Monkton Infants School

MEETING FOR YEAR 2 PARENTS/CARERS:

SATs Information

When?

Children will be completing the SATs tests during May.

Where?

Small groups of children will complete tests in their classroom with the class teacher present.

What?

Children will administer:
- SPAG Test
- Arithmetic Test
- Reasoning Test
- Reading paper 1 Test
- Reading Paper 2 Test

Subject[2]	Test paper
English reading	2 papers: short text and questions; longer text with separate questions
Mathematics	2 papers: arithmetic; mathematical reasoning
English grammar, punctuation and spelling (optional)	2 papers: spelling; punctuation and grammar (including vocabulary)

Teachers will use the results from these tests, along with the work your child has done throughout the year, to help them reach their own judgements about how your child is progressing at the end of key stage 1.

These teacher assessment judgements will be reported to you by the end of the summer term.

Reading Test

Paper 1
- 400 – 700 words
- Questions interspersed
- 50% of final mark
- Takes about 30 minutes

Paper 2
- 800-1100 words
- Answers in a separate booklet
- 50% of final mark
- Takes about 30 minutes
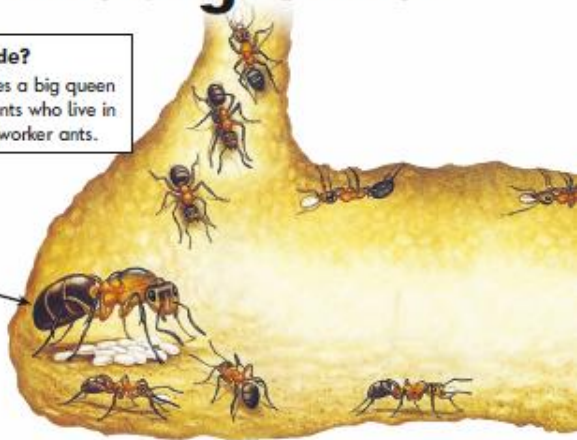
There are a variety of question types:
- Multiple choice
- Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'
- Matching, e.g. 'Match the character to the job that they do in the story'
- Labelling, e.g. 'Label the text to show the title'
- Find and copy, 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'

Reading Test – Paper 1

Ants underground

Who lives inside?
Inside the nest lives a big queen ant. Most of the ants who live in the nest are busy worker ants.

Queen ant
The queen ant spends all her time laying eggs.

1 Which word in the text describes what worker ants are like?

Tick **one**.

sleepy ☐   noisy ☐

busy ☐   fast ☐   ◯

2 What does the queen ant do?

Tick **one**.

keeps the nest clean ☐   lays eggs ☐

moves eggs ☐   finds food ☐   ◯

Reading Test- Paper 2

The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and hung her over the king's bed. But she was so sad that she wouldn't sing at all.

As for the blackbird, when he saw that his wife had been trapped, he was angry. He took a sharp thorn for a sword and took half a walnut shell and wore it as a helmet. With the other half, he made himself a little drum. Soon he was marching towards the palace, beating the drum: rat-tat-tat.

(page 4)

1 Why did the king want to have the blackbirds?

_____

(page 4)

2 Why was the blackbird's wife sad?

_____

(page 4)

3 What instrument did the blackbird play on the way to the palace?

_____

(page 5)

4 The king treated the animals badly.

a) What had the king done to the fox?

_____

b) What had the king done to the ants?

_____

SPAG Test

Children taking Key Stage 1 SATs sit two separate papers in grammar, spelling and punctuation:
•Paper 1: a 20-word spelling test taking approximately 15 minutes and worth 20 marks.
•Paper 2: a grammar, punctuation and vocabulary test, in two sections of around 10 minutes each (with a break between, if necessary), worth 20 marks. This will involve a mixture of selecting the right answers e.g. through multiple choice, and writing short answers.

Key Stage 1 grammar, punctuation and spelling test for 2018 is optional paper, schools can decide whether to use it.

On 14 September 2017 it was confirmed that the KS1 SATs will be made non-statutory (so schools will be able to choose whether to adminster them or not) from 2023. Until then children will continue to be assessed in May during Year 2

Paper 1 -Spelling Test

Practice question: The word is **tree**.

