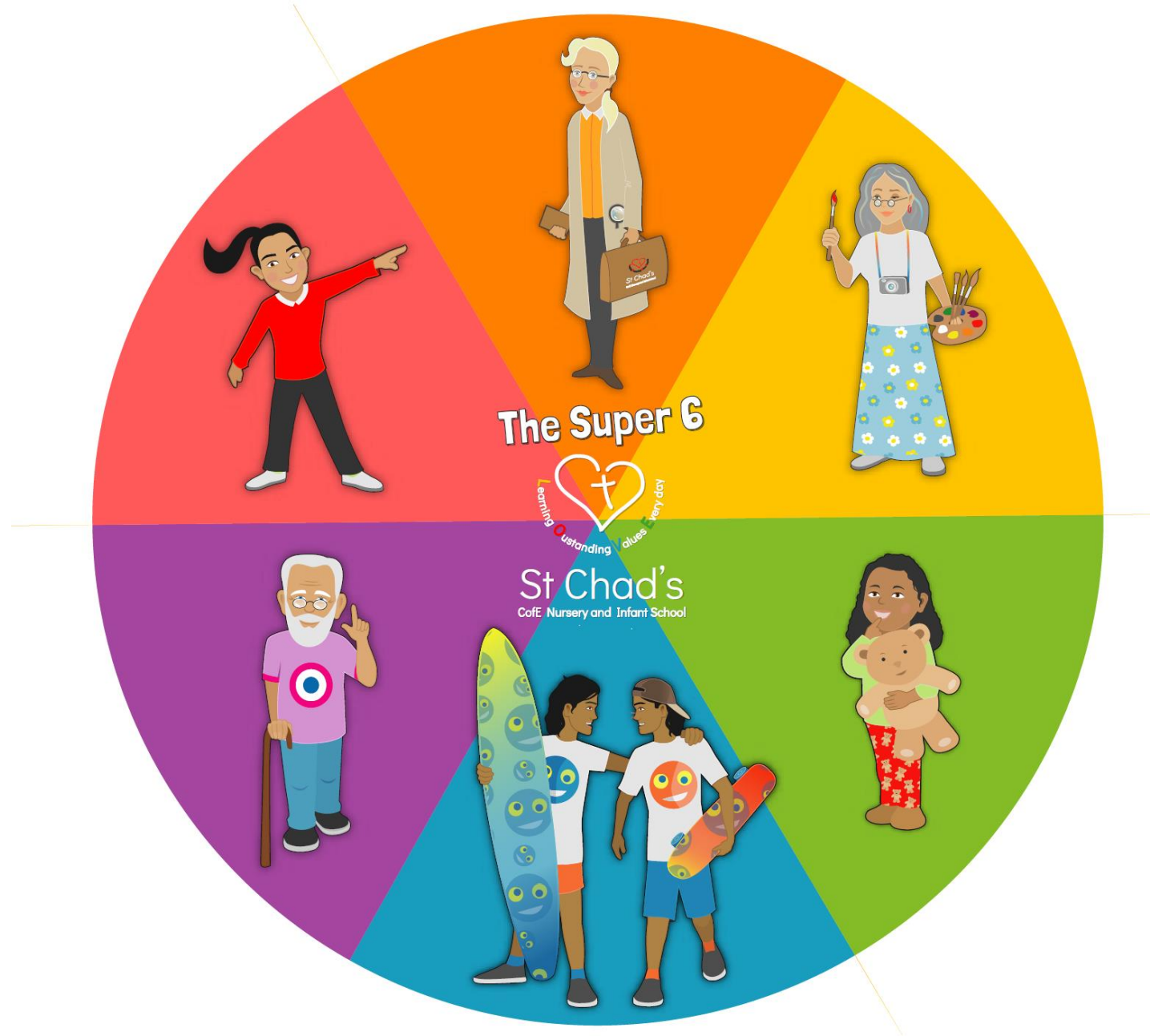
door gold plant clothes  
floor hold path busy  
poor told bath people  
because every hour water  
find great move again  
kind break prove half  
mind steak improve money  
behind pretty sure Mr  
child beautiful sugar Mrs  
children after eye parents  
wild fast could Christmas  
climb last should everybody  
most past would even  
only father who  
both class whole  
old grass any  
cold pass many



twinkl







# What is the 'expected' standard?

- **Writing:**

## **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.

## Piece G: Recount

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~<sup>snack</sup>. 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 position 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.

