

# Year 2 SATs



*Holbrook C of E Primary  
School*

*A Guide to Maths and  
English SATs 2022*





## Things we will cover:-

- What are SATs in Key Stage 1?
- What do the SATs tests look like?
- How do teachers assess/results?
- Age related expectations
- What can you do to help?



KS1 SATs

A parents' guide



May  
2022



This SATs support guide has been designed to aid children and parents in the lead up to the SATs formal assessments, which usually take place around May. These tests in Year 2 are marked internally and go alongside teacher assessment.



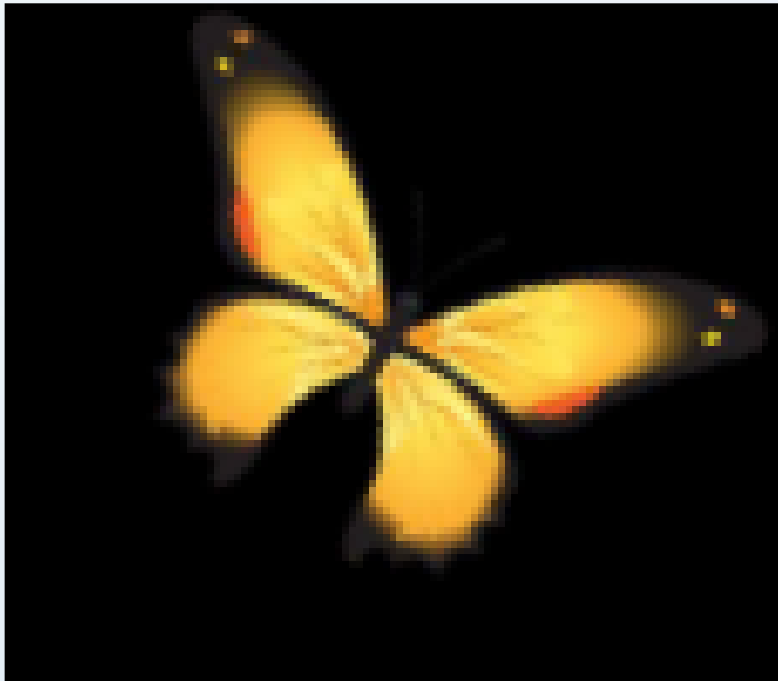
It is **important** to know that SATs are just **ONE** part of the evidence we take into consideration when assessing and reporting a child's achievement.

Classroom evidence and previous assessments are all taken into consideration. We use our own judgement – so if your child has a 'bad day', the result will not affect the final judgement – the score is just a part of it.

Guidance for schools states, 'The results from the KS1 English reading and mathematics tests must be used as a single piece of evidence, alongside the other evidence teachers will have gathered throughout the year.'



At Holbrook, we are very aware that Year 2 children are only 6 and 7. Our main aim with the SATs is to avoid any potential pressure. The children will perform best if they are relaxed. We just say we have 'a little booklet' to complete. The children will also be used to 'booklets', having seen these in our end of term teacher assessments and will also have looked at practice SATs materials.



Remember, SATs are just to inform the teacher's judgements. By May, I should already know where they are at in their learning. A bad day, if they are tired or ill, will certainly be taken into account, and their final results are not just based on one assessment.

So how can we make SATs  
more child friendly?

## **Secret Agent Training ID Cards**

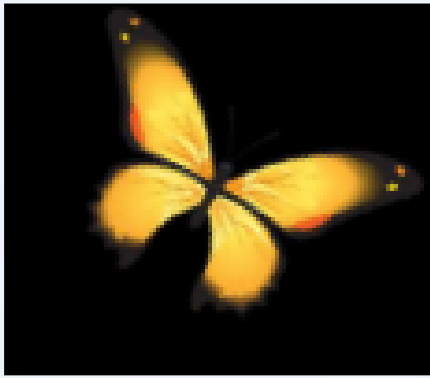
**The children will be given their special 'Training' cards, which we hope at Holbrook, will engage and motivate them in a child-friendly way.**

**SATS**  
**SECRET AGENT TRAINING SCHOOL**

Secret Agent Name:

ID Pass (finger print)



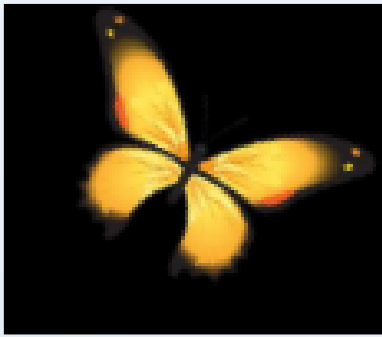


We will now look at

- Information about the tests
- The format of the assessments

# How will our final judgements be recorded?

- From 2016, grades have been reported as **‘working towards’** (WTS) **‘expected’**(EXS) and **‘greater depth’** (GDS).
- Working towards means that a child is working within the standards required, but not fully achieved them. Greater depth means a child has mastered the standard of learning expected for their age and stage and is therefore able to delve into it in more detail.



How the papers are marked.

At Key Stage 1, the teacher will mark the SATs papers. The mark your child gets in each test is called the 'raw score' (out of 40 for Reading, out of 60 for Mathematics, out of 40 for Grammar, punctuation and spelling). This 'raw score' for each test will be translated into a 'scaled score', which will show how well your child has done against the expected standard.

Children need to achieve a scaled score of 100 to meet the expected standard (EXS). Below 100 means they are still working towards the expected standard (WTS). Children that achieve above 100 will be GDS. The school will share with the parents/ carers whether their child is WTS, EXS or GDS

This sounds complicated, but schools have used this system for many years now. There are clear guides for the scaled scores.



