



Reigate
Parish Church
Primary School

YEAR 2

Reigate Parish Church Primary School



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KS1 SATs Information



Outline

- What are SATs?
- An outline of the tests
- Teacher assessment
- Meeting the **expected standard** for year 2
- The results
- What you can do to help





What are SATs?

- National assessments in Year 2 and Year 6.
- In KS1 the emphasis is on **Teacher Assessment**, the tests support this judgement but go no further
- Reading Papers
- Maths Papers
- SPAG (not compulsory this year or last year)
- Teacher Assessment only for science and writing
- Completed during the month of May





Tests

Assessment Area	New
Reading	2 Reading Papers with an emphasis on comprehension. Paper 1 text and questions. Paper 2 reading booklet and separate answer booklet
Writing	SPAG Test for Spelling, punctuation and grammar
Maths	2 Maths Papers Paper 1 Arithmetic Paper 2 Reasoning No equipment used. Can read the question.

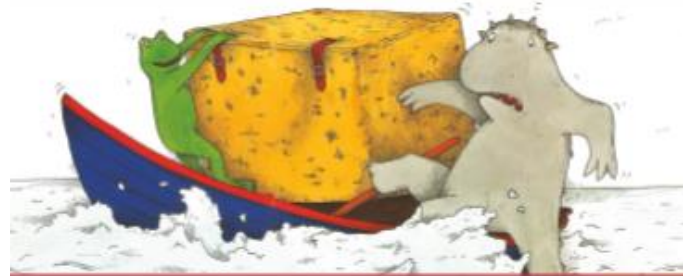




Reading paper 1

Read the information and answer the questions underneath each section.

After a while, Frog spotted something on the water. It was a large basket.
Frog lifted the basket into the boat. One end of the boat tipped up in the air. The other end sank down into the water. The water started to come in.
Monster scooped out the water as fast as he could. But the boat was sinking.
"Monsters don't swim," said Monster.
"Don't worry," said Frog. "We haven't far to go."



10 Frog spotted something on the water.

What does the word *spotted* mean in this sentence?

Tick **one**.

smelt

heard

felt

saw



11 Why did the boat start to sink?





Reading paper 2

Plastic today and in the future

Oil **Coal** **Gas**

Plastics are now made from oil, coal and natural gas. We are using these things so fast that the Earth's supplies may run out. Scientists are investigating new ideas for making plastics from plants such as sweet potato, bamboo and flax.

Sweet potato **Bamboo** **Flax**

What you can do to help

Re-use
You can re-use lots of plastic objects. Plastic bottles can be re-used many times, rather than throwing them away after each drink. Unwanted plastic goods, such as CDs and toys, can be donated to charity shops.

Reduce
Another thing we can do to help is to use less plastic. For example, many people are using fewer plastic bags for their shopping.

Recycle
Recycling is a good way to get rid of unwanted plastics. Recycled waste materials are used again to make new products. However, this can be difficult as different types of plastic need to be recycled in different ways. Some plastics can be melted and used to make more plastic products such as bags and bottles. Others can be made into fibres (strands of material) for clothing.

9

(page 9)

13 What are most plastics made from today?

Give **two** things.

1. _____

2. _____

(page 9)

14 What might plastics be made from in the future?

Give **two** things.

1. _____

2. _____

(page 9)

17 Draw lines to match the words below to their meaning.

words	meanings
Re-use	use the same thing more than once
Reduce	turn an object into something else
Recycle	use less of something

Read the text and answer questions in a separate booklet.





7 + 5 = 9

11 $87 - 40 =$

8 $46 + 7 =$

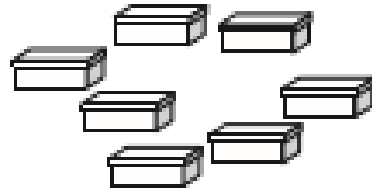
12 $50 -$ $= 20$

Paper 1 – Arithmetic





7



One pair of shoes is made of these boxes.

How many shoes are there altogether?

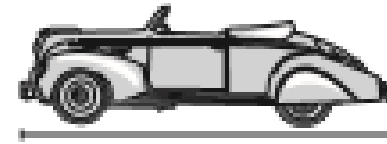
8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

11

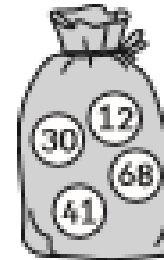
Use a ruler to measure the length of the toy car.



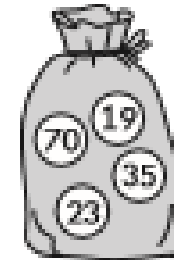
12

Put of the numbers on in the writing bag.

Draw a cross (X) on each of them.



even numbers



odd numbers

Paper 2 – Problem solving and reasoning





1

Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune

8

Read the sentences below.

Growing Beans

Place some damp cotton wool in a jar.

Push a bean seed down against the side of the jar.

Wait for the bean seed to sprout.

Tick the word that best describes these sentences.

Tick **one**.

statements

questions

commands

exclamations

SPAG (optional)





Teacher Assessment

- We are always making informal and formal assessments, throughout the year.
- Teacher Assessment is our key indicator to whether your child is:
Working Towards, Working At, Working at Greater Depth
- If a child is not ready to access the Year 2 curriculum, the phrase **foundations for the expected** standard is used
- The SAT papers echo our assessment and help us moderate nationally.
- Children will not know that they are taking 'SATs'. We just say it's a quiz.





Reaching the expected standard

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 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.

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 and horizontal strokes needed to join letters in most of their writing.





Reporting the results

- Results (**teacher assessments**) are reported to the local authority. Scores are kept by the school to support the teacher assessments.
- This result will also be made available with your child's annual report. You can request to know scores if this is of interest to you.
- This teacher assessment will also be shared with year 3





What you can do to help...

- Explicit revision is not necessary!
- Children already familiar with question format through subtle teaching.





What you can do to help...

- Read together every day and **ask questions** about the story. Encourage the children to use the text when they answer.
- Read stories, information books, poems and playscripts.
- Use number problems in every day life: at the shops, on the bus, telling the time.
- Measure ingredients, distances, try pocket money!
- Homework: times tables (2,5,10) and common exception words





Any Questions



