

Welcome to Year 2 SATs Meeting.

Thursday 7th March 2019

Agenda

1. Welcome.
2. What are the SATs?
3. Arrangements for SATs.
4. Maths.
5. English.
6. Support at home.
7. Questions.

<https://www.gov.uk/government/publications/key-stage-1-and-2-national-curriculum-tests-information-for-parents>

SATs Statutory Assessment Tests

- ▶ Will take place in May 2019
- ▶ Are a way of reporting where your child's attainment is in relation to the expected national standard.
- ▶ Are able to illustrate progress from Reception
- ▶ Are internally marked tests in Maths, Reading and Grammar, Punctuation and Spelling. (GPS) that inform Teacher Assessment.
- ▶ Tests are only 1 piece of evidence to form a judgement. Teacher assessments take precedence over tests results, however assessments must be supported by evidence.
- ▶ Teacher Assessment in Science is also reported.

Timetable

- ▶ No specific day for each test
- ▶ Children will take the tests during May
- ▶ Children can take the tests in small groups
- ▶ Tests are not timed so children can work at their own pace.
- ▶ No support can be given in the reading test
- ▶ Children can have the Maths and GPS questions read to them. (Maths - small group)

Most children will be working at the Expected Standard. However some children will be Working Towards that Standard and some children will be working at Greater Depth.

The system of reporting attainment for this year remains as a scaled score; if your child is performing at the Expected Standard, their score will be 100.

It is important to note that some children will be below the standard expected. Such children may not be eligible to take the SATs tests.

If this is likely to apply to your child we will come and discuss it with you.

Maths SATs

- ▶ Paper 1 - arithmetic - children calculate numbers from the four operations.
- ▶ Paper 2 - Reasoning - problem solving activities

Children can ask for the question to be read to them however,
NO help is given in how they should work out the answers.

Maths Paper 1: Arithmetic

15

$3 \times 3 = \boxed{}$



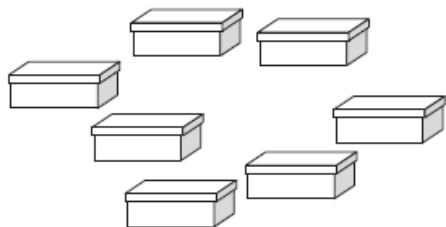
16

$12 \div 2 = \boxed{}$



Maths Paper 2: Reasoning

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	

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

Maths teacher assessment

* we use the TAF to collect evidence - children have to have evidence for all statements to be awarded the judgement.

Working towards the expected standard	Evidenced
The pupil can	
read and write numbers in numerals up to 100	
partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources ¹ to support them	
add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)	
recall at least four of the six number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)	
count in twos, fives and tens from 0 and use this to solve problems	
know the value of different coins	
name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).	
Working at the expected standard	
The pupil can	
read scales in divisions of ones, twos, fives and tens	
partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus	
add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)	
recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. if $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)	
recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary	
identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole	
use different coins to make the same amount	
read the time on a clock to the nearest 15 minutes	
name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry	
	Working at the greater depth
	The pupil can:
	read scales where not all numbers on the scale are given and estimate points in between
	recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
	use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \blacklozenge$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)
	solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
	read the time on a clock to the nearest 5 minutes
	describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

English

Writing level

- ▶ Teacher assessed across a range of writing. Moderated in school, across the academy chain and by the LA.

Reading level

- ▶ Paper 1 and 2 . Teacher assessed level also reported.

GPS (Grammar, punctuation and spelling)

- ▶ This test is optional. However we will take the test to support targets and as additional evidence if needed.

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

Find and copy

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

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



1 mark

Reading teacher assessment

* we use the TAF to collect evidence

- children have to have evidence for *all* statements to be awarded the judgement.

KS1 Reading Statutory Assessment 2019		Name
Working towards the expected standard		
The pupil can		
<ul style="list-style-type: none">• read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*• read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*• read many common exception words*		
In a book closely matched to the GPCs as above, the pupil can:		
<ul style="list-style-type: none">• read aloud many words quickly and accurately without overt sounding and blending• sound out many unfamiliar words accurately.		
In a familiar book that is read to them, the pupil can:		
<ul style="list-style-type: none">• answer questions in discussion with the teacher and make simple inferences.		
Working at the expected standard		
The pupil can		
<ul style="list-style-type: none">• read accurately most words of two or more syllables• read most words containing common suffixes*• read most common exception words*.		
In age-appropriate books (1), the pupil can:		
<ul style="list-style-type: none">• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (2)• sound out most unfamiliar words accurately, without undue hesitation.		
In a book that they can already read fluently, the pupil can:		
<ul style="list-style-type: none">• check it makes sense to them, correcting any inaccurate reading• answer questions and make some inferences• explain what has happened so far in what they have read.		
Working at greater depth within the expected standard		
The pupil can, in a book they are reading independently:		
<ul style="list-style-type: none">• make inferences• make a plausible prediction about what might happen on the basis of what has been read so far• make links between the book they are reading and other books they have read.		

Writing

– like reading and maths, we use the TAF statements to evidence achievement, however we can be more flexible with writing and if a children has most of the statements then we can use our professional judgement if it is a particular weakness.

Key Stage 1 Writing Assessment Framework – the 2018 framework

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)						
• demarcating some sentences with capital letters and full stops						
• segmenting spoken words into phonemes and representing these by graphemes, spelling some 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						
• using spacing between words						

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						
• use question marks correctly when required						
• use present and past tense mostly correctly and consistently						
• use co-ordination (e.g. or / and / but)						
• use some subordination (e.g. when / if / that / because)						
• 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						
• using spacing between words that reflects the size of the letters						

Working at greater depth						
The pupil can:						
• 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						
• using the punctuation taught at key stage 1 mostly correctly						
• spell most common exception words						
• 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 some letters						

Home Support English

- Read with your child daily if possible, this could be you reading to them, them reading to you or shared reading. A good reader produces a good writer!
- Read a little at a time but often, building up reading stamina as the books get longer and more challenging.
- Reading is not just about reading words - in Year 2, it is reading for meaning. 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. Ask children about books that they have read on a similar theme maybe with the same plot or character.
- Look up definitions of words together. Also, try to find and think of words that mean the same thing - what is another word for big? (large, huge)
- Practise spellings sent home both weekly and the Y2 common exception words. We will be sending home additional comprehension activities to support learning in school.

Home Support

Maths

- Quick recall of times tables (2,5,10 and 3's) / Rapid recall of bonds to 10 and 20
- Encourage opportunities for telling the time (including to the 5 mins)
- 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.
- Find examples of 2D and 3D shapes and discuss their properties.
- 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.

How you can help....

- ▶ Helping with homework
- ▶ Reading and talking about books (bug club)
- ▶ Ensure the children come to school on time
and try not to miss days if possible
- ▶ Talk to your child about their learning and share experiences
- ▶ Give them lots of support and encouragement
- ▶ Look at/us the sheets sent home from ‘the Mum educates’ - these are work mats that cover examples of maths /reading /spelling and grammar.

Maladministration

- ▶ It is important that parents understand that tests are taken at different times/days in different schools during May.
- ▶ Staff are not allowed to discuss the content of each test as this could give someone in another school an advantage as they may not have taken the test.
- ▶ All materials are locked away in school to ensure guidelines are followed.

▶ Opportunities to look at past tests papers and any questions?

You can find any past papers on the STA assessment website.