There was a big `tree` in the garden.

The word is **tree**.

Spelling 1: The word is **faster**.

Hannah ran `faster` than Lee.

The word is **faster**.

Spelling 2: The word is **sunny**.

Yesterday it was very `sunny`.

The word is **sunny**.

Spelling 3: The word is **face**.

I had a big smile on my `face`.

The word is **face**.

Spelling 4: The word is **group**.

There was a large `group` of children at the party.

The word is **group**.

Spelling 5: The word is **fingers**.

You pick things up with your `fingers`.

The word is **fingers**.

Spelling 6: The word is **paints**.

The `paints` in the box are different colours.

The word is **paints**.

Spelling 7: The word is **kitten**.

Our new `kitten` is black with white paws.

The word is **kitten**.

Paper 2 – Puntuation & Grammar

Write the missing punctuation mark to complete the sentence below.

Can you play my favourite tune

Tick the word that completes the sentence.

We were _____ on our projects.

Tick **one**.

worked ☐

works ☐

working ☐

work ☐

Write one word on the line below to complete the sentence in the **past tense**.

I _____ to Scotland during the school holidays.

Tick the correct word to complete the sentence below.

I hope _____ we will play musical chairs at the party.

Tick **one**.

when ☐

if ☐

that ☐

because ☐

Draw lines to match the groups of words that have the same meaning.

One has been done for you.

I will	it's
you have	I'll
it is	didn't
did not	you've

Tick one box to show where a **comma** should go in the sentence below.

Tick **one**.

Aisha found some red blue and purple beads in the box.

☐ ☐ ☐ ☐

Mathematics

The new Key Stage 1 maths test is made up of two papers:

•Paper 1: arithmetic, worth 25 marks and taking around 15 minutes.

•Paper 2: mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 35 minutes, with a break if necessary.

There are 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 are not allowed to use any tools such as calculators or number lines.

Arithmetic Paper

15 $3 \times 3 = \boxed{}$

16 $12 \div 2 = \boxed{}$

23 $65 + \boxed{} = 93$
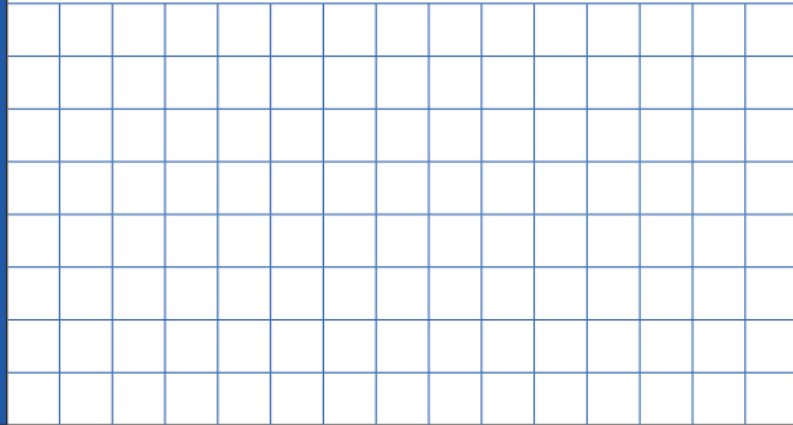
24 $\dfrac{1}{3}$ of $21 = \boxed{}$

Reasoning Paper

13 Ben has 13 crayons.
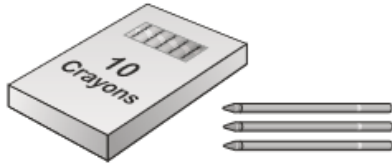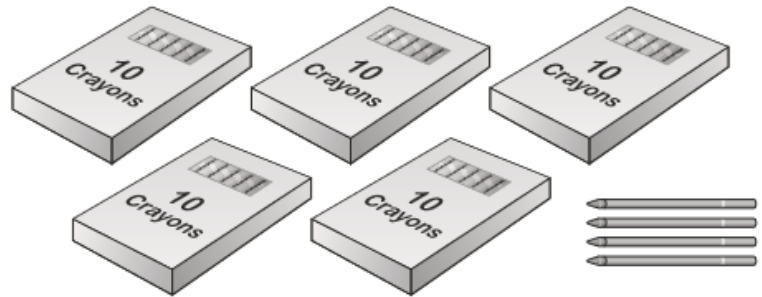
10 Crayons

Here are Abdul's crayons.

