

SATS

2016-17

Year 2 end of Key Stage tests

What are SATS?

- At the end of Year 2 all children are assessed in relation to their attainment in a variety of subject areas.
- Teachers use both the Standard Attainment Tests (SATS) and their own teacher assessments to make a judgement about where each child is working.
- This year children will be assessed as being at:
 - Expected standard
 - Working at a deeper understanding within the expected standard
 - Working towards the expected standard
 - Foundation for the expected standard

When and how will the tests be administered?

- The children will take the tests in May and the teachers will also carryout their teacher assessments during this time.
- It is important that your child does not take any time off during May as the tests will be administered throughout that month.
- The tests will be administered by teaching staff from the school.

What will the children be assessed in?

- Each child will complete 6 tests.
- 2 reading tests
- 1 spelling test
- 1 grammar and punctuation test
- 2 maths tests
- They will also be teacher assessed in English writing and Science
- You will receive information with your child's school report about your child's assessment level in each area in July.

Reading

- All children have to complete 2 reading tests. The first test has a selection of texts totalling 400-700 words. After a short passage of text there are questions about what the children have read.

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.

7 Why was Monster worried?



Reading Continued...

- All children will also have to complete a second test.
- This is a separate reading booklet containing passages totalling 800-1100 words.
- Children will write their answers in a separate book.
- They cover fiction, non-fiction and poetry.
- The tests should take around 30 minutes each to complete but are not strictly timed.
- Teachers will have the option to allow a child to stop the test if they don't feel it is appropriate for a child to continue.

"I want my wife."

"Well, you shan't have her!"

"Then," said the blackbird, "you and I are at war." He began to beat his drum: rat-tat-tat. The king laughed to his servants.

"Take this cheeky bird to the hen-house and throw him in. The chickens will have pecked him to pieces by morning."

So the blackbird was locked inside the hen-house. Straightaway he called the fox, who came and snarled and snapped at the chickens who were terrified. All night they huddled in the corner, quivering and quaking.

The next morning, there was the blackbird, marching backwards and forwards, beating his drum: rat-tat-tat.

When the king heard that the blackbird was still alive, he was angry.

"Tonight," he shouted, "throw him in with the elephants – they'll have trampled him to a pulp by morning!"

So on the second night he was locked in the elephant compound. Straightaway he called the ants.

Soon they were crawling up the elephants' trunks and into their ears, tickling and stinging until the elephants lay on the ground, quivering and quaking and begging to be left alone!

The next morning, there was the blackbird, beating his little drum: rat-tat-tat.

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?



Reading Continued

- There will be a variety of different questions
- Multiple choice
- Ranking/Ordering
- Matching
- Labelling
- Find and Copy
- Short Answer
- Open ended answer

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.

Writing

- The children will complete 2 tests that will contribute to their writing assessment.
- The first is a spelling test containing 20 words.
- It is closely linked to the end of KS1 expectations for spellings and also their knowledge of phonics.
- The end of KS1 expectations for spellings can be found in the Spelling Pack for parents on the school website under the homework section
- The children will be read a sentence containing the spelling, read the word on its own and then read the whole sentence again.

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 _____.



Writing Continued

- The second test is a grammar, punctuation and spelling test
- It involves selecting the correct answers. Some are multiple choice and others require the children to write short answers.

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

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



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

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



- 13 Tick the sentence that is correct.

Tick **one**.

Adam saw his friend in the park and wave.

Adam saw his friend in the park and waved.

Adam sees his friend in the park and wave.

Adam sees his friend in the park and waved.

- 14 Tick to show whether each sentence is in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Becky was thinking.	<input type="checkbox"/>	<input type="checkbox"/>
I am reading my book.	<input type="checkbox"/>	<input type="checkbox"/>
Jo is going for a walk.	<input type="checkbox"/>	<input type="checkbox"/>

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.

Maths

- There are 2 Maths tests.
- The children are no longer allowed to use any equipment such as number lines, numicon, cubes or a 100 square to complete either test
- The first test is an arithmetic test. This test has 25 marks and the children will need to use a range of skills such as their known number facts and blank number lines to complete the test.
- They will be tested on their skills in addition, subtraction, multiplication and division including their knowledge of fractions.

Arithmetic

- Examples from the example papers
- $43+38=$
- $86-21=$
- $1/3$ of $21 =$
- $3 \times 4 =$

Maths Continued

- The second test is a fluency, problem solving and reasoning test
- Again the children won't be allowed to use any equipment
- There are a variety of questions types such as multiple choice, true/false, constrained (completing a chart or table) or less constrained (where the children have to show their method)

27 Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show
your
working

raisins

15 A shop sells these sweets.



2p



5p



10p

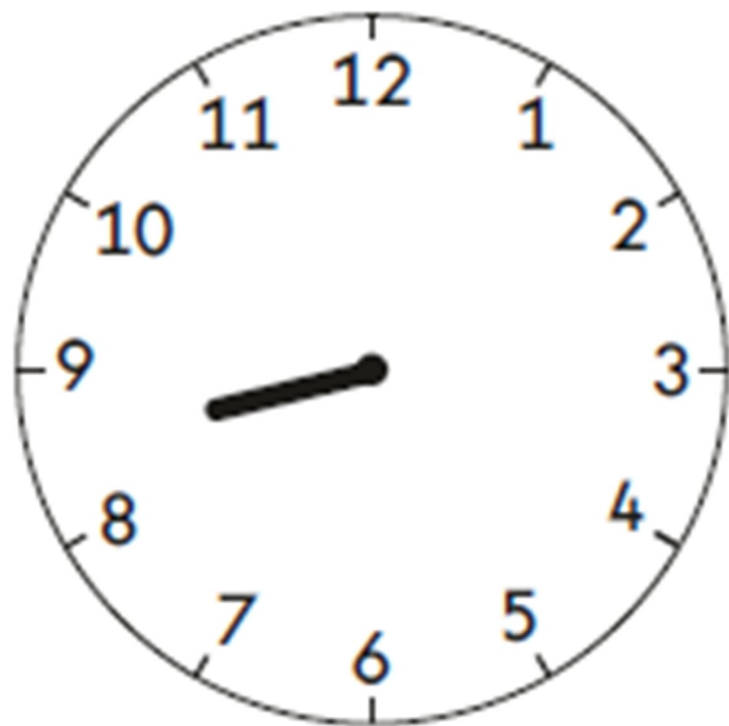
Abdul spends exactly **20p** on sweets.

Tick (✓) the bag of sweets he buys.



25

Draw the minute hand on the clock to show **twenty-five past eight**.



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).

Science

- There are no tests for Science and the children will be assessed as working at the expected level or not working at the expected level

The first statements relate to working scientifically, which must be taught through, and clearly related to, the teaching of substantive science content in the programme of study.

The pupil can:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:
 - observing changes over time
 - noticing similarities, differences and patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

The remaining statements relate to the science content.

The pupil can:

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.

Thank you

- We hope you have found this a useful insight into the SATS tests and assessments and more knowledge about what your children are expected to be able to do by the end of this year.
- This PowerPoint will be put on the school website.
- Some links to useful websites to support your child's learning at home can be found in the links section of the school website.
- The spelling pack for parents, the calculations policy and a grammar glossary can be found in the homework section of the school website.
- Please do ask any questions either after this meeting or to your child's class teacher.