

Year 2 SATS Meeting

Information and Guidance on the
Changes and Expectations for 2016/17

Miss Wright & Miss Fisher

SATS Tests 2017

- Completed anytime during May. We will be doing it first week of May after May Bank Holiday.

Reading Test:

- A combined reading paper (questions on same page)
- A reading answer booklet separate to the reading text.

Tuesday 2nd May –
Friday 5th May

SPAG Test:

- Paper 1 Spelling (missing words in a contextual sentence)
- Paper 2: questions focusing on knowledge of grammar, punctuation and vocabulary.

Maths:

- Paper 1: an arithmetic paper. This will comprise of a practice question and a number of questions which will be linked to national curriculum areas such as number, calculations and fractions.
- Paper 2: problem solving - assesses pupils' ability to apply mathematics to problems and to reason. The test will contain a mixture of contextualised and context-free questions, and real life and abstract problems.

Writing – no formal test

Assessment framework at the end of key stage 1 – writing

Working at the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

• using some sentences with capital letters and full stops

• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

• spelling many common exception words*

• writing upper-case letters in the correct direction, starting and finishing in the correct position

• writing upper-case letters of the correct size relative to one another in some of their 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 strokes needed to join letters in most of their writing.

ALL Statements need to be secure in each before the next criteria is even considered...

(hand out given at Parents Evening)

SPAG

Draw lines to match each sentence with its correct type. The first one has been done for you.

How terrible!

Question

Don't drop the eggs.

Exclamation

I've broken an egg.

Command

How will I get another
for our breakfast?

Statement

SPAG

Look at what Mary and John are saying. The words Don't, I've and I'll all have an **apostrophe** ('). In the table, write in full each of the words with an apostrophe. The first one has been done for you.

Word with an apostrophe	Words in full
Don't	Do not
I've	
I'll	

SPAG

Look at the next part of the story in the box below. It is missing **capital letters** and a **full stop**. a) **Write** a full stop in the correct place. b) Circle **three** words that must have a capital letter.

mary and john are waiting for their breakfast in the kitchen
they want a boiled egg and a glass of fresh milk.

SPAG

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.

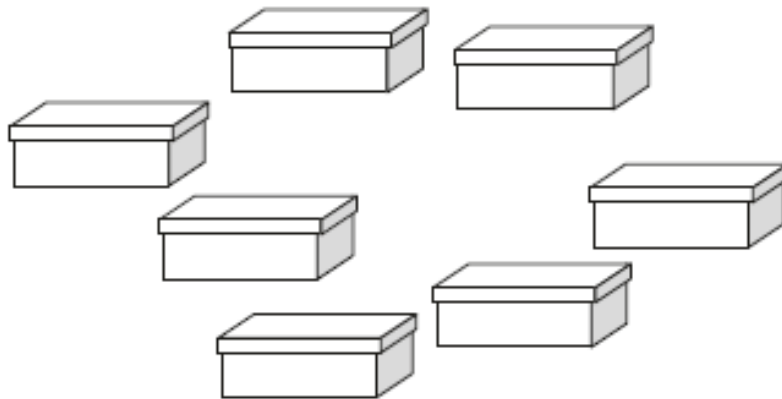
☐

Maths - Arithmetic Paper 1

--

Maths - Reasoning Paper 2

7



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

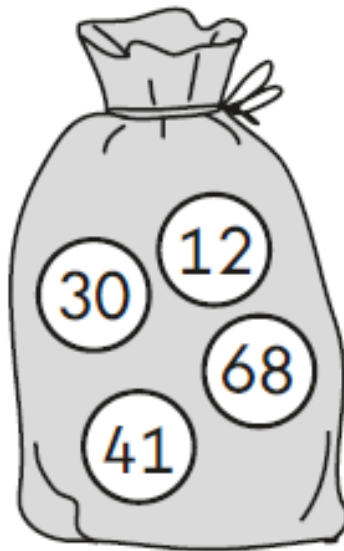
How many shoes are there altogether?

shoes

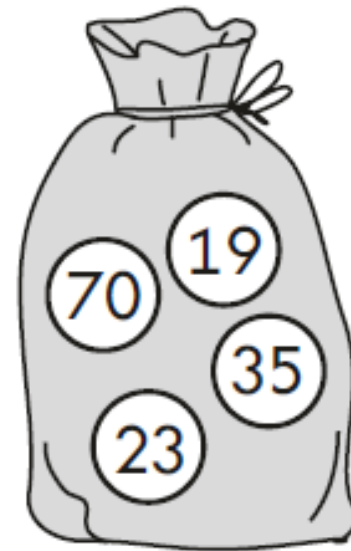
Maths - Reasoning Paper 2

12 Two of the numbers are in the **wrong** bag.

Draw a cross (X) on each of them.