How many crayons does Abdul have?

10 Crayons   10 Crayons   10 Crayons

10 Crayons   10 Crayons

crayons

15 A shop sells these sweets.

2p	5p	10p

Abdul spends exactly **20p** on sweets.

Tick (✓) the bag of sweets he buys.
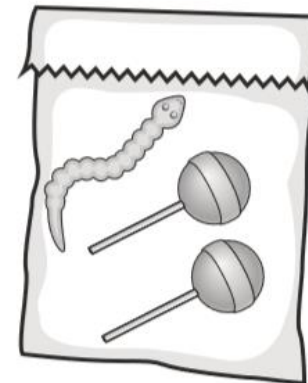
How will the tests be marked?

Although the tests are set externally, they are marked by teachers within the school.

Children are given a <u>scaled score</u>.
Their raw score – the actual number of marks they get – is translated into a scaled score, where a score of 100 means the child is working at the expected standard.

A score below 100 indicates that the child needs more support, whereas a score of above 100 suggests the child is working at a higher level than expected for their age.

The maximum score possible is 115, and the minimum is 85.

Teacher assessments are also used to build up a picture of your child's learning and achievements. In addition, your child will receive an overall result saying whether they have achieved the required standard in the tests (your child's actual results won't be communicated to you unless you ask for them).

Further Information

https://www.gov.uk/government/publications/2017-national-curriculum-tests-for-key-stages-1-and-2-information-for-parents

SATs Timetable

Date	Test
Tuesday 15th May	Spelling. Grammar and Punctuation Test
Wednesday 16th May	Maths Arithmetic Paper 1
Thursday 17th May	Reading Paper 1
Tuesday 22nd May	Reading Paper 2
Wednesday 23rd May	Maths Reasoning Paper 2

Monkton Infants School
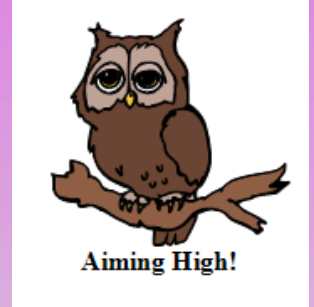
MEETING FOR YEAR 2 PARENTS/CARERS:

Maths Workshop
The Curriculum

Maths Curriculum

- Number and Place Value

- Number – addition and subtraction

- Number – Multiplication and Division

- Number – Fractions

- Measurement

- Geometry – Properties of shapes

- Geometry – Position and direction

- Statistics

Number and Place Value

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward

- recognise the place value of each digit in a two-digit number (10s, 1s)

- identify, represent and estimate numbers using different representations, including the number line

- compare and order numbers from 0 up to 100; use <, > and = signs

- read and write numbers to at least 100 in numerals and in words

- use place value and number facts to solve problems

Partitioning – splitting the number into tens and units

45 – forty five

How many tens?

How many ones?

