






Year 2 Parent/ Carer
SATs meeting

Tuesday 21st February 2017

Upper School Hall

6:00pm

Year 2 children take SATs in:

-  Reading
-  English grammar, punctuation and spelling
-  Maths

End of Key Stage Tests have been changed in both Key Stage 1 and Key Stage 2 to reflect the standards and expectations within the national curriculum, which was introduced from September 2014.

Key Stage 1 reading

The new reading test for Year 2 pupils is made up of two separate papers:

Paper 1 consists of a selection of texts totalling 400 to 700 words, with questions interspersed

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

Each paper is worth 50 per cent of the marks, and should take around 30-40 minutes, but children are not strictly timed, as the tests are not intended to assess children's ability to work at speed. **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.

There are 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. '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'



Bella was lonely when William was away. She wished her wings were stronger so that she could fly after him. I will fly, thought Bella. She tried and tried... and at last she was flying perfectly.

One morning she followed William down to the harbour and out to sea. William was cross. "A fishing boat is no place for a goose," he said. But he let her stay. Bella loved life at sea.



1 When Bella was learning to fly, she...

Tick **one**.

was lazy.

did not try hard.

did not give up.

found it easy.

2 Why was William cross with Bella?

7

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.

Winter Parcel

Today I'm like a parcel,
wrapped up from top to toe,
protected from the icy winds,
the rain, the sleet and snow.

My head has got a hat on,
my neck hides in a scarf,
and on my hands some puppet gloves,
a tiger and giraffe.

My coat is thick and furry,
and does up very high.
And on my feet I've special boots,
to keep me warm and dry.

So though there's little of me
that anyone can see,
this walking, talking parcel is
most definitely ME!



16 What are **three** types of weather in this poem?

1. _____
2. _____
3. _____

17 *my neck hides in a scarf*

What does this mean?

Tick **one**.

The child's neck
is hurting.

The child's neck
is covered.

The child is playing
hide and seek.

The child's
scarf is lost.

18 What **two** animals does the child wear on her hands?

1. _____
2. _____

Tony Ross, in his own words

Why did you become an illustrator and writer?

It just happened. I didn't like my job at the time and I wanted to do something to cheer myself up. I never thought I'd be an artist as I always wanted to work with horses. I once wrote to an actor to ask if I could be a cowboy in one of his films!



(page 5)

What job did Tony Ross want to do before he became a writer and illustrator?



Where did you write your first book?

I wrote my first book when I was at work. It was called *Tales from Mr Toffy's Circus*.

How long does it take to write a book?

It can vary. Sometimes, it is as little as a few days to do the story and the pictures, but thinking about the idea can take weeks, months or even years.

(pages 4 and 5)

Complete the table with the names of the writers and the characters they write about.

Are there any characters that you really enjoy drawing?

I love drawing Miss Battle-Axe from the Horrid Henry books. She never smiles.

Is it hard to do illustrations for other writers' books?

It's easier to illustrate your own because every illustrator has things they don't like to draw or can't draw. If you write the story yourself you don't include those things in the story!



(page 5)

Why does Tony Ross like to illustrate his own books more than books by other people?

Character	Writer
	Francesca Simon
Dr Xargle	
Mr Toffy	

Why did the greedy man start *clapping his hands in delight*?

Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and copy one word that means the same as *sparkle*.

The greedy man's first surprise was that there was no gold or silver on the moon.

On page 11, what was the **second** big surprise for the greedy man?

Before long, the seed had grown into a strong vine. Every day, it grew higher and higher. It seemed to the greedy man that the vine was reaching up to the moon itself! But why were there no pumpkins on the vine?

"Maybe my reward is going to be greater than the farmer's. Perhaps I am meant to go up to the moon itself and collect my riches," he said to himself, clapping his hands in delight.

The greedy man began to climb the vine, which did indeed lead to the moon. He immediately began searching for the glint of gold or silver, but found nothing. He felt sure that the bird had cheated him. "Wait till I get my hands on that bird!" he cried.



