



YEAR 2 SATS
INFORMATION FOR
PARENTS

Aims of the Session

- To have an understanding of how children are assessed at the end of the key stage;
- To have an understanding of the SATs in Year 2;
- To gain an insight into the **expected standard** at the end of Year 2;
- To see examples of the tests;
- To gain ideas on how to support your child.



How are pupils assessed?

- At the end of KS1, all pupils are assessed in English - Reading, English - Writing, Mathematics and Science using the Teacher Assessment Frameworks.
- The SATs (The Standard Assessment Tests) are used to assess the progress of every individual against national standards and support teachers' judgements.



Teacher Assessment Framework English - Reading

The Framework for Assessment has been produced to support teachers judgements and contains three standards:

- **working towards the expected standard**
- **working at the expected standard**
- **working at greater depth within the expected standard**

Pupils that do not meet the 'working towards' standard are assessed against a Pre-Key Stage 1 standard called 'foundations for the expected standard'.

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 a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

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-appropriate¹ 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 words²
- 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.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about 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.

Assessment Area	Paper 1	Paper 2
English - Reading	Paper 1 20 marks Approx. 30 minutes	Paper 2 20 marks Approx. 30 minutes
English – Grammar, Punctuation and Spelling	Paper 1 Spelling Test 20 marks Approx. 15 minutes	Paper 2 Grammar & Punctuation 20 marks Approx. 20 minutes
Maths	Paper 1 Arithmetic 25 marks Approx. 25 minutes	Paper 2 Reasoning 35 marks Approx. 35 minutes

English - Reading



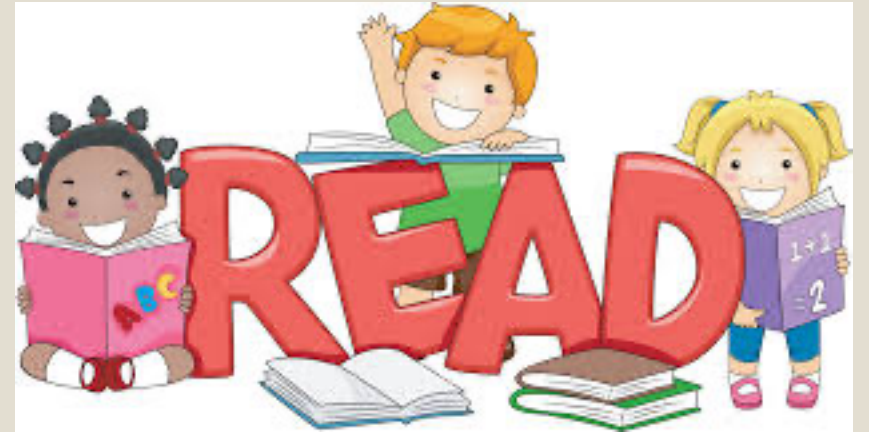
English - Reading



- **Paper 1** – the text and questions are combined;
- **Paper 2** - comprises a reading booklet of more challenging texts. Children will write their answers in a separate booklet
- All pupils will be given the opportunity to complete both papers. Each paper should take around 30 minutes, but children will not be strictly timed, as the tests are not intended to assess children's ability to work at speed.
- **The texts in the reading papers will cover a range of fiction, non-fiction and poetry**, and 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 for a particular child.

English - Reading

- **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. 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*
- Literal understanding (short answer) *e.g. What does the bear eat?*
- Inference *e.g. Why did Lucy write the letter to her grandmother? Give two reasons*



Paper 1

Monster and Frog at Sea

One hot sunny day Monster and Frog went to the seaside.

Monster lay on the sand, sunbathing. But Frog was bored and restless.

"If we had a boat," said Frog, "we could sail away to sea and have an adventure. We could be explorers!"

Frog was always looking for adventure. Monster wasn't.



Multiple Choice

c

What kind of day was it?

Tick **one**.

cloudy

sunny

cold

wet

d

What was Monster doing?

Paper 1

So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



6 Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster liked boats.