Number and Place Value

Estimating – Guessing where numbers would go on a number line

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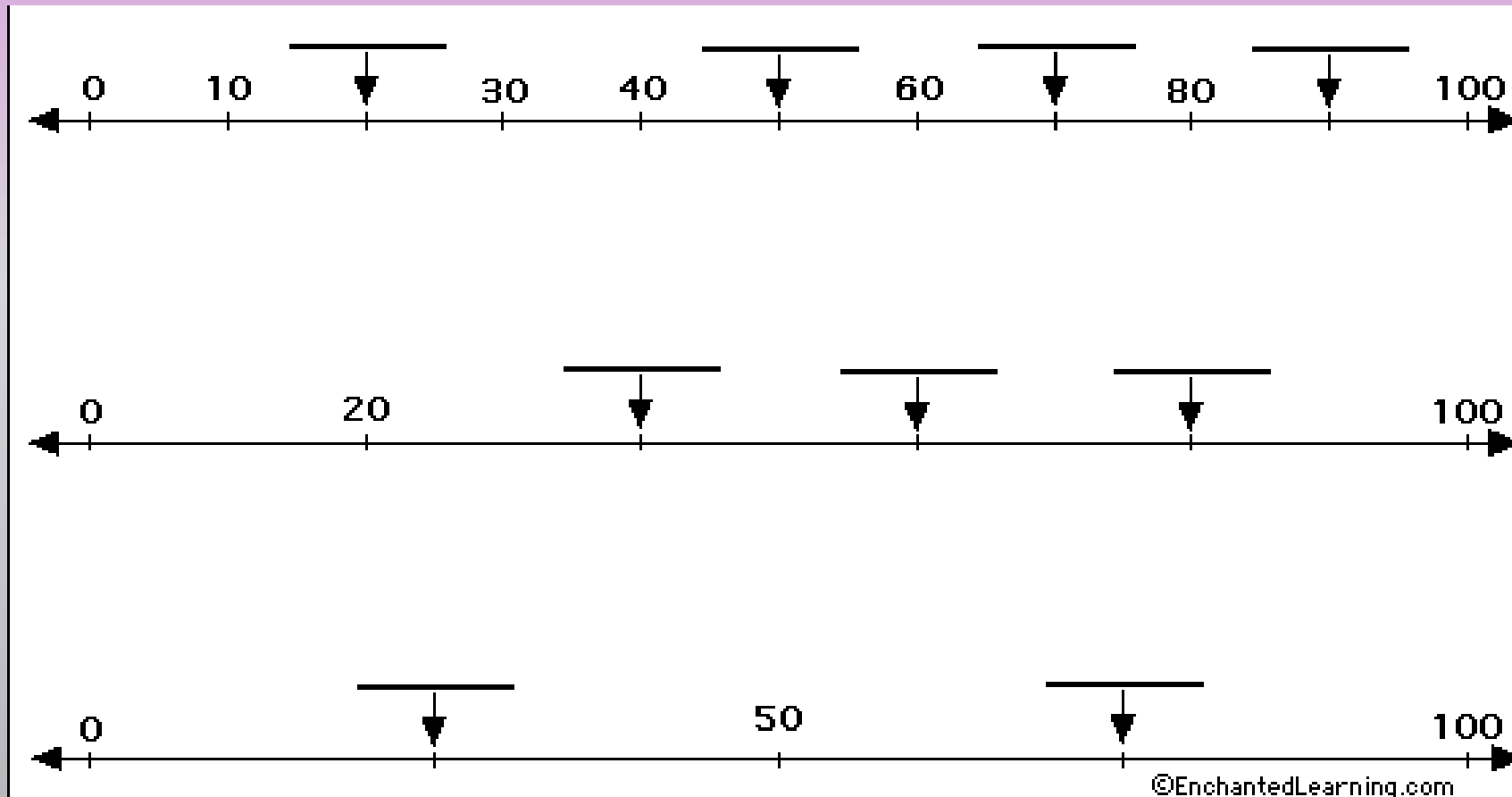
Number and Place Value

