



Monday 26th September 2016

Year 2 SATs Meeting





Outline

- When are SATs?
- What are SATs?
- An outline of the tests
- Teacher assessment
- Levels
- The results
- What you can do to help



When are SATs?

- SATs tests occur after the Easter holidays.
- Spread out over 2 weeks.
- Children are not made aware of specific dates to reduce any anxiety about testing.



What are SATs?

- SATs are assessments which help schools to make an end of Key Stage judgement for each child.
- In KS1 the emphasis is on teacher assessment which is collected throughout the year. Formal SATs tests help to support this judgement.

Tests

EA

Assessment Area	Test
Reading	Reading paper (Example Questions)
Writing	<u>No test.</u> Teacher assessment independent writing over the year.
Maths	Arithmetic paper- written methods Reasoning paper- context based questions <i>Children can have help reading questions.</i>
Grammar	<i>Grammar paper</i>



Levels

Working towards

Working at

Working above

- Levels are now broken down into 3 categories
- Working towards age related expectations
- Working at age related expectations
- Working above age related expectations

- Expectation for the end of Year 2 is **working at** age related expectations.

Reading/ Comprehension paper

- Each child is expected to sit a comprehension paper.
- In the test, they will be expected to read the text (a few paragraphs), then answer a few questions on that page.
- A second paper will also be used to assess children. This allows us to assess children as working at greater depth.
- This paper is a booklet (for children to read) and a booklet (for children to answer their questions)
- You will all be given a sample of these.

Reading/ Comprehension paper

Davies and the Baby

By Charlotte Voake



Once upon a time there was a little dog called Mr Davies. All day long he stayed in his garden.

He sniffed the smells and dug holes in the flower beds.

He ate his meals, and when it rained he slept in his kennel.



Practice questions

A Which words tell you this is the beginning of a story?

.....

B What did Mr Davies do when it rained?

- | | | | |
|--------------------------|------------------------|--------------------------|----------------------------------|
| <input type="checkbox"/> | He ate his meals. | <input type="checkbox"/> | He slept in his kennel. |
| <input type="checkbox"/> | He sniffed the smells. | <input type="checkbox"/> | He dug holes in the flower beds. |
-

Reading/ Comprehension paper

Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK.

You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.

Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon.

He also brought aliens to life in stories about Dr Xargle, written by Jeanne Willis.



Questions 1–6 are about
Meet Tony Ross (pages 4–5)

(page 4)

- 1 Find and copy one word from the top of page 4 that means well known.



1 mark

(page 4)

- 2 The Little Princess reminds Tony Ross of someone. Who is it?



1 mark

(page 4)

- 3 Tick **True** or **False** for each statement about the Little Princess.

Statement	True	False
There are lots of books about her.		
She always does as she's told.		
She is 5 years old.		
She doesn't like going to bed.		



2 marks



Reading assessment

- 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.
- At greater depth, pupils can, in a book they are reading independently:
 - make inferences on the basis of what is said and done
 - predict 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.



Writing Assessment

- Class teachers take samples of children's work throughout the year to help inform their level.
- Children complete a (big write) at the end of every unit. Roughly 2/ 3 a half term.
- Teachers level this writing against the End of Key Stage 1 expectations and use this at the end of the year to decide the child's level.
- Teachers will look at the results from the last independent 'big write' to make a final level judgement. Working below, towards, at or above age related expectations.

Handouts

Sample of story writing.



Writing Assessment

- 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.



Maths Assessment

- Each child is expected to sit two maths papers, arithmetic and reasoning paper.
- In the test, they will be expected to read the questions carefully and answer in the space provided. They will be required in some questions to show their workings out.
- Children's knowledge of key maths skills and mental maths are very important in helping them succeed in their exams.
- You will all be given a sample of these.