A boat drifted towards them.

They were by the sea.

It was a sunny day.



Paper 2



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.

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?



(page 4)

1 Why did the king want to have the blackbirds?



Inference

(page 4)

2 Why was the blackbird's wife sad?



Word Meanings

(page 7)

8 Find and copy two words that describe how scared the king was.

1. _____

2. _____



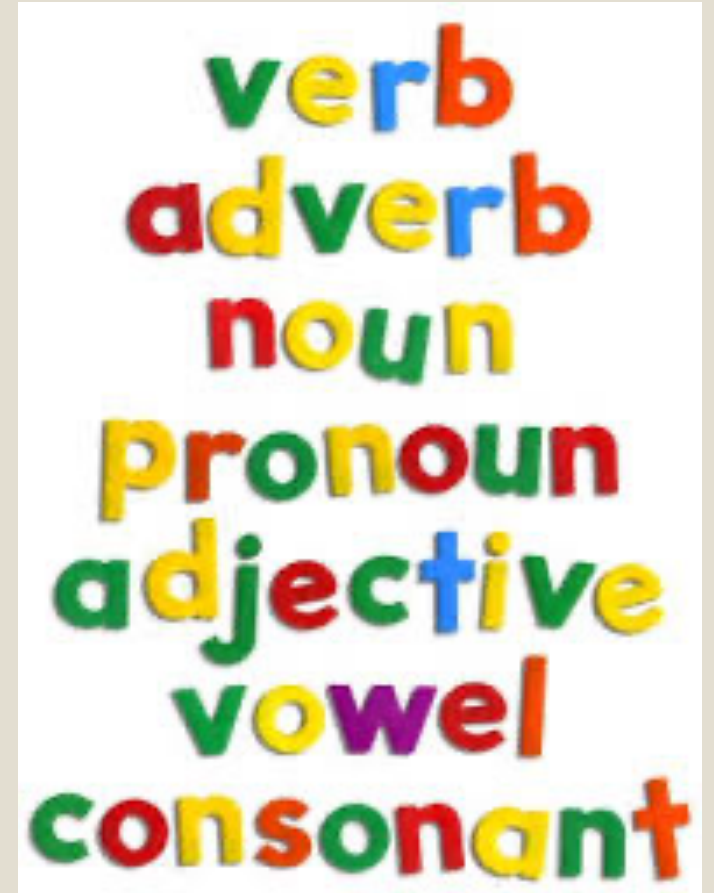
English – Grammar, Punctuation and Spelling

adverb apostrophe clause
determiner fronted adverbial
modal verb noun phrase prefix
present perfect pronoun root
word sentence subjunctive
suffix superlative tense verb

English – Grammar, Punctuation and Spelling

- Children take two separate papers;
- **Paper 1:** a 20-word spelling test taking approximately 15 minutes
- **Paper 2:** a grammar, punctuation and vocabulary test of approximately 18 questions. This will involve a mixture of selecting the right answers e.g. through multiple choice and writing short answers.

The questions will be read to the children.



Paper 1 – Spelling Test

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.

Paper 2 – Grammar and Punctuation

Year 2 English Grammar and Punctuation Test 1

4. Tick the correct word to complete the sentence below.

I really don't like washing my face _____ I have to do it.

Tick **one**.

or

and

but

2

1 mark

Paper 2 – Grammar and Punctuation

7. Add **commas** to the sentence below.

On the farm I saw a sheep cow pig and some chickens.

1 mark

8. Tick the **sentence** that is a **statement**.

Tick **One**.

Jessica was running.

Where are your shoes?

Check you have cleared your desk.

I don't believe it!

