

Year 2 SATs

What are SATs

SATs are the **s**tandard **a**ssessment **t**est taken at the end of Year 2 and end of Year 6.

The tests are the same throughout the country

In Year 2 children will take a ; reading test, a maths test and ,new for 2016, a grammar, punctuation and spelling test.

Writing will be assessed by looking at a range of independent writing tasks.



When are SATs

There is no specific date for KS1 SATs

They usually take place during May but may also happen in June

The Sats can be spread out, with different groups taking them at different times.



Testing at 7

7 or 6 is very young to be given a formal test.

At Reay we do not discuss “tests” with the children as we don’t want to cause anxiety and we ask parents to also not talk about them with their children.

The tests are taken as a normal part of the school day.



Assessing Your Child

KS1 SATs results show where your child's academic knowledge ranks against the national average. The grading system involves children's raw score - the actual number of marks they get - being translated into a scaled score. You will be told their raw score, scaled score and whether they have reached the national standard. The score needed to achieve the national standard hasn't yet been announced. Children will also be matched against 'performance descriptors' - such as working towards the expected level, working at the expected level and working above the expected level - when being assessed by their teachers at the end of Key Stage 1.

Children will be continuously assessed by their teacher and other staff members throughout the year.

English Grammar, Punctuation AND SPELLING TEST

The KS1 SATs grammar objective is to use punctuation, verb tenses and coordinated phrases correctly. Children will be given a separate test in spelling, punctuation and grammar.

By the end of KS1 children will be looking at the key features of different types of sentences and are expected to write accurately and correctly

Correct use of punctuation, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for the contracted forms of words

The use of expanded noun phrases to describe and specify

An expanded noun phrase adds detail in a way that means a phrase behaves like a noun. This can sometimes be just a few adjectives ('the big yellow bird'), but usually we would use it to refer to a phrase which expands the noun with a more interesting phrase (for example, 'the big yellow bird which my daughter saw this morning').

The use of coordinated words or phrases, linked by conjunctions (also known as connectives)

An understanding of the present and the past tense (and the fact that they need to be used consistently) and the continuous form of verbs in the present and past tense to mark actions in progress (I am eating / I was eating)

Verb tenses tell us when an action took place (in the past, the present or the future).

Adding	Time	Cause/effect	Contrasting
and moreover also as well as furthermore	next then finally meanwhile eventually	because therefore so consequently as a result of	however alternatively although except unless

Spelling

The children will be expected to spell 20 words.

Some words will have pictorial clues others will be read out in a dictation.

The test will look for:

Phonetically plausible attempts to spell unfamiliar words – in other words, by hearing the sounds in words and knowing the letters that represents them, most children will try to spell a word.

Spelling common high frequency words correctly. Sometimes known as ‘tricky words’, high frequency word spellings need to be learnt by heart.

Correct spelling of words with contracted forms (I’m for I am; mustn’t for must not, etc) and suffixes (play becomes playing, for example).

The ability to distinguish between homophones, words which sound the same but are spelled differently (one / won; two / too / to, for example).

Children will be taught spelling patterns and rules throughout the year.

THE READING TEST

THE PURPOSE OF THE TEST IS TO CHECK A CHILD'S UNDERSTANDING OF DIFFERENT TEXTS

Notice when their reading does not make sense and self correct

For example, 'He was not very happy though he did not show it' might mistakenly be read as 'He was not very happy through he did not show it' but a child who can self correct would notice their mistake because 'through' would not make sense in the context.

Respond to and ask questions about the text

Bedtime stories come into their own here! Reading to your child, even after they've learnt to read themselves, offers a great opportunity to discuss their favourite words and phrases and enjoy the effects the text creates together.

Understand what characters might be like and predict what they might do next, basing their ideas on what they've read

When inferring children learn to 'read between the lines' and gain meaning from what the author is implying, rather than from actual statements. (There's a great example of this in *The Gruffalo's Child* by Julia Donaldson – when the Gruffalo's child says "I'm not scared!", is that what she really means? What do her words tell us about her character? Ask your child what they think!)

