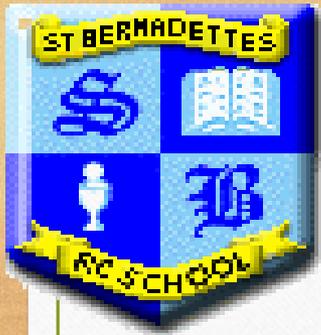


Year 2  
Standard Assessment Tests  
Meeting

---

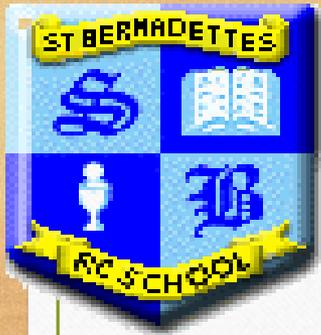
Tuesday 10<sup>th</sup> January 2023



## Aims of the Meeting

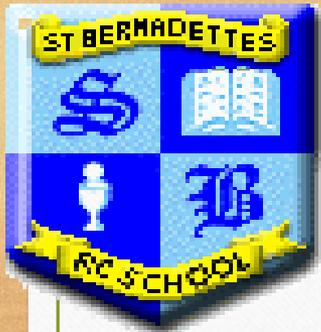
---

- To inform you of the key learning activities that your child will undertake during their Key Stage One tests (SATs)



# What are the National Tests for Key Stage One?

- Children are assessed through tests in English and Mathematics to measure attainment and progress
- These inform the teacher about strengths and weaknesses of a child's understanding
- The information can then be used to identify the next steps of learning
- The tests ask questions about what your child has been learning at school
- They cover a range of different stages for the differing abilities of children.
- These are unseen tests.



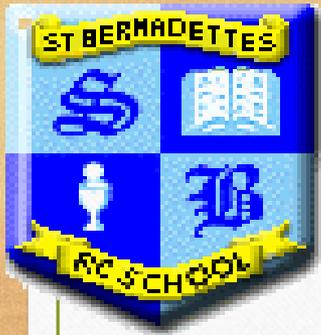
## When do the tests take place?

- The tests will commence on in May.

---
- Timing has some flexibility in Key-Stage One and the children will be allowed take a break during and between the tests, if necessary.

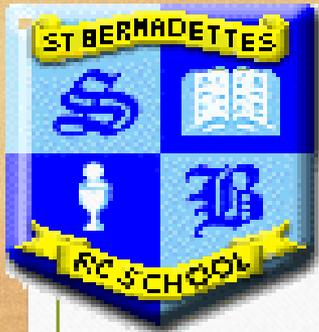
# What do the tests cover?

- Reading
  - Spelling
- 
- Grammar & Punctuation
    - Mathematics



# Reading

- The Reading Test consists of two papers, which assess the children's comprehension of the text that they are reading.
- Paper 2 is the more challenging of the reading papers as it requires the children to read, understand and refer to much more complex texts.
- Please note that the Reading Test is not simply assessing the children's reading ability. A variety of reading skills are assessed including retrieval, inferring, clarifying, summarising, predicting, ordering and discussing authorial intent.



# Spelling, Grammar and Vocabulary

## Year 1: Detail of content to be introduced (statutory requirement)

<b>Word</b>	<p>Regular plural noun suffixes <b>-s</b> or <b>-es</b> [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix <b>un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p>
<b>Sentence</b>	<p>How words can combine to make <b>sentences</b></p> <p>Joining words and joining clauses using <i>and</i></p>
<b>Text</b>	<p>Sequencing <b>sentences</b> to form short narratives</p>
<b>Punctuation</b>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal pronoun <i>I</i></p>



# Spelling, Grammar and Vocabulary

## Year 2: Detail of content to be introduced (statutory requirement)

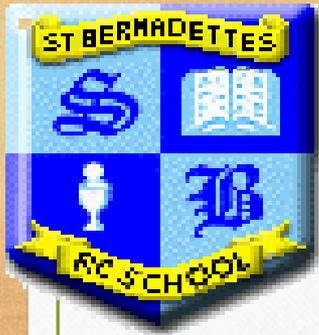
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <b>-ness, -er</b> and by <b>compounding</b> [for example, <i>whiteboard, superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <b>-ful, -less</b></p> <p>(A fuller list of <b>suffixes</b> can be found on page <b>46</b> in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes -er, -est</b> in <b>adjectives</b> and the use of <b>-ly</b> in Standard English to turn <b>adjectives into adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p><b>Expanded noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the <b>grammatical patterns</b> in a <b>sentence</b> indicate its function as a <b>statement, question, exclamation or command</b></p>



# Spelling, Grammar and Vocabulary

## Year 2: Detail of content to be introduced (statutory requirement)

<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive form</b> of verbs in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of <b>capital letters</b>, <b>full stops</b>, <b>question marks</b> and <b>exclamation marks</b> to demarcate sentences</p> <p><b>Commas</b> to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>



# Writing

When assessing the children's writing the following aspects will be assessed:

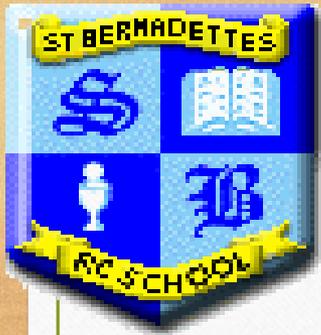
## Working At

1. Write simple, coherent narratives about personal experiences and those of others (real or fictional)
2. Write about real events, recording these simply and clearly
3. Demarcate most sentences in their writing with:
  - A. Capital letters
  - B. Full stops
  - C. Question marks (when required)
4. Use present and past tense mostly correctly and consistently
5. Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
6. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
7. Spell many common exception words\*
8. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
9. Use spacing between words that reflects the size of the letters.



## Working at Greater Depth

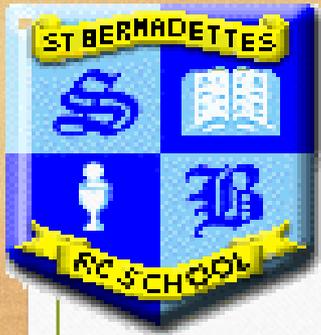
1. Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
2. Make simple additions, revisions and proof-reading corrections to their own writing
3. Use the punctuation taught at key stage 1 mostly correctly<sup>^</sup>
4. Spell most common exception words\*
5. Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)\*
6. Use the diagonal and horizontal strokes needed to join some letters



# Writing

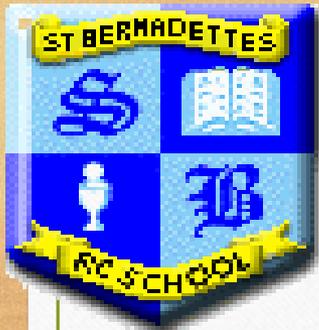
The **final** teacher assessment that is submitted is a cumulative score based on their whole year's work.

The children will **not** be formally assessed in writing during the 'SATs weeks' as there will still be over a full half-term of formal teaching and learning remaining to achieve the standard.



# Mathematics

- The Maths Test is made up of 2 parts. The first paper is an Arithmetic Paper and the second paper includes a range of mathematical reasoning and problem solving questions.
- The Arithmetic Paper assesses pupils' confidence and mathematical fluency with whole numbers, place value and calculation. It has a total of 25 marks and should take approximately 20 minutes.
- The Mathematical Reasoning Paper assesses children's ability to solve mathematical problems and reasoning. It has a total of 35 marks and should take 35 minutes.



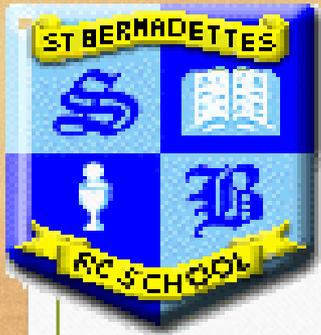
# What are the expected levels of achievement?

- Historic pass rates for SATs papers are shown below:

2018	N	GD
Reading	25/40	36/40
SPaG	24/40	35/40
Maths	36/60	54/60

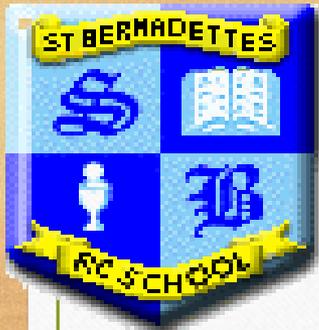
2019	N	GD
Reading	25/40	36/40
SPaG	24/40	35/40
Maths	34/60	53/60

2022	N	GD
Reading	26/40	37/40
SPaG	24/40	35/40
Maths	35/60	53/60



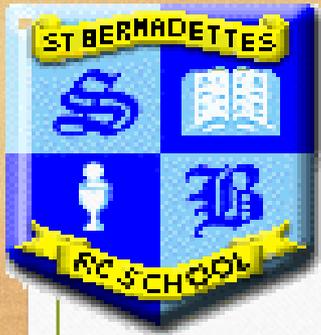
## What are the expected levels of achievement?

- A new National Curriculum was introduced in 2014 and as a result the tests that children take have changed. As part of the curriculum review levels have been abolished and replaced with scaled scores. A score of 100 represents the national standard.
- In the children's end of year report, you will be informed whether your child has reached national standard.



# What can I do to help?

- Read with children every night. Discuss the story content asking them simple questions.
- Encourage writing at home e.g. capital letters, full stops, interesting words etc.
- Support with spellings.
- Practise letter formation and joining their handwriting.
- Support with homework.
- Practicing the 2, 3, 4, 5 and 10 times tables.
- Helping children to learn their addition and related subtraction facts.
- Help children with telling the time.
- Use calculation booklets for Mathematics (which are available on the school website) and follow the school strategies for addition and subtraction etc.



Finally...

- Attendance at school is crucial in order  
for you child to reach their full  
potential.

Thank you very much for your continued  
support. We really do appreciate it. 😊