Arithmetic and Reasoning paper

3

$$10 - \boxed{} = 2$$



1 mark

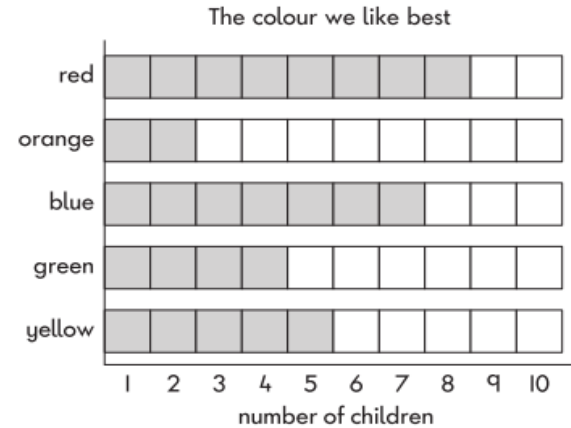
4

$$52 + 7 = \boxed{}$$



1 mark

Some children made this graph.



Practice question

Look at the graph.

Which colour do **5** children like best?

Look at the graph.

6 How many children like **red** best?

 children

Maths Assessment

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 2 two-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 two-digit number from another two-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. $\Delta - 14 = 28$).
- 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 $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins).
- 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.
- 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).

Grammar Assessment

- English will comprise of a four tests - Grammar & Punctuation, Spelling and two Reading papers.
- The spelling, grammar and punctuation paper tests children's knowledge of the structures of the English language and punctuation used in writing e.g. conjunction, verbs, exclamations.

Grammar Assessment

- 1** Draw lines to match each sentence with its correct type.

The first one has been done for you.

How terrible!	Question
Don't drop the eggs.	Exclamation
I've broken an egg.	Command
How will I get another for our breakfast?	Statement

- 2** Look at what Mary and John are saying. The words *Don't*, *I've* and *I'll* all have an **apostrophe** (').

In the table, write in full each of the words with an apostrophe.

The first one has been done for you.

Word with an apostrophe	Words in full
Don't	Do not
I've	
I'll	

Grammar Assessment



3 Look at the next part of the story in the box below. It is missing **capital letters** and a **full stop**.

- a) **Write** a full stop in the correct place.
- b) Circle **three** words that must have a capital letter.

mary and john are waiting for their
breakfast in the kitchen they want a
boiled egg and a glass of fresh milk.





Grammar Assessment

Spelling

P. There was a big _____ in the garden.

1. Hannah ran _____ than Lee.

2. Yesterday it was very _____.

3. I had a big smile on my _____.

4. There was a large _____ of children at the party.

5. You pick things up with your _____.

6. The _____ in the box are different colours.

7. Our new _____ is black with white paws.

8. I _____ my friend for her help.

9. We are going on holiday on _____.

10. I am not allowed to eat too many _____.



Grammar Assessment

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)

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**



The Results

- Results are reported to the LEA.
- Age related expectation will be given on the end of year reports.
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What can you do to help?

Reading

- Listen to your child read for 10 minutes each day.
- Help them to sound out difficult words instead of telling them the word.
- Talk to your child about the book after they have read it. For example, what did they enjoy, why did they enjoy it?
- Ask children questions about the book they have read.
- As well as hearing your child read, spend some time reading to them.

What can you do to help?

Writing

There is not a formal writing test.

Some tips

- Encourage your child to rehearse the sentences out loud before writing it.
- Practise using capital letters at the beginning of sentences and full stops at the end.
- Use a range of exciting words such as adjectives and adverbs to make their writing interesting.
- Look out for the different writing standards when your child is writing at home. Also encourage them to write using handwriting joins like they have been taught.

Practise Tests

Mock Tests will take place in the Spring term. Children will get the opportunity to look through their tests, and teachers will use this to help support children's ongoing learning.

In the meantime children have opportunities at least every 2 weeks to try some SATs style questions.

As we are using the new National Curriculum, some books in the shops may now have books with the current objectives.

Keep practising the key skills, such as basic grammar and spelling, this is sufficient. Also, maths vocabulary and number skills, such as addition and subtraction, will be useful.

EA



Questions?



A red handprint is on the left and a yellow handprint is on the right, both with a soft, watercolor-like texture. The red handprint is slightly larger and more prominent.

Useful websites

We will be updating the school website with more information closer to the time.

<http://www.bbc.co.uk/bitesize/ks1/>

<http://www.crickweb.co.uk/Key-Stage-1.html>

<http://www.topmarks.co.uk/Interactive.aspx?cat=40>