Give a personal response to the text, discussing their understanding and commenting on how the text makes them think or feel

This aspect of reading is what actually makes us become life-long readers and lovers of books. Encourage your child to talk about their reading (remembering it is ok not to like a book!). Begin simply, with open-ended questions (Which character did you most relate to? How did the poem make you feel? What did you find out? Did the story end the way you expected it to?), encourage your child to refer back to the text to explain their thinking and remember that often there is no right or wrong response

Component	Description	Number of papers
Paper 1: English reading test	reading booklet with reading questions and answer space combined (a selection of texts, 400–700 words)	1
Paper 2: English reading test	reading booklet and separate answer booklet (a selection of texts, 400–700 words)	1

Maths

From 2016, children will take two separate maths SATs: arithmetic and reasoning.

Arithmetic

The arithmetic paper consists of 25 questions and takes about 20 minutes, although it isn't strictly timed. This paper will test your child on their knowledge of the four operations - addition, subtraction, multiplication and division. The questions are all in number sentences, with no word problems, such as:

$$15 + 9 = \underline{\quad}$$

$$7 + \underline{\quad} = 12$$

$$2 \times 5 = \underline{\quad}$$

$$36 - 20 = \underline{\quad}$$

$$35 / 7 = \underline{\quad}$$

$$48 + 23 = \underline{\quad}$$

$$1/4 \text{ of } 20 = \underline{\quad}$$

Reasoning

The reasoning paper includes about 30 questions and takes about 35 minutes. It starts with five mental maths questions, read aloud by the teacher. The paper will test your child on their ability to apply their maths skills to various problems and puzzles. They will be tested on all four operations, fractions, measurement, geometry and statistics

Key Maths Skills

The reasoning paper includes about 30 questions and takes about 35 minutes. It starts with five mental maths questions, read aloud by the teacher. The paper will test your child on their ability to apply their maths skills to various problems and puzzles. They will be tested on all four operations, fractions, measurement, geometry and statistics.

Counting in steps of 2, 3, 5 and 10

This forms the basis for learning times tables. Your child will need to start from 0 and count up in twos (2, 4, 6, 8 etc) then do the same for threes, fives and tens.

Recognising the place value of each digit in a two-digit number

Your child needs to know that the number 35 is made up of 30 and 5. Making up numbers with arrow cards can be helpful with making this point clear.

Putting the numbers 0 to 100 in the correct order, and using the < and > symbols.

They need to use the above knowledge to work out how to order numbers. They need to pick the biggest number out of two different numbers. They also need to be able to use < and > symbols so they can present two numbers and show which is biggest, e.g. $45 > 23$.

Reading and writing numbers to at least 100 in numerals and words.

Your child will need to hear a two-digit number and be able to write it in numerals and words, e.g. 79 and seventy-nine.

Calculating

Knowing addition and subtraction facts to 20.

Addition facts to 20 are all the pairs of numbers that make 20, e.g. $1 + 19$, $2 + 18$, $3 + 17$ etc. Your child also needs to know the corresponding subtraction facts, e.g. $20 - 13 = 7$ and $20 - 7 = 13$. They need to know these backwards in their sleep!

Adding and subtracting one- and two-digit numbers.

Children need to know how to solve the following types of number sentences: $34 + 5 = \underline{\quad}$, $29 + 20 = \underline{\quad}$, $56 - 4 = \underline{\quad}$, $6 + 3 + 7 + \underline{\quad}$. Your child can work these out in any way they like, for example with [number lines](#) or pictures. Their teacher may use arrow cards and deines to help with this.

Learning the 2, 5 and 10 times tables, plus division facts.

It is essential that your child knows these times tables by the end of Year 2. They also need to know the division facts for these times tables, for example if $4 \times 5 = 20$, then $20 \div 4 = 5$ and $20 \div 5 = 4$.

Identifying odd and even numbers.

