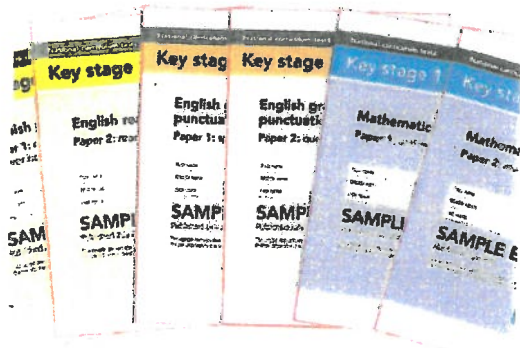


## Year 2 SATs briefing



Key Stage 1 tests

## The tests:

At the end of Year 2, children will take tests in:

- Reading
- English grammar, punctuation and spelling
- Maths- mental and reasoning

The tests are due to take place in May of each year.

## In school:

The morning sessions will focus on:

- Reading
- English grammar, punctuation and spelling
- Maths- mental and reasoning

We want them to feel happy and confident when they sit the tests in May.

## In school:

The afternoon sessions ensure the children receive a varied and creative curriculum.

- Computing
- RE
- Science
- PE
- Topic
- Music
- Art

There are many ways of being smart!

## The tests...

## Reading:

The Reading Tests consists of two separate papers

- **Paper 1** – Contains a selection of texts totalling between 400 and 700 words with questions about the text. Paper 1 is less demanding.
- **Paper 2** – Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet. Paper 2 is about stamina for reading.

## Last year:

Paper 1 consisted of:

- A fictional story (There's an octopus under my bed)
- A poem (I'm riding on a giant)
- A Non-fiction text (World of Water)

Paper 2 consisted of:

- Non-fiction advertisement (Swimming pool)
- A fictional story (The fox and the boastful brave)

## What is expected?

- Combined score of around 25
- Each paper is out of 20

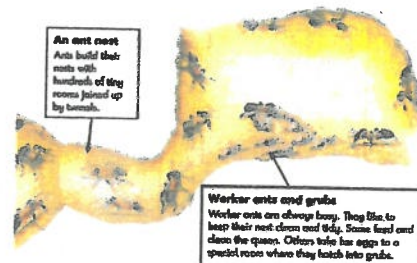
## Reading:

Each paper is worth 50% of the marks and should take approximately **30 minutes** to complete, although the children are not being assessed at working at speed so will not be strictly timed.

The texts will cover a **range** of poetry, fiction and non-fiction.

Questions are designed to assess the comprehension and understanding of a child's reading.

Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.



Simple recall

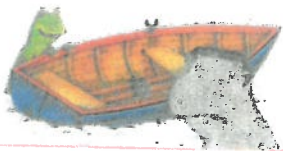
- What joins the rooms in an ant nest together?
- Give two jobs that the worker ants do.
  - 
  -
- What happens to the eggs in the special room?

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.



Reading around the text

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

Tick one.

- |  |   |                          |
|--|---|--------------------------|
| Monster liked boats. <input type="checkbox"/>  | A boat drifted towards them. <input type="checkbox"/> | <input type="checkbox"/> |
| They were by the sea. <input type="checkbox"/> | It was a sunny day. <input type="checkbox"/>          | <input type="checkbox"/> |

7 Why was Monster worried?

"Where are we going?" Monster asked nervously.

"To that island," said Frog, pointing towards a tiny spot on the horizon.

"It's a long way," said Monster. "I don't think I like boats."

Monster was beginning to feel scared.



Reading around the text

8 What could frog see on the horizon?

Tick one.

- |                                    |                                  |                          |
|------------------------------------|----------------------------------|--------------------------|
| a boat <input type="checkbox"/>    | the sun <input type="checkbox"/> | <input type="checkbox"/> |
| an island <input type="checkbox"/> | a beach <input type="checkbox"/> | <input type="checkbox"/> |

9 Find and copy one word which tells you that Monster was not feeling well in the boat.

## Help your child with reading:

- Most importantly, focus on developing an enjoyment and love of reading.
- Read as much as possible.
- Talk about the story before, during and afterwards- discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions
- Look up definitions together for unfamiliar words.
- Encourage your child to find evidence from the text.

See guided reading question prompts

## Spelling, Punctuation and Grammar

The test consists of two separate papers:

**Paper 1: Spelling**  
**20 marks**

**Paper 2: Grammar and punctuation**  
**20 marks**

## What is expected?

- Combined score of around 24
- Each paper is out of 20

## 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.

Spellings are linked to the spelling rule for Year 2

## Grammar and punctuation:

10 Tick one box to show where a comma should go in the sentence below.

Tick one.