Compare and order numbers – Using < > = signs

is greater than
is less than
is equal to

Comparing numbers to each other

6 = 6
Equal

6 > 2
Greater than

2 < 6
Less than
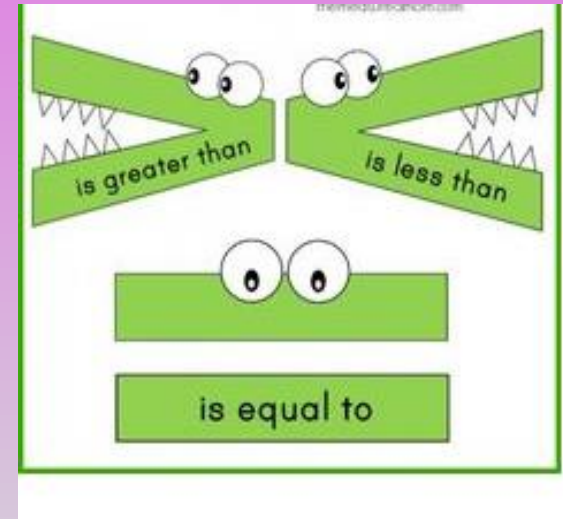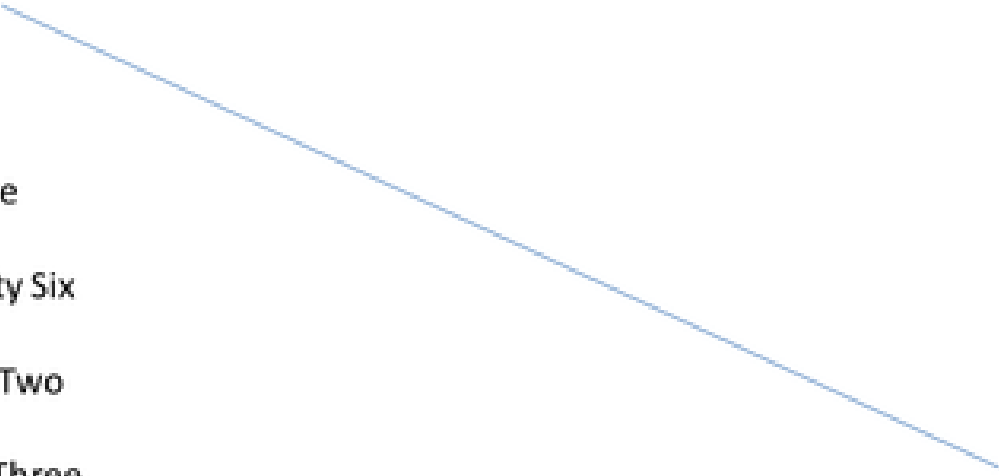
Number and Place Value

Read and write numbers to at least 100 in numerals and in words

Can you match up the numbers to the words?

Six	26
Ten	42
Twelve	10
Twenty Six	63
Forty Two	99
Sixty Three	6
Eighty Six	99
Ninety Nine	12

Number and Place Value

Use place value and number facts to solve problems

Addition and Subtraction

- solve problems with addition and subtraction
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using objects, pictures, and mentally, including:
    a two-digit number and 1s
    a two-digit number and 10s
    2 two-digit numbers
    adding 3 one-digit numbers
- show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
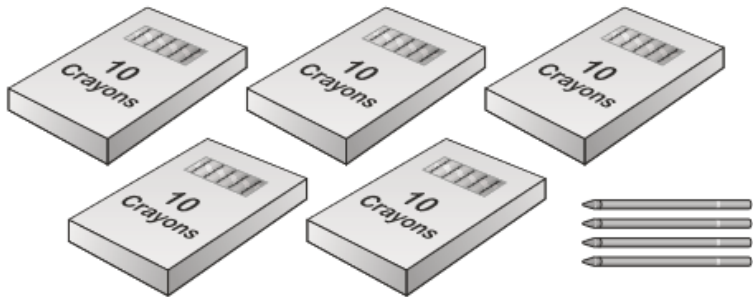
Addition and Subtraction

Solving problems

13 Ben has 13 crayons.
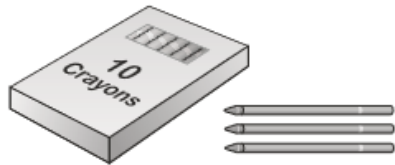
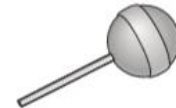Here are Abdul's crayons.

How many crayons does Abdul have?

_____ crayons

15 A shop sells these sweets.

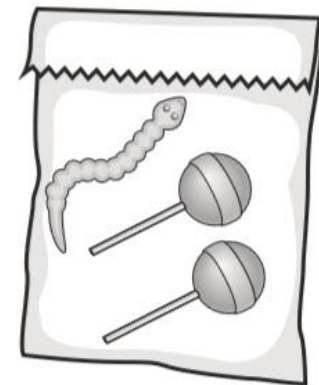| 2p | 5p | 10p |

Abdul spends exactly **20p** on sweets.