9. **Draw lines** to match the groups of words that have the same meaning.
One has been done for you

I will

it's

you have

I'll

it is

didn't

did not

you've

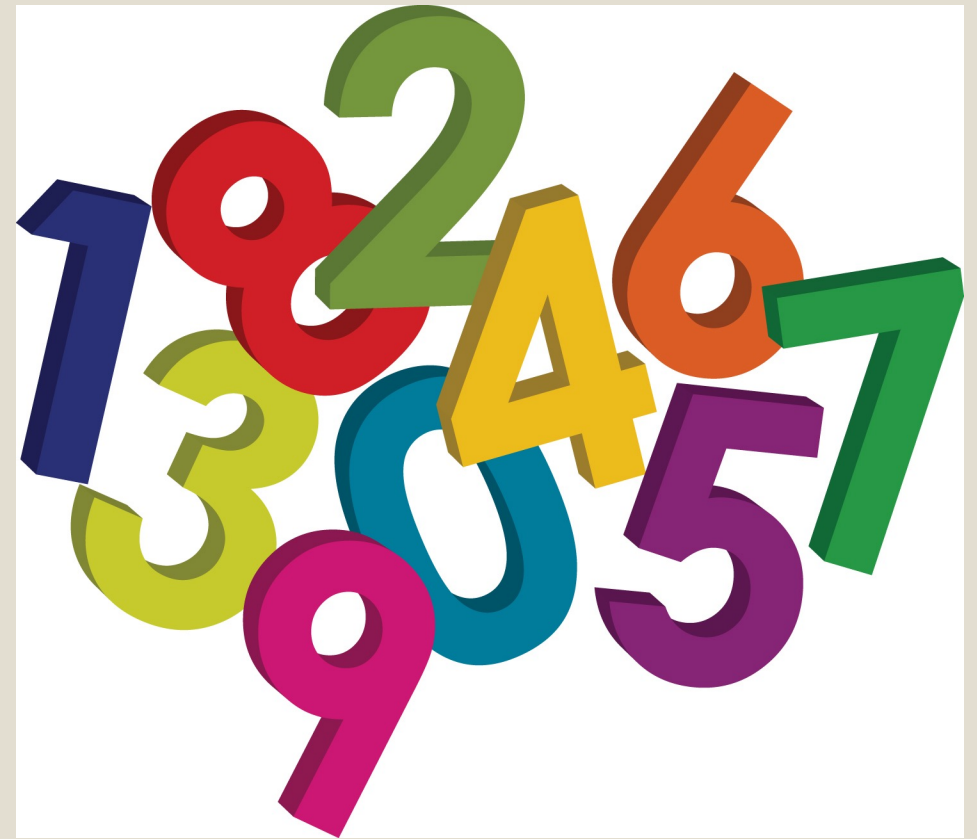
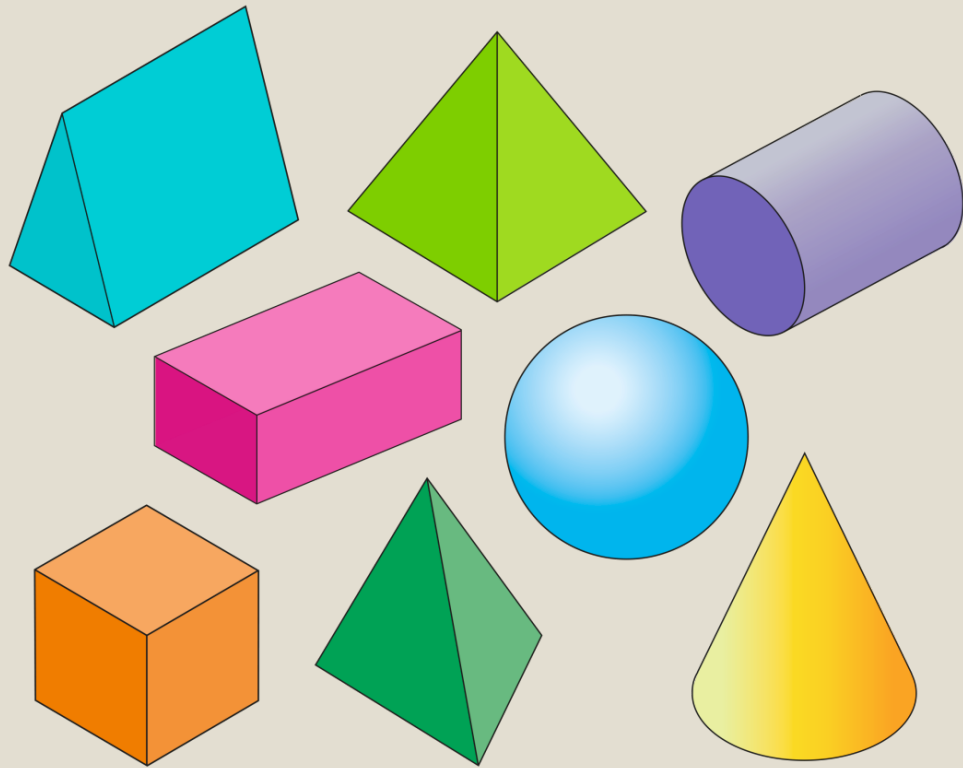
1 mark

