

Year 2 SATs Information 2023

End Of Year Two Assessment

- ▶ At the end of Key Stage One (Year Two), teachers have to make a judgement on the children's achievement in reading, writing and maths. This information is shared with parents but also has to be reported to the Local Authority.
- ▶ They are assessed against a set of criteria to work out whether children are working:
 - ❖ Below the expected standard (Pre-key stage standards)
 - ❖ Working towards the expected standard
 - ❖ Working at the expected standard
 - ❖ Working at Greater Depth

Teacher Assessment

- ▶ Teachers use a range of evidence to make their decision about where children are working.
- ▶ The DFE provides standardised test materials that have to be used as a piece of evidence towards your end of year teacher judgement.
- ❖ Reading-1:1 reading evidence, whole class reading, English work
- ❖ Writing-writing samples from across the curriculum
- ❖ Maths-evidence from maths lessons, science lessons, morning work, assessments

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

- ▶ Reading
- ▶ Maths
- ▶ The Grammar, Punctuation and Spelling SAT assessment is optional however we may use it to support our Teacher Assessment in Writing

All assessments are due to take place in May 2023. They are used as one piece of evidence to support teachers in making an overall teacher assessment.

They are nothing to worry about!

Scaled Scores

- ▶ The tests give a standardised scaled score from 90-115
- ▶ It is planned that 100 will always represent the 'national standard'.
- ▶ Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- ▶ A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

Reading

- ▶ The Reading Test consists of two separate papers:
- ▶ Paper 1 - consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils. The test takes approximately 30 minutes to complete but is not strictly timed.
- ▶ Paper 2 - consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete but is not strictly timed.
- ▶ The texts will cover a range of poetry, fiction and non-fiction.

Reading: Sample Questions

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

There are a variety of question types:

Multiple Choice

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

Tick **one**.

was lazy.

☐

did not try hard.

☐

did not give up.

☐

found it easy.

☐

1 mark

Reading: Sample Questions

Ranking/Ordering

- 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.



1 mark

Reading: Sample Questions

Matching/Labelling

Here is some more information about Africa.
Match each sentence to the correct heading in the booklet.
The first one has been done for you.

Creation stories describe how and why the world was made.

Introduction

Africa has deserts, forests and mountain areas.

Clothes

Traditional African clothes are made from local materials.

Music and Dance

Some African people play 'talking drums'.

Story Time

Short-Answer Questions

4

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



1 mark

Find and Copy Questions

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

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



1 mark

Open-Ended Questions

- 6** At the end of the story, Bella was happy. Why?



1 mark

The Diary of a Castle Knight

2 Dear diary,

14 I woke up early and joined the other knights in the main
22 hall for a breakfast of bread and ale.

32 I spent the morning practising sword fighting in the castle
42 yard. The lord came to watch us training. He reminded us
52 that enemies could attack the castle at any moment so
58 we have to be prepared!

69 In the afternoon, I went up to the battlements to practise
78 my arrow skills. I tried to shoot at a
86 crow and just missed. I think I am
88 getting better!

95 Supper was a great banquet of wild
101 boar and wine. Everyone was talking
107 about a nearby castle that was
109 attacked yesterday.

115 I fall asleep worrying about what
118 tomorrow could bring...



Quick Questions



1. What does the knight eat for breakfast?



2. Why do you think the knight feels worried as he falls asleep?



3. What do you think will happen to the knight tomorrow?



4. Can you order the knight's day by putting numbers 1-4 in the boxes?

☐

He practises his arrow skills.

☐

He wakes up early.

☐

He eats a banquet.

☐

He practises sword fighting.

Reading Skills-whole class reading/1:1 reading

- ▶ Vocabulary
- ▶ Inference
- ▶ Prediction
- ▶ Explanation
- ▶ Retrieval
- ▶ Summarise/Sequence

Victor Vocabulary might ask...

What does this word/sentence tell you about _____?

Can you find a word/sentence that backs up what you have just said about _____?

Why did the author use the word _____ to describe _____?

How does this word/description make you feel?

Can you think of another way of saying _____?

Which words has the author used to make you feel happy/angry/worried/frightened/nervous?

Why is this word written in bold/italics/capital letters?

What effect has the author created by repeating the word/phrase _____?

Can you give me another sentence with the word _____ in it?

Can you read around this word to work out what it means?

How/where can we find out the meaning of this word?