Key stage 1 grammar, spelling and punctuation

Children taking Key Stage 1 SATs sit two separate papers in grammar, spelling and punctuation:

Paper 1: a 20-word spelling test taking approximately 15 minutes and worth 20 marks.

Paper 2: a grammar, punctuation and vocabulary test, in two sections of around 10 minutes each (with a break between, if necessary), worth 20 marks. This will involve a mixture of selecting the right answers e.g. through multiple choice, and writing short answers.

In May 2016, following the KS1 SATs spelling paper accidentally being made available on the Department for Education website before the test, Schools Minister Nick Gibb removed the requirement on schools to administer the Key Stage 1 grammar, punctuation and spelling test for 2016.

In 2017 the KS1 SPAG test remains optional, so schools can choose whether to administer it to their pupils.

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 _____.

11. My grandad was _____ a cake.
12. The children _____ all of the words.
13. Our class built a _____ from clay.
14. A _____ can hold its breath for two hours.
15. The musician gave concerts all over the _____.
16. Dad _____ to meet the children.
17. A rose _____ fell to the ground.
18. I saw a beautiful _____.
19. The school garden is a _____ place to sit.
20. Susan had a large collection of _____.

Spelling

Practice question: The word is **tree**.

There was a big **tree** in the garden.

The word is **tree**.

Spelling 1: The word is **faster**.

Hannah ran **faster** than Lee.

The word is **faster**.

Spelling 2: The word is **sunny**.

Yesterday it was very **sunny**.

The word is **sunny**.

Spelling 3: The word is **face**.

I had a big smile on my **face**.

The word is **face**.

Spelling 4: The word is **group**.

There was a large **group** of children at the party.

The word is **group**.

Spelling 5: The word is **fingers**.

You pick things up with your **fingers**.

The word is **fingers**.

Spelling 6: The word is **paints**.

The **paints** in the box are different colours.

The word is **paints**.

Spelling 7: The word is **kitten**.

Our new **kitten** is black with white paws.

The word is **kitten**.

Spelling 8: The word is **thanked**.

I **thanked** my friend for her help.

The word is **thanked**.

Spelling 9: The word is **Saturday**.

We are going on holiday on **Saturday**.

The word is **Saturday**.

Spelling 10: The word is **sweets**.

I am not allowed to eat too many **sweets**.

The word is **sweets**.

Spelling 11: The word is **baking**.

My grandad was **baking** a cake.

The word is **baking**.

Spelling 12: The word is **knew**.

The children **knew** all of the words.

The word is **knew**.

Spelling 13: The word is **model**.

Our class built a **model** from clay.

The word is **model**.

Spelling 14: The word is **whale**.

A **whale** can hold its breath for two hours.

The word is **whale**.

Spelling 15: The word is **world**.

The musician gave concerts all over the **world**.

The word is **world**.

Spelling 16: The word is **hurried**.

Dad **hurried** to meet the children.

The word is **hurried**.

Spelling 17: The word is **petal**.

A rose **petal** fell to the ground.

The word is **petal**.

Spelling 18: The word is **rainbow**.

I saw a beautiful **rainbow**.

The word is **rainbow**.

Spelling 19: The word is **peaceful**.

The school garden is a **peaceful** place to sit.

The word is **peaceful**.

Spelling 20: The word is **teddies**.

Susan had a large collection of **teddies**.

The word is **teddies**.

Write the words I am as one word, using an **apostrophe**.

_____ going to the shops soon.

Joe wanted to buy a present. He asked his mum if Gran would like flowers.

Write Joe's question to his mum in the speech bubble. Remember to use correct punctuation.



The verbs in boxes are in the present tense. Write these verbs in the **past tense**. One has been done for you.

visits



When my family visited the zoo,

take



I _____ photos with my new camera.

smiles



My brother _____ for his picture.

Circle the **three** nouns in the sentence below.

A whale has an enormous heart that can weigh as much as a small car.

Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her new running shoes.

Key Stage 1 maths

The new 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 35 minutes, with a break if necessary. 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).