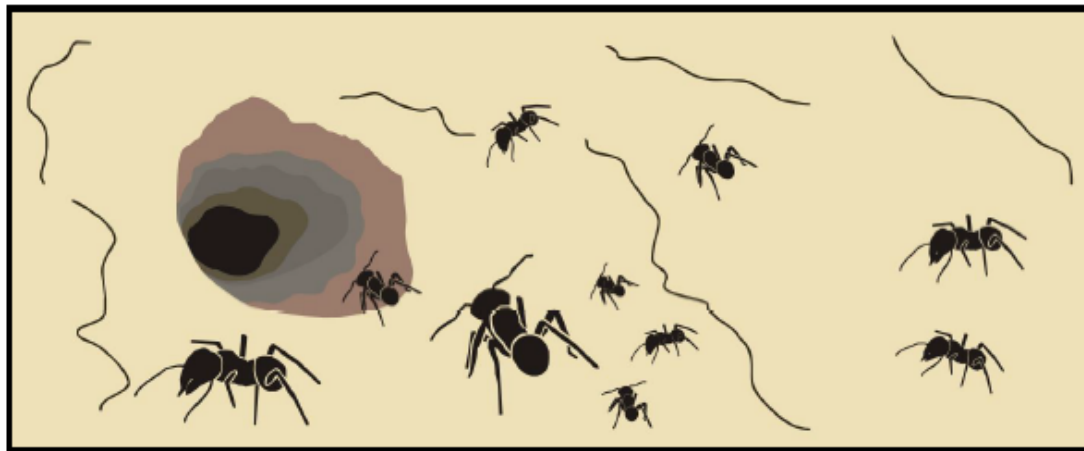
even numbers



odd numbers

Reading Paper

The World of Ants



Ants are insects that you can often see in a garden, in a park or just on the pavement.

They usually live underground.

Reading Paper

- a. What kind of animal is an ant?

- b. **Find** and **copy two** places you might see ants.

1.

2.

Scores/Results

- ‘Old’ national curriculum levels (e.g. Level 2b/2a/3) have now been abolished, as set out in the government guidelines.
- From 2016, test scores will be reported as ‘scaled scores’.
- Last year, 100 represented 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.

To summarise:

- A raw score (total mark from each test).
- A scaled score in each tested subject (a scaled scores).
- ***“Teachers will use these to translate pupils’ raw scores into scaled scores to see whether each pupil has met the national standard. You should use the scaled scores to *inform your teacher assessment judgements*” (taken from DfE)***

Year 2 SATS

- First week of May 2017.
- Internally marked by Miss. Wright and Miss. Fisher.
- Same as every year, test is only used to help inform teachers with overall end of key stage 1 judgement which is then sent to Local Authority.
- Very much focus on Teacher's knowledge of the child and how they've got on throughout the year.

NO LEVEL AWARDED; END OF SCHOOL REPORT:

- Working towards Age Expectations
- Working at Age Expectations
- Exceeding/Greater Depth Age Expectations

How can you help?

- First and foremost, support and reassure your child to do their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks (routine, time frames).
- Support your child with arithmetic practise (e.g. 2, 3, 5, 10 times tables, written methods of addition, subtraction, multiplication, division).

Mathletics

- Support your child with learning and practising spellings from the New National Curriculum spelling lists (given out after Parents Meetings) also

Reading Eggs

- Talk to your child about what they have learnt at school and what book(s) they are reading. Listen to your child read – ask questions about text.



Browse Our Fantastic Range Of Products

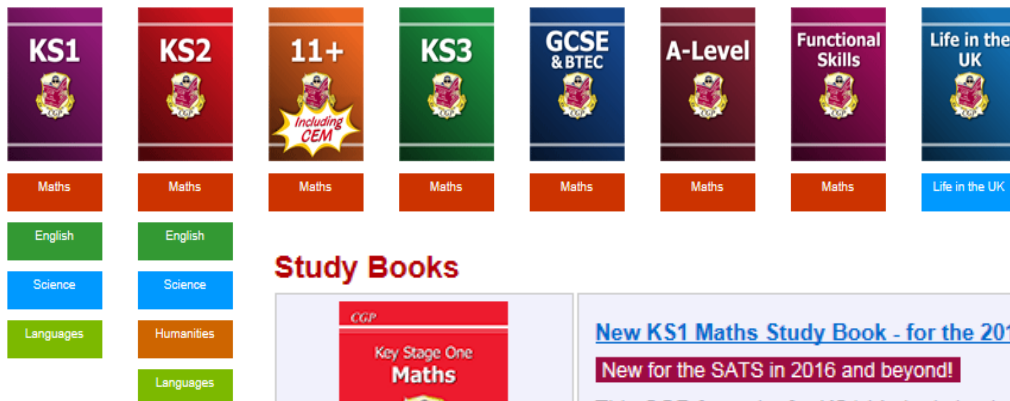


Pick any one of the links below to browse by key stage or subject — or use our Quick Search box to search for products by topic or exam board.

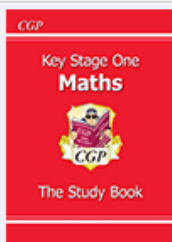
Product Search

Search our products

☒ All of these words ☐ Any of these words



Study Books



[New KS1 Maths Study Book - for the 2016 SATS & Beyond](#) (MHR12)

New for the SATS in 2016 and beyond!

This CGP favourite for KS1 Maths is back, and fully up-to-date for the new SATS in 2016 and beyond. It's packed with colourful, pupil-friendly ... [More](#)

[amazonkindle](#) version also available

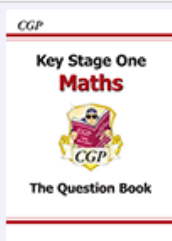
Order This Product

Quantity

- +

£4.95

SATs Question Books



[New KS1 Maths Question Book - for the 2016 SATS & Beyond](#) (MHW12)

New for the SATS in 2016 and beyond!

Matched topic-for-topic with our new KS1 Maths Study Book, this Question Book is a fantastic source of practice to help pupils prepare for the new SATS ... [More](#)

Order This Product

Quantity

- +

£4.95

Resources

Our Products → KS1 → Maths /
SPAG / Reading

Thank you for listening!