Can you find any noun phrases used to describe _____?

Can you find any adjectives used to describe _____?

Can you find any adverbs to describe how _____ was done?

Can you explain _____ in your own words?



How to help your child with reading

Listening to your child read can take many forms:

- ▶ First and foremost, focus on developing an enjoyment and love of reading.
- ▶ Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- ▶ Read a little at a time but often, rather than rarely but for long periods of time. **Try and build reading fluency with your child, they are expected to be able to read approximately 90 words a minute.**
- ▶ 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. Talk to your child about how the book is similar or different to others they have read.
- ▶ Use the reading questions attached to support developing your child's understanding.
- ▶ Encourage your child to ask what a word means rather than carry on reading without understanding.
- ▶ 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.

SPAG paper

- ▶ This year, the Spelling, Punctuation and Grammar test will be optional for all Year 2 classes. We will be completing this with the children.
- ▶ The test consists of two separate papers:
- ▶ Paper 1: Spelling - pupils to spell 20 missing words within a test booklet. The test is expected to take approximately 15 minutes to complete but is not strictly timed.
- ▶ Paper 2: Grammar, Punctuation and Vocabulary - a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper, but it is not strictly timed.

Grammar, Punctuation and Vocabulary Paper

- 7 Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.



1 mark

- 8 Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.



1 mark

Spelling Paper

1. I need to _____ my holiday suitcase.
2. The _____ is dark at night.
3. The snail hid inside its _____.
4. My friend has a new _____ sister.



Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences. In this example, the missing spelling words are: **pack**, **sky**, **shell** and **baby**.

Maths

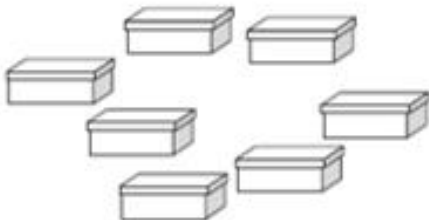
- ▶ Children will sit two tests: Paper 1 and Paper 2:
- ▶ Paper 1: Arithmetic - lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.
- ▶ Paper 2: Reasoning - lasts for approximately 35 minutes, which includes time for five aural questions. 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	$3 \times 3 =$ <input type="text"/>	<input type="radio"/>
16	$12 \div 2 =$ <input type="text"/>	<input type="radio"/>

Page 11 of 20

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	

Maths Paper 2: Reasoning

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

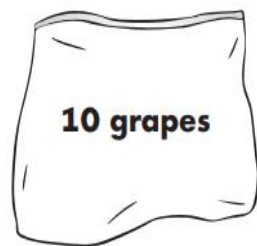
2 marks

30 Ben has **7** bags of grapes.

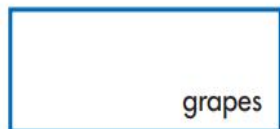
Each bag has **10** grapes.

Ben gives **25** grapes to his friends.

How many grapes does he have **left**?



Show
your
working



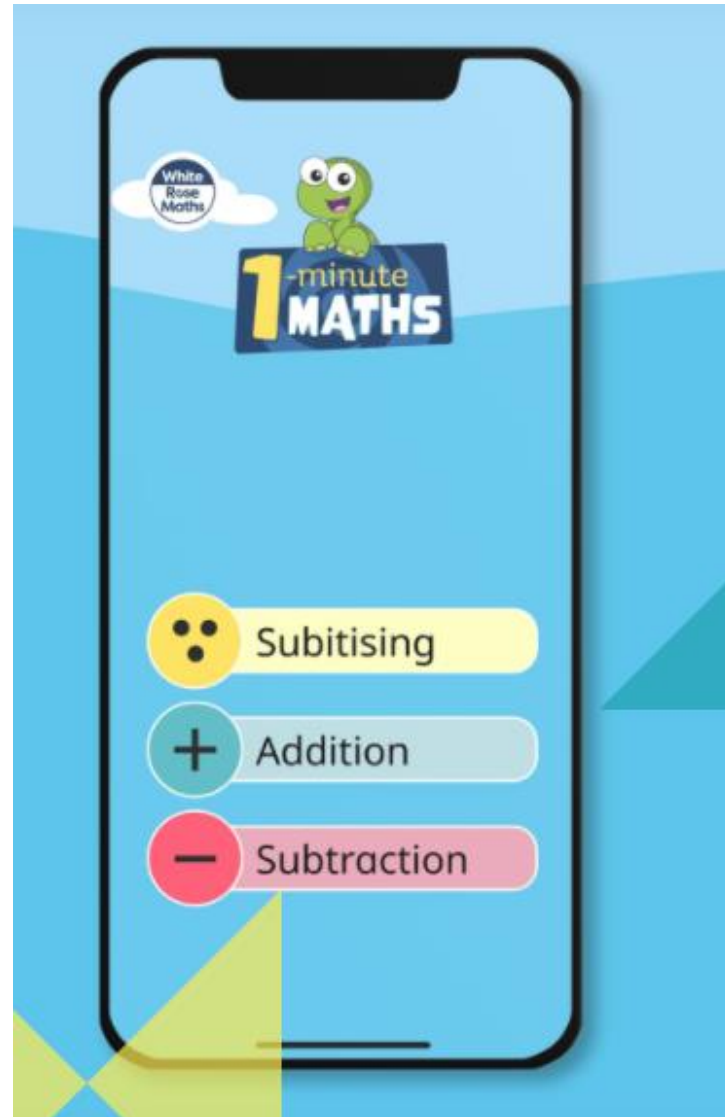
31 Write the missing number in the box.