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

Yesterday I walked to the park and played on the swings.

1 mark

Mathematics



Mathematics



- **Paper 1** is for arithmetic, lasting approximately 25 minutes and worth 25 marks. It covers calculation methods for all operations. **No resources can be used**, e.g. no number square, number line, etc.
- **Paper 2** covers problem solving, reasoning and mathematical fluency, lasts for approximately 35 minutes and is worth 35 marks. The only resource the children can use is a 30cm ruler.

Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.

Maths Paper 1: Arithmetic

15

$3 \times 3 = \boxed{}$



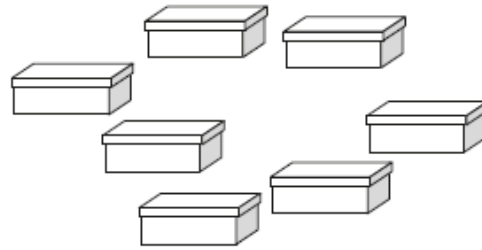
16

$12 \div 2 = \boxed{}$



Maths Paper 2: Reasoning

7



Sita puts **2** shoes in each of these boxes.

How many shoes are there altogether?

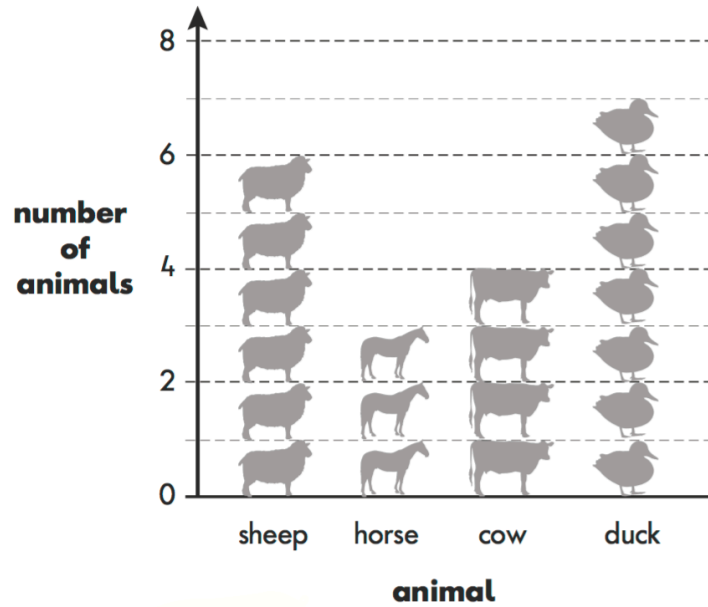
shoes

8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

This diagram shows the number of animals at a farm.



(a) How many sheep and cows are there altogether?

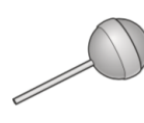
(animals)

(b) There are more ducks than horses. How many more?

A shop sells these sweets.