Some children in KS1 work within a different curriculum due to specific needs. If children are working significantly below the standard of the test, they do not have to sit it. They are still assessed, but instead, this is according to a specific set of standards. Each standard has specific guidelines and success criteria.

In English (reading and writing) and Maths, the final pre-key stage 1 standards are referred to as:

- Standard 4
- Standard 3
- Standard 2
- Standard 1

With other subjects in the curriculum, such as Science, there are 5 areas of focus which inform the teacher how well pupils are achieving a specific outcome or individual development targets - as set out in their EHC plans or other SEND agreements. **This is called the engagement model.**



## WHAT IS THE BREAKDOWN OF KS1 SATS SCORES?

- 115 – Highest score a child can get in the KS1 SATs.
- 101-114 – Exceeded the expected standard in the test.
- 100 – This is the expected standard for children.
- 85-99 – Not met the expected standard in the test.

# There are 3 areas of the curriculum assessed using SATs.

- Maths
- Reading
- Spelling, grammar and punctuation

However, the Spelling, Grammar and Punctuation paper is optional, and the school will just be using it to inform us of standards in writing at the end of the year.

# What subjects will the children be assessed in?

Towards the end of the academic year, Year 2 children will take assessments in:

- Maths.
- Reading;
- English grammar, punctuation and spelling;

The tests are due to take place in May of each year.

Writing and Science will also be reported but will be purely teacher assessment

Science is only recorded as 'in line' or 'working towards'

# Reading

The Reading Test consists of two separate papers:

- **Paper 1** – Contains a selection of texts totalling between 400 and 700 words with questions about the text.
- **Paper 2** – Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet.

# What does the 'Reading' look like?

- The texts will cover a range of poetry, fiction and non-fiction. Children will have already been immersed into these different text types through the year.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

**This is a reading paper so -**

- The children will need to read the questions themselves.



## All About Micro-Habitats in Woodlands

### Useful words and their meanings

Creatures - a living thing that isn't a plant such as an animal.

Habitat - the natural home or environment of an animal or plant.

Micro-habitat - a habitat which is small such as a log or a hedge.

Predators - an animal that preys on other animals.



### A Woodland Micro-Habitat

There are many places where micro-habitats are made in the woodlands. Small animals and insects make their homes in places which suit their needs. We might find them living under logs, in trees, under a rock, in the soil, in long grass or even under a pile of leaves.

In the woodlands, where might small animals and insects live?

Name 3 places

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# Spelling, punctuation and grammar

The test consists of two separate papers:

A Spelling test is administered containing 20 words, lasting approximately 15 minutes. However, there is no time limit, so children will not be rushed. Likewise, if it's obvious they do not know the answer, we won't make them sit trying for hours becoming frustrated and anxious. The children will be used to a spelling quiz having had these weekly throughout the year.

A separate test is given on punctuation, vocabulary and grammar. This test requires short answers to questions or multiple choice.

SPELLING EXAMPLES – These would not be the exact words, this is just an example of how the spelling test is given during SATs tests.

Spelling 1: The word is **faster**.  
Jake ran **faster** than Sam.  
The word is **faster**.

Spelling 2: The word is **rainy**.  
The weather outside is **rainy**.  
The word is **rainy**.

Spelling 3: The word is **litter**.  
Make sure you pick up your **litter**.  
The word is **litter**.

Spelling 4: The word is **race**.  
I am taking part in a running **race**.  
The word is **race**.

Spelling 5: The word is **baking**.  
I like **baking** with my Grandma.  
The word is **baking**.

Spelling 6: The word is **climb**.  
The tree was hard to **climb**.  
The word is **climb**.

Spelling 7: The word is **painted**.  
My bedroom has been **painted**.  
The word is **painted**.

Spelling 8: The word is **chair**.  
The **chair** is soft.  
The word is **chair**.

Spelling 9: The word is **soup**.  
For my lunch I had a bowl of **soup**.  
The word is **soup**.



*This is how the spellings are read to the children. There are usually 20 spellings in total.*





## SPAG Assessment A – Page 3

- 7) Why do the underlined words begin with a *capital letter*?



*Mia went to London on Friday with her family.*

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- 8) There are two adjectives in the sentence below, circle them.

*The tall, green tree swayed in the wind.*



- 9) Circle the noun in the sentence below:

The book was amazing!



# What does Maths look like in the SATs?

- Children will sit two tests: Paper 1 and Paper 2:
- Paper 1 is for arithmetic. It covers calculation methods for all operations.
- Paper 2 covers problem solving, reasoning and mathematical fluency.

I **can** read some of the questions to the children (not the numbers or signs, so this is more effective in the reasoning and problem solving questions).

- Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.



1

$7 + 6 =$

2

$14 - 8 =$

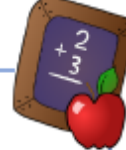
3

$10 - \square = 3$

4

$51 + 8 =$





## Reasoning challenge Set A - Year 2

5

There are 20 apples in the basket.

5 of them fall out and roll away.



How many apples are left?

6

Tick the **two** sentences that are correct.

A triangle has 4 sides.

A triangle has curved sides.

A triangle has 3 sides.

A triangle has 3 corners.

# How can you help at home?

- **First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!**
- **Ensure your child has the best possible attendance at school.**
- **Support your child with any homework tasks.**
- **Reading, spelling and arithmetic (e.g. times tables) are always good to practise.**

# How can you help with reading?

Listening to your child read can take many forms:

- Focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time! At least 3 times a week.
- 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.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.

# How can you help with writing?

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).

# How can you help with maths?

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- 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.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- My Maths homework and extra learning sent home
- Work on specific targets given at parent's evening – number bonds, times tables

**Thank you for joining us this afternoon.**

Any questions?

If you have any questions at all,  
don't hesitate to message me on  
Class Dojo.  
Thank you

Mrs C x

