



YEAR 2 STANDARD ASSESSMENT TESTS (SATS) MEETING

Wednesday 17th April 2024

The aim of this meeting is to explain what SATs are and to support you in understanding what the tests involve for your child.



WHAT TESTS WILL MY CHILD SIT AT THE END OF YEAR 2?

In May, the Year 2, children will take SATs in:

- ▶ Reading
- ▶ Maths

We may complete the test for English grammar, punctuation and spelling.



READING

The reading test for Year 2 pupils will involve two separate papers:

- ▶ **Paper 1** consists of a selection of texts totalling 400 to 700 words, with questions interspersed throughout

Reading Paper 1

2019 national curriculum tests

Key stage 1

English reading

Paper 1: reading prompt and answer booklet

First name	
Middle name	
Last name	

Total marks


Contents

My Big Brother JJ	Pages 5–10
What is A Cowboy?	Pages 13–21

My Big Brother JJ

I was happy. My brother JJ was happy.
It was nearly half term.

Then Mum rushed into the room.
"JJ! Jasmine! I need to talk to you about
next week. I know it is holiday time, but
I have to go to work," she said.



"I need to know that you can be a good girl for JJ. He will be in charge."

Practice questions

a Why was JJ looking after Jasmine?

Tick **one**.

Mum was going to work.

Mum was going on holiday.

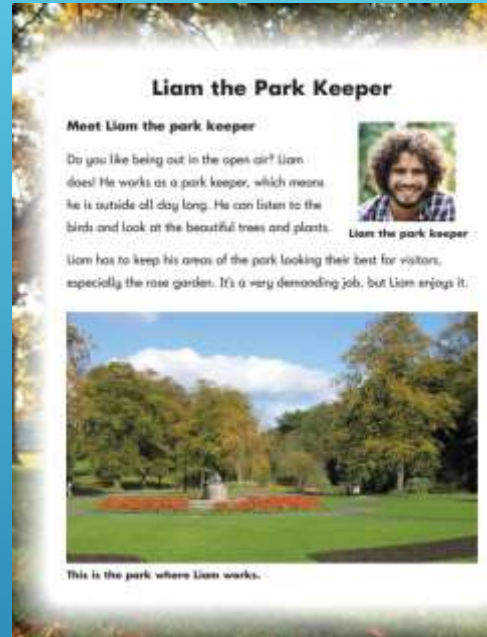
Jasmine was ill.

Jasmine was going on holiday.

b Who is telling the story?

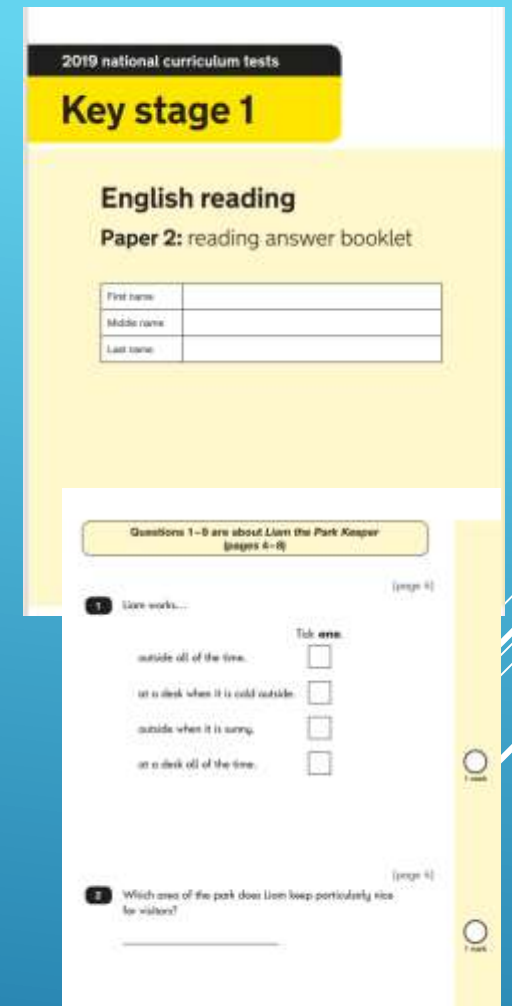
Paper 2 comprises a reading booklet of a selection of passages totalling 800 to 1 100 words. Children will write their answers in a separate booklet.

Reading Paper 2



Reading Paper 2 answer booklet

The texts in the reading papers will cover a range of fiction, non-fiction and poetry, and will get progressively more difficult towards the end of the test. Teachers will have the option to stop the test at any point that they feel is appropriate for a particular child.




There will be a variety of question types:

- ▶ Multiple choice
- ▶ Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'
- ▶ Matching, e.g. 'Match the character to the job that they do in the story'
- ▶ Labelling, e.g. 'Label the text to show the title'
- ▶ Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'
- ▶ Short answer, e.g. 'What does the bear eat?'
- ▶ Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons'

As well as the tests, your child's class teacher will be making judgements relating to whether or not they are demonstrating a range of key skills in their **writing**.

If they are able to apply these skills they will have 'mastered' the expected standard in writing. The following slides show some examples of pupil's writing and the judgements made!

A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

WORKING AT THE EXPECTED STANDARD

2016 KS1 English writing exemplification

Piece C: Book review

After reading several stories by Julia Donaldson, pupils were asked to choose their particular favourite. They then read and explored some examples of successful book reviews before writing their own review, to encourage other children to read their chosen story.