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

7

$3 \times 2 = \boxed{}$



1 mark

8

$50 + \boxed{} = 80$



1 mark

11

$63 - 10 - 10 = \boxed{}$



1 mark

12

$8 \times 5 = \boxed{}$



1 mark

15

$28 + \boxed{} = 35$



1 mark

16

$69 + 11 = \boxed{}$



1 mark

23

$71 - 14 = \boxed{}$



1 mark

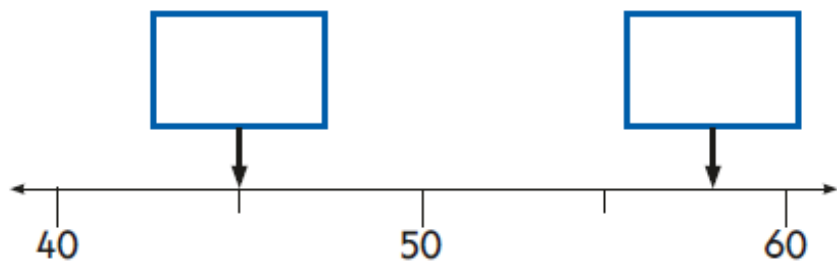
24

$\frac{1}{3} \text{ of } 30 = \boxed{}$

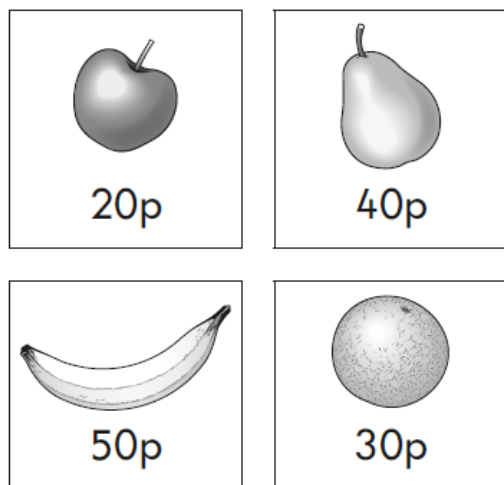


1 mark

16 Write the correct number in each box.



22 Look at these four fruits.



Kemi buys **three different** fruits.

She spends exactly **£1**

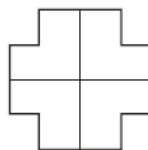
Tick the **three** fruits that she buys.

27 Shade the fractions of the shapes.

Shade $\frac{1}{2}$



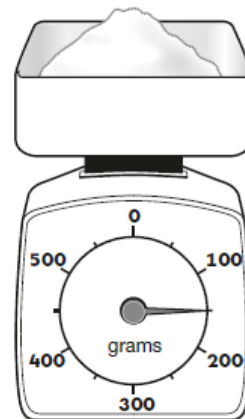
Shade $\frac{3}{4}$



Shade $\frac{1}{3}$

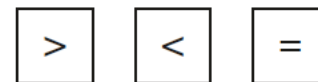


24 How much does the sugar weigh?



g

29 Here are some signs.



Write the correct sign in each box.

$10 + 5$ 10×5

2×6 $6 + 6$

30 Ben has **75** cherries.

He eats **28** of them.



How many cherries does he have left?

cherries

When will the KS1 SATs take place?

The KS1 SATs are due to be administered during May 2017. Unlike KS2 SATs, KS1 SATs don't have to be administered according to a nationally-set timetable in a specific week. Schools are free to manage the timetable and will aim to administer the tests in the classroom in a low-stress, low-key way; some children won't even be aware they've taken them!

How will the tests be marked?

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

Instead of the old national curriculum levels, 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 means the child is working at the expected standard. A score below 100 indicates that the child needs more support, whereas a score of above 100 suggests the child is working at a higher level than expected for their age. The maximum score possible is 115, and the minimum is 85.