Children need to learn that even numbers can be put into several pairs with no 'odd one out.' Alternatively they may be told that even numbers can be split into two equal groups. They need to learn that even numbers end in 2, 4, 6, 8 or 0, and odd numbers end in 1, 3, 5, 7 or 9.

Writing number sentences using the x, / and = symbols.

Your child may be shown an [array](#), where 20 beads have been laid out in five rows of four. They may be asked to write this as a multiplication number sentence, e.g. $5 \times 4 = 20$ or $4 \times 5 = 20$. If they are asked to turn this into a division number sentence, they will need to write $20 \div 4 = 5$ or $20 \div 5 = 4$

Fractions

Finding $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a shape or quantity.

Children will already have learnt to find $\frac{1}{2}$ and $\frac{1}{4}$ of different shapes or quantities in Year 1. For example, they may have been shown 10 sweets and asked to find half. In Year 2 they move onto slightly more difficult fractions. They may be shown a picture of a pizza already cut into four equal pieces and be asked to colour $\frac{2}{4}$ or $\frac{3}{4}$. They may also work on finding $\frac{1}{3}$ of a quantity; for example, they might be given 12 sweets and asked to share them into three equal groups by counting them out one by one.

Writing simple fractions.

Children need to have the ability to express their fractions, for example by writing $\frac{1}{2}$ of 6 is 3.

Understanding simple equivalence.

Children need to be able to see that $\frac{1}{2}$ is the same as $\frac{2}{4}$ by looking at a diagram of a shape that has been shaded

Measurements

Using appropriate units to measure length, weight and capacity.

Children need to be able to use centimetres and metres to measure the length or height of certain objects. They need to use grams and kilograms to measure the weight of objects. They need to use millilitres and litres to measure temperature. They also need to use degrees centigrade to measure temperature. Teachers will give them a variety of practical activities to help make these concepts clear.

Calculating with money.

Children will need to know the symbols for pounds and pence (£ and p). They need to be able to combine amounts to make a particular value (how many 20ps make 60p?). They will also need to find different combinations of coins that make one amount, e.g. how many different ways can you make 50p? They need to add and subtract amounts of money, including working out how much change to give.

Telling the time to five minutes, including quarter to and quarter past.

Children will have learnt to tell the time to half an hour in Year 1. They now need to understand quarter to and quarter past and be able to say how many minutes past or to the hour it is, to the nearest five minutes. They need to know there are 60 minutes in an hour. They will also need to compare different lengths of time, e.g. knowing that 40 minutes is longer than half an hour.

Geometry

Identifying and describing the properties of 2D shapes.

Children need to be able to name a circle, triangle, square, pentagon, hexagon and octagon by counting the sides. They need to be able to draw a vertical line down the centre of a shape to say if it is symmetrical.

Identifying and describing the properties of 3D shapes.

Children need to look at various 3D shapes (sphere, cube, cuboid, triangular prism, cone, square-based pyramid) and count the number of edges, faces and vertices each one has.

Understanding that a quarter turn is a right angle. Being able to turn an object a quarter, half or three-quarter turn in a clockwise or anti-clockwise direction.

Children will physically make turns to get them used to this.

Statistics

**Interpreting
and
constructing
simple
pictograms,
tally charts,
block
diagrams and
simple tables.**

Children will be asked to gather data, usually in a tally chart or table, then present this data as a pictogram or block chart. At this stage, teachers usually give children a frame to help them present their data.

**Answering
questions
about the
data
presented.**

Children will be asked questions about their data, for example if they have a bar chart showing the favourite colours of the children in their class, they may be asked which is the most popular colour, which is the least popular, how many more children prefer purple to red, and how many children were asked altogether.

- Every child is different
- Every child achieves at different times
- If your child is working towards an area in Year 2 it doesn't mean that they will always be working towards
- All children need praise and encouragement
- Read to your child and listen to your child read
- Talk with your child.
- Encourage questioning skills.
- Have fun with your child.
- Remember children today work very hard at school!