2p



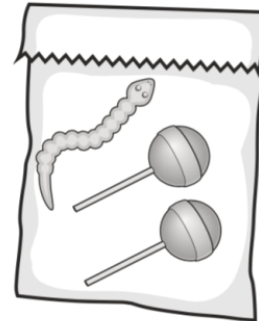
5p



10p

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

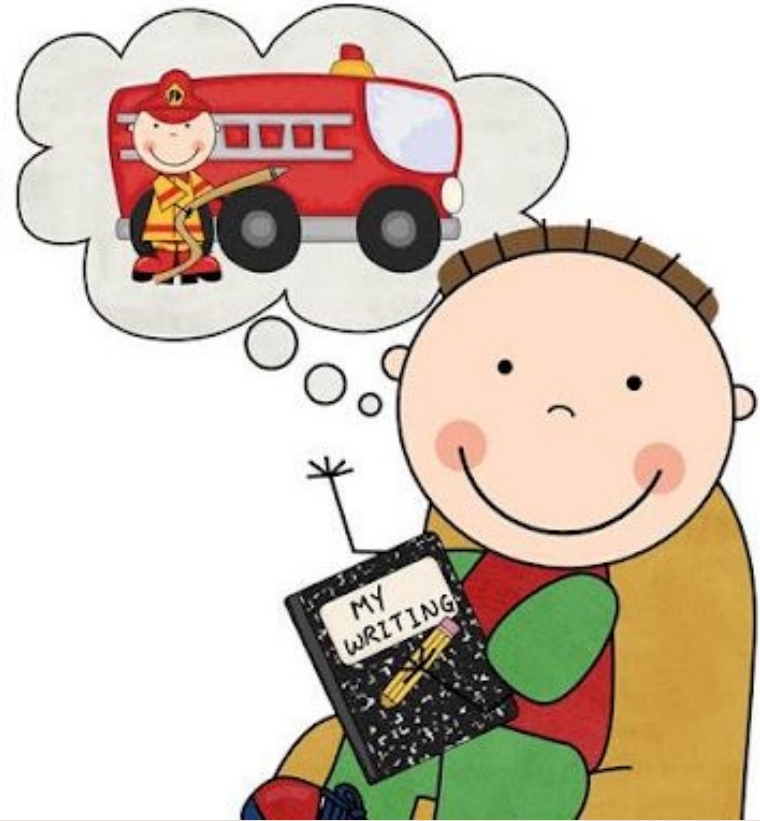
Tick (✓) the bag of sweets he buys.



Maths Paper 2: Reasoning

Writing

Writing
tells a
story.



Writing

- The children do not sit a test for writing.
- Teachers will use a range of samples of the children's writing from across the curriculum to assess achievement against an **Teacher Assessment Framework.**



How to Help Your Child

- 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.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!



How to Help Your Child with Reading

Listening to your child read can take many forms:

- First and foremost, focus developing an enjoyment and love of reading.
- Continue reading with your child daily focusing on comprehension – question your child about the text - discuss the plot, the characters, settings, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinion, check they understand vocabulary and can identify hidden messages (reading between the lines).
- Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides
- Visit the local library - it's free!



How to Help Your Child with Writing



- Support your child with their spelling by helping them to develop their knowledge of spelling patterns and to learn the spelling of common exception words.
- You can support your child's understanding of grammar by encouraging them to use the correct tense and by using grammatical terms such as noun, verb, adjective and adverb.
- Encourage your child to write increasingly complex sentences using adjectives, adverbs and conjunctions such as because, but, so, when etc.
- Support your children to use full stops, capital letters, exclamation marks, question marks and commas accurately in writing.
- Encourage use of a dictionary to check spelling or use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

How to Help Your Child with Maths



- Support your child with the learning of mathematical vocabulary and number facts such as the 2, 5 and 10 times tables, doubles and halves to 20 and number bonds.
- Using and applying is a key focus so encourage children to use known number facts and methods to solve problems.
- Encourage your children to show their thinking or working out when completing a maths problem.
- Play mental maths games including counting in different amounts, forwards and backwards. Play times tables games.
- Encourage opportunities for telling the time on an analogue clock to the nearest 5 minutes.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.