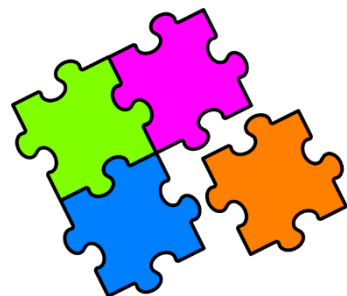
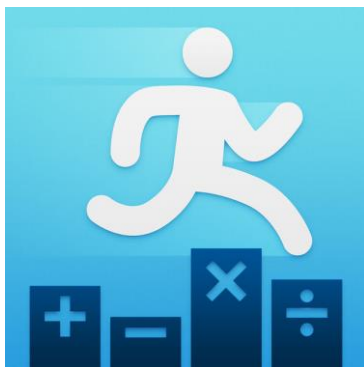
# What is the 'expected' standard?

- **Maths:**

## 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.



If you know  $6 + 4 = 10$

I also know...  $4 + 6 = 10$   $60 + 40 = 100$   $10 - 6 = 4$   
 $100 - 60 = 40$

If I know that  $10 - 2 = 8$

I also know...  $100 - 80 = 20$   $1000 - 800 = 200$   
 $20 + 80 = 100$   $110 - 2 = 108$

61

$$\begin{aligned}60 + 1 &= 61 \\50 + 11 &= 61 \\40 + 21 &= 61 \\30 + 31 &= 61 \\20 + 41 &= 61 \\10 + 51 &= 61\end{aligned}$$

59

$$\begin{aligned}50 + 9 &= 59 \\40 + 19 &= 59 \\30 + 29 &= 59 \\20 + 39 &= 59 \\10 + 49 &= 59\end{aligned}$$

52

$$\begin{aligned}50 + 2 &= 52 \\40 + 12 &= 52 \\30 + 22 &= 52 \\20 + 32 &= 52 \\10 + 42 &= 52\end{aligned}$$

46

$$\begin{aligned}40 + 6 &= 46 \\30 + 16 &= 46 \\20 + 26 &= 46 \\10 + 36 &= 46\end{aligned}$$



# Supporting your child

- Stay calm!
- Ensure regular home reading
- Practise mental maths e.g  $\times 2$ ,  $\times 5$ , 10,  $\times 3$
- Ensure they complete Home Learning activities
- **Visit our website!**



# St Chad's CofE Nursery and Infant School

Learning Outstanding Values Every day



[Home](#)

[About our School](#)

[Curriculum](#)

[SEND and Inclusion](#)

[Parents/Carers](#)

[Community](#)

[News](#)

[Calendar](#)

[Newsletters](#)

[Contact](#)

## Welcome to St Chad's Nursery and Infant School

Welcome to our website!

St Chad's is a small school with a big heart. We are proud of our school's history and the strong links that we have with our local community and St Augustine's church.

Life at St Chad's is fun and filled with exciting and memorable learning. Our school vision, **LOVE**, sits at the heart of our school community and underpins every aspect of school life. Every child is known as an individual. We value strong home-school partnerships and we endeavour to celebrate the achievements and *Golden Moments* of all of our children. Our children are nurtured by a friendly, enthusiastic and supportive school team who strive to give our children the very best.

[Read more...](#)



# Supporting your child

- Practice workbooks are available....but **don't go overboard!** Let them be children.