$$13 + 6 = 10 + \boxed{}$$

32 Write two numbers that are **greater than 20** to make this subtraction correct.

$$\boxed{} - \boxed{} = 2$$

Online Resources to Support





Ideas to Support Maths Fluency at Home

- Counting forwards and backwards in multiples of 1, 2, 5 and 10 when walking up and down the stairs/walking to school/waiting for the gates to open
- Look at number plates, add all the numbers they see in the number plate together. What's the total?
- When cooking, think about division and how items can be shared between different numbers of people. Encourage children to do this practically.
- Encouraging children to read scales when cooking with you at home. Can they work out what the different intervals show on the scales? On the measuring jug?
- Reinforcing fractions when cutting food items up. If I cut this into 3 pieces what am I cutting it into? If I eat $\frac{1}{3}$ what will be left?

Get Outside

- Number bond tennis/football-pairs of numbers to make a certain total. You say a number and hit/kick the ball to your child and they have to say the corresponding pair to make that total.
- Write down all the multiples of either 2s, 5s and 10s in chalk. Say a multiplication number sentence and children throw a beanbag/jump on the correct number.
- Write numbers in chalk, children throw three beanbags onto the numbers, what is the total? You can vary the size of the numbers used.

Playing cards

- Pick two cards add together/subtract from greatest number
- Change the card game 21s to 20. Pick two cards what's the total? How many more needed to get to 20?
- Choose a times table (2s, 5s and 10s)-pick a card and multiply that number by the times table you are working on.
- Give children a total to make (10, 20, 30)-how many different ways can they make it using the playing cards?
- How many different pairs of cards can you find that would have the same total?

Dice games

- Roll the dice. Write down the number. Roll again and add that number on. Repeat. Time for a minute, what is the largest total you can make? Reverse it start at 100, subtract from 100. How long does it take you to reach zero?
- Roll the dice-what 2 digit numbers can you make? What is the greatest? What is the smallest? Change to 3 dice, what numbers can you make?

How to help your child with Maths

- ▶ Play times tables games. The children should be able to recall multiplication and division facts for the 2, 5 and 10 times table by the end of the year. (3 times table is a bonus!)
- ▶ Play mental maths games including counting in different amounts, forwards and backwards.
- ▶ Encourage opportunities for telling the time.
- ▶ Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- ▶ Look for numbers on street signs, car registrations and anywhere else. Play games involving these numbers-can they total numbers in a number plate?
- ▶ Look for examples of 2D and 3D shapes around the home.
- ▶ Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- ▶ Play games involving numbers or logic, such as dominoes, card games, draughts or chess.

Writing Assessment

- ▶ The judgement for attainment in writing is based purely on teacher assessment
- ▶ Teachers will use the writing assessment frameworks provided by the DFE to make a judgement of achievement over a range of pieces of work
- ▶ Teachers will use the Writing Exemplification Materials to support their judgements

<https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks1-english-writing>

Writing Assessment Criteria

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Writing Assessment Criteria

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Piece C: Narrative

Meet Fred. Fred loves to find things. One day Fred said to his mum I'm bored. GO INTO THE ATTIC!
said his mum. And so he did. Fred went into the attic. ^{It} ~~It~~ was really dark in the attic and there were very deep holes in the floor. Just then some thing caught his eye. ^{It} ~~It~~ was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took took~~ ^{took} them all down stairs. First he opened the silver one which had wires in it. ~~Soon~~ ^{Soon} he had opened all of them.