Alpha found some red blue and purple beads in the box.

11 Draw lines to match the groups of words that have the same meaning.

One has been done for you.

<input type="checkbox"/> I will	<input type="checkbox"/> it's
<input type="checkbox"/> you have	<input type="checkbox"/> I'll
<input type="checkbox"/> it is	<input type="checkbox"/> didn't
<input type="checkbox"/> did not	<input type="checkbox"/> you've

## Grammar and punctuation

- Word types
- Sentence types
- Suffixes
- Past and Present tense
- Missing conjunctions
- Contractions
- Missing punctuation

## Writing:

The children will **not** sit a writing test.

All writing SATs levels will be teacher assessed.

We will collate a portfolio of writing evidence collected over the year for each child.

This will be assessed against the Interim Assessment Framework.

## Writing Expectations:

- Use capital letters and full stops
- Use sentences with different forms- statement, command question and exclamation
- Use adjectives to describe a noun- beautiful, blue butterfly
- Use past and present tense correctly
- Use conjunctions- and/but/so/because/when/if/that
- Spell the Y2 words correctly
- Use contractions- can't, don't, couldn't
- Big focus on spelling!

## Handwriting:

- Form letters correctly
- Use the diagonal and horizontal strokes needed to join
- Write capital letters bigger than lower case letters
- Ensure lower case letters are consistent in size
- Use finger spaces

Dear Ellis's family

I am writing to you because I want to apologise to you for what I have done to poor old Thumper. I am going to change my fierce behaviour to a normal pet behaviour.

First of all I ~~am~~ <sup>am</sup> sorry for bringing Thumper into the carpet with mud, grass stains and other disgusting things. Also, I am sorry that the stains can not come off the carpet, and the housekeeper ~~will~~ <sup>is</sup> very disappointed and upset because of it.

Second of all from this day forward I will be a good citizen, and be treated much better, because I am more respectful. I also try not to scratch any more furniture like your favourite chair and the couch.

Please accept my apology because I feel so ashamed of myself and so sad. I feel very guilty as well because I bring dead animals into the house without any

## How to help your child with writing:

- Encourage correct letter formation
- Encourage your child to join (correctly!)
- Proof read their writing to check for errors- spelling and punctuation
- Use a dictionary to check spellings
- Use a thesaurus to find 'better' words
- Practise the Y1 and Y2 words regularly
- Practise words that follow the Y2 spelling rules

See writing mat, spelling grid and activities

## Maths:

Children will sit two tests:

**Paper 1** is for arithmetic, lasting approximately 25 minutes and worth 25 marks. It covers calculation methods for all operations.

**Paper 2** covers problem solving, reasoning and mathematical fluency, lasts for approximately 35 minutes and is worth 35 marks

## What is expected?

- Combined score of around 36
- Paper 1 is out of 25
- Paper 2 is out of 35

## Arithmetic:

$15 + 3 + 3 = \square$

$3 \times 3 = \square$

$65 + \square = 93$

$39 - 8 = \square$

$12 \div 2 = \square$

$\frac{1}{3} \text{ of } 21 = \square$

## Reasoning:

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.

## Reasoning:

Maths Paper 2: Reasoning

8. You are given 8 blocks of the same size. The blocks are arranged as shown.

You put 5 more of each of these blocks for every block in the picture.

How many blocks are there altogether?

9. Complete the table.

Number	Word
thirty-eight	38
•	60
ninety-four	

10. Write the number 100.

## How to help your child with Maths:

- Play times tables games
- Play mental maths games including counting in different amounts, forwards and backwards
- Opportunities for telling the time
- Opportunities for counting coins and money e.g. finding amounts or change
- Find examples of 2D and 3D shapes in everyday life
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes
- Play games involving numbers or logic- dominoes or card games
- Problem solving!

## How to support your child at home

Support and reassure your child that there is nothing to worry about

Ensure your child has the best possible attendance at school

Support your child with any homelearning tasks

Spelling, reading and mental arithmetic are always useful, easy and short activities to try

Make sure your child has a good sleep and healthy breakfast every morning

## Something important:

- We know how hard the children work
- SATs **do not** assess what makes them special and unique
- They do not test how kind, thoughtful and funny your child is and how that every day, they try their very best

The scores you will get from these tests will tell you something, but they will not tell you everything. These tests do not define your child. There are many ways of being smart. They are all wonderful in their own way!

## Any questions?