My favorite book from Julia Donaldson is The Gruffalo's child because the description is very good. Also the characters are good because there are two good Gruffalo's and one small mouse. My favourite part is when the child tiptoes out in the cold forest and was brave.

The Gruffalo has shiny, sharp, white claws and has purple spikes. It has eyes like fire, has sharp teeth and has a green, gross sprout on his nose. The mouse is so strong and it has a scaly tail. His eyes are like pools of fire and also his whiskers are stronger than wire.

The story is about when the adult Gruffalo told his child that no Gruffalo should ever set foot in the deep dark wood. But one cold night the child tiptoes out in the snow. He was nervous because he saw a trail in the snow. He thought it was the trail of the big bad mouse but it was the snake trail.

WORKING AT THE EXPECTED STANDARD

Piece E: Narrative

Following prior learning about using descriptive language, pupils watched a clip from the start of the Disney animation film, 'Up', as a stimulus for writing. Then, using the opening provided, they were given complete freedom to plan and write their own narrative.

The balloons floated upwards, higher and higher, lifting the house above the clouds. Looking through their bedroom window, the children gasped in amazement as they sped over land and sea, wondering where this adventure might end. Suddenly, with a loud hissing noise, the floating house began to descend rapidly from the clear, blue sky.

They fell down and zoomed, zoomed and zoomed all the way to the bottom. The house crashed and there were two boys! One was Ali and another was Devin. Ali said "where are we?" and Devin said "Look out of the window. We're in Arica! It was scorching, burning and hot. Devin was a bit nervous but Ali was excited! They were playing tag but suddenly we saw a strange looking button remote. Devin pressed the button but then we heard a lot angry and furious animals. They all surrounded us and we didn't know what to do. We tried to press the button but that didn't work so we tried to kill them with weapons and that didn't work. What a nightmare it was! Now Ali and Devin were really scared. We felt as we were in a dragon's cave with fire on top of it. Then we had a great idea. First Devin would do some karate while Ali will make a aeroplane out of sticks, stones and of course leaves. Then Ali made the aeroplane and they flew off.

WORKING TOWARDS THE EXPECTED STANDARD

Piece A: Short narrative

Standing on the tall cliff neyer
the see and their was a Seemoster.
I called the boys over and told
them my friendshly, clever plan.

Fuerst I wil need sever bothboms.
To make a Severbothbom
you need Severs from a
part. I slid and then I sor
the seedrago and then the boys
said drop the bothboms.
His tung felt tingly and tickley.

He had swrd awye and we
said awer plan wuct.

WORKING IN GREATER DEPTH

Subordinating conjunctions (because; until) extend sentences and add detail. (GP)

Apostrophe marks singular possession.

Use of subordination (When) and co-ordination (and; but) help convey essential information concisely and with dramatic effect.

Expanded noun phrases give precise detail to the opening scene.

Subordinating conjunctions (When; so) extend sentences and add detail.

Piece A: Narrative

After class reading and discussion of 'Jack and the Beanstalk', pupils were asked to use a story map to plan their own version of the tale and select one aspect to change in their re-telling.

2016 KS1 English writing exemplification

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a tumbledown, old and wooden house. They got their precious money by milking their old, spotted 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 ^{for} 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 stubborn with Poppy. She threw the beans out of the glass deli-cate window as fast as a cheetah.

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

Mathematics

The Key Stage 1 maths test will comprise two papers:

Paper 1:

Arithmetic, worth 25 marks and taking around 15 minutes.

Mathematics Paper 1 Arithmetic

2019 national curriculum tests

Key stage 1

Mathematics
Paper 1: arithmetic

First name	
Middle name	
Last name	

Total marks

1 $9 - 3 =$

1 mark

2 $5 + 10 + 5 =$

1 mark

Paper 2:

Mathematical **fluency, problem-solving and reasoning**, worth 35 marks and taking **35 minutes**, with a break if necessary. There will be a variety of question types: multiple choice, matching, true/false, constrained (e.g. completing a chart or table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).

Children will not be able to use any tools such as calculators or number lines.

Mathematics Paper 2 Reasoning

2019 national curriculum tests

Key stage 1

Mathematics

Paper 2: reasoning

First name	
Middle name	
Last name	

Total marks

7 Here are two cards.

+ -

Choose a card to make each calculation correct.

One is done for you.

4 + 1 = 5

23 1 = 22

40 1 = 39

19 1 = 20

FAQ

➤ **When will the KS1 SATs take place?**

The KS1 SATs are administered in May 2024.

▶ **How will the tests be marked?**

- The tests will be marked by teachers within the school.
- The children will be given a **standardised score**
- **Teacher assessments** have also been used to build up a picture of your child's learning and achievements throughout the year.
- In addition, your child will receive an **overall result** saying whether they have achieved the **required standard**.

Standardised Score

Children will now receive a scaled score instead of a level. Their raw score - the actual number of marks they accrue - will be translated into a scaled score; this helps to allow for differences in the difficulty of the tests from year to year so that pupils' results can be compared accurately. You will be told your child's raw score, scaled score and whether they have reached the national standard for that subject. The score that equates to the national standard has yet to be announced.