Piece G: Recount

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ^{Snack} ~~snack~~. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a sticky position party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a newt. Last of all we sorted out animals. Finally it was home time. The trip was great! my favorite part of the day was identifying the trees.

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a crickety old and wooden house. They got their precious money by milking their old, spotty cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in return, ^{get} some money?"

"Sure," replied Poppy and set off in the dusty alleyway.

On the dusty alleyway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the alleyway and finally arrived home. When she arrived, her mum was furious and she was so skubant with Poppy. She threw the beans out of the glass delicate window as fast as a cheetah.

"Go to your room without any of your favourite scrumptious dinner!" shouted Poppy's mother. Poppy felt really miserable, so she went to her room without any of her favourite scrumptious dinner.

The next morning Poppy saw a massive and it was reaching into the fluffy, white, cuddly clouds. Poppy decided to climb it.

Up... up... up. It got colder and colder and colder. Poppy got really cold. Finally she arrived up to the top of the massive beanstalk.

Slowly, Poppy lifted her head and then she saw a humungous castle. Poppy was so amazed she couldn't say anything. When she could speak she crawled to the castle and knocked quickly but nobody answered.

Creep... creep... creep. Trembling, Poppy heard a booming voice. "FEEFI FO FUM!" roared the voice. "I SMELL THE BLOOD OF AN ENGLISH MAN!" As fast as Poppy's legs could take her, she ran to an oven to hide and she was safe. Luckily the person went to sleep. Slowly Poppy sneaked out of the oven and realized that the person was an enormous giant! Then Poppy saw some golden flowers on the table. Really quickly, Poppy grabbed the golden flowers as fast before you could say jump.

Carefully, Poppy scurried down the massive beanstalk and gave the golden flowers to her poor mum.


"Oh my!" cried Poppy's mum happily.

"What a lucky escape that was!" thought Poppy.

Supporting Your Child With Spelling

Please find below suggestions of ideas that could help your child to learn spelling rules and Common Exception Words.

Use each word in a silly sentence. The sillier the sentence, the more memorable. Underline the spelling word in each sentence.	Write out the words on the computer. Use different fonts and different colours for the different letters.	Write a sentence or short paragraph that contains every single one of your words.
Make up a code for your words e.g. A=1, B=2 and so on. See if someone else can crack your code.	Write each word and incorporate it into a silly picture. For example, if one of the words is 'thumb' draw a hand with the word itself instead of the thumb.	Make a mini-dictionary. Sort the words into alphabetical order then write them out with a definition next to each one. For a challenge, see if you can also say whether each word is a noun, verb, adjective etc.
Play charades with the words. When each one is guessed, spell it.	Make a word search with your words and list them underneath.	Write out the letters in the words with different coloured felt-tips or pencil crayons.
Paint your words onto paper, write them in water with a big brush onto the outside wall of the house, or write them on the ground with coloured chalks.	Play hangman with a partner, using your words.	Ask your helper to write your words as anagrams (mixing up the letters) Can you work out which one is which?



Year 1 and 2

Common Exception Words Mat

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz


Aa a after again any are ask	Bb bath be beautiful because behind both break busy by	Cc child children Christmas class climb clothes cold come could	Dd do door	Ee even every everybody eye	Ff fast father find floor friend full	Gg go gold grass great	Hh half has he here his hold hour house	Ii I improve is
Kk kind	Mm many me mind money most move Mr Mrs my	Nn no	Oo of old once one only our	Pp parents pass past path people plant poor pretty prove pull push put	Ss said says school she should so some steak sugar sure	Tt the there they to today told	Ww was water we were where who whole wild would	Yy you your

ar or ur ow oi ear air ure er

ai ee igh oa oo

ch sh th ng qu

ss ff ll zz



visit [twinkl.com](https://www.twinkl.com)

How to help your child with writing

- ▶ Learn Common Exception Word Spellings and spelling rules as they come up throughout the year (see spelling sheet for ideas).
- ▶ Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- ▶ Write together - be a good role model for writing.
- ▶ Encourage use of a dictionary to check spelling.
- ▶ Allow your child to 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!