Teacher assessments are also used to build up a picture of your child's learning and achievements. In addition, your child will receive an overall result saying whether they have achieved the required standard in the tests (your child's actual results won't be communicated to you unless you ask for them). The Department for Education aims for 85 per cent of children to reach the expected standard (this is a higher standard than was expected before 2016).



How to convert key stage 1 raw scores to scaled scores

The tables show each of the possible raw scores on the 2016 key stage 1 tests. To convert each pupil's raw score to a scaled score, look up the raw score and read across to the appropriate scaled score. A scaled score of 100 or more shows the pupil has met the expected standard in the test.

Mathematics	
Raw score	Scaled score
0	N
1	N
2	N
3	85
4	85
5	85
6	85
7	85
8	85
9	86
10	87
11	88
12	88
13	89
14	89
15	90
16	90
17	91
18	91
19	92
20	92

Mathematics	
Raw score	Scaled score
21	93
22	93
23	94
24	94
25	94
26	95
27	95
28	96
29	96
30	97
31	97
32	97
33	98
34	98
35	99
36	99
37	100
38	100
39	100
40	101

Mathematics	
Raw score	Scaled score
41	101
42	102
43	102
44	103
45	103
46	104
47	105
48	105
49	106
50	107
51	107
52	108
53	109
54	110
55	111
56	112
57	114
58	115
59	115
60	115

English reading	
Raw score	Scaled score
0	N
1	N
2	N
3	85
4	85
5	87
6	88
7	89
8	90
9	91
10	92
11	92
12	93
13	94
14	94
15	95
16	96
17	96
18	97
19	98
20	98

English reading	
Raw score	Scaled score
21	99
22	100
23	100
24	101
25	101
26	102
27	103
28	103
29	104
30	105
31	106
32	107
33	107
34	108
35	110
36	111
37	112
38	114
39	115
40	115

The government has set interim assessment criteria.

Currently, in Reading, Writing and Maths children will be assessed as:

- 🏠 Working towards the expected standard
- 🏠 Working at the expected standard
- 🏠 Working at 'greater depth'.

Every aspect of assessment must be met for a child to achieve that standard.

In Science children will either be assessed as 'working at the expected standard' or not.

Whilst SATs are statutory, teachers will be assessing your child's progress throughout the year.

This means that the scores that your child achieves in the SATs are just one part of the assessment process.

Your child's final end of year results are determined by the teacher and not the tests!

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 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.

Interim teacher assessment framework at the end of key stage 1: reading

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words*.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

Working at greater depth within the expected standard

The pupil 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.

Working 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.

Interim teacher assessment framework at the end of key stage 1 – writing

Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words*
- spelling most words with contracted forms*
- adding suffixes to spell most words correctly in their writing, e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal strokes needed to join letters in most of their writing.

Working 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 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).

Interim teacher assessment framework at the end of key stage 1: mathematics

Working towards the expected standard

- 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 $42 > 36$).
- 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).
- The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly).
- The pupil can use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$).
- 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.
- 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).
- 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.

Working at greater depth within the expected standard

- The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).
- 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).
- The pupil can work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$).
- The pupil can solve more complex missing number problems (e.g. $14 + - 3 = 17$; $14 + \Delta = 15 + 27$).
- 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).
- 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?).
- The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$).
- The pupil can find and compare fractions of amounts (e.g. $\frac{1}{4}$ of £20 = £5 and $\frac{1}{2}$ of £8 = £4 so $\frac{1}{4}$ of £20 is greater than $\frac{1}{2}$ of £8).
- The pupil can read the time on the clock to the nearest 5 minutes.
- 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.
- 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

How you can help your child to succeed...

- 🏠 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 them with any homework set
 - 🏠 Ensure that they read on a daily basis
- 🏠 Find out what they did at school – (use the curriculum newsletter as a prompt)
- 🏠 Talk with class teacher or other school staff about the Year 2 curriculum/ teaching methods
- 🏠 Make sure your child has a good sleep and healthy breakfast every morning



Year 2 Parent/ Carer
SATs meeting

***Thank you for attending this
meeting!***

***Please complete a feedback
sheet before you leave .***