Tick (✓) the bag of sweets he buys.

Addition and Subtraction

Recall facts rapidly to 20
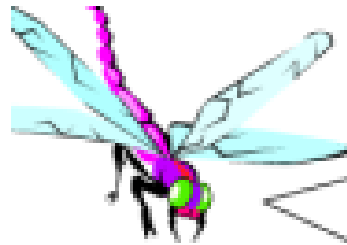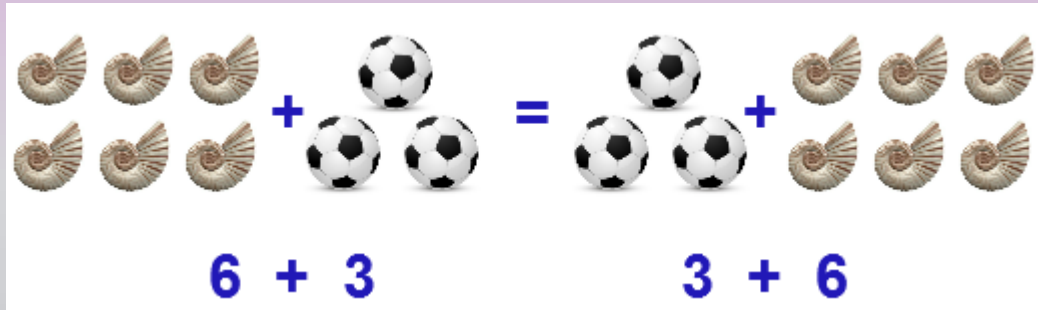
Addition and Subtraction

Commutative Law

- show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

6 + 3   3 + 6

?

URBrainy

Subtraction as the reverse of addition

? help

You know that

20 + 30   = 50

What is

50 − 30   ?

Multiplication and Division

Array
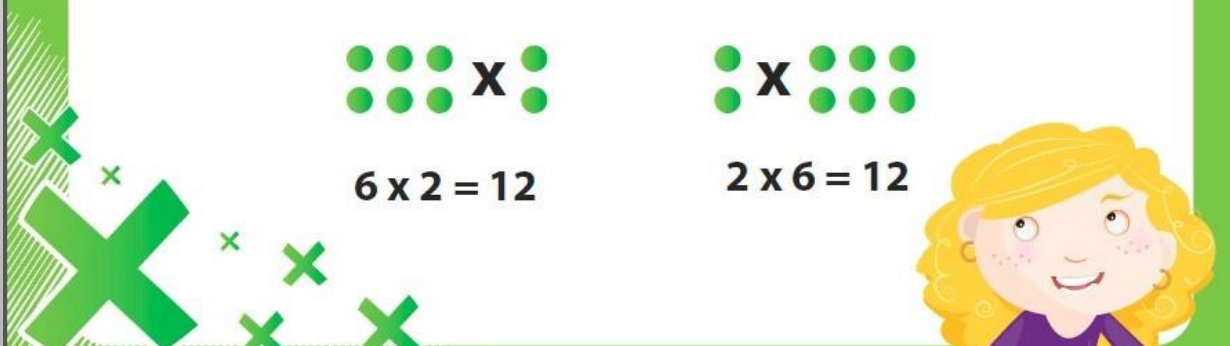
4 X 3 =

Fractions

- recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity
- recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

Pupils are taught half and quarter as 'fractions of' discrete and continuous quantities by solving problems using shapes, objects and quantities. For example, they could recognise and find half a length, quantity, set of objects or shape. Pupils connect halves and quarters to the equal sharing and grouping of sets of objects and to measures, as well as recognising and combining halves and quarters as parts of a whole.

MATHS

Children will sit two tests: Paper 1 and Paper 2:

Paper 1 is for arithmetic, lasting 25 minutes and worth 25 marks.
It covers calculation methods for all operations - + x /

Paper 2 covers problem solving, reasoning and mathematical fluency, lasts for 35 minutes and is worth 35 marks.

Sample Questions:
Arithmetic

5

$15 + 3 + 3 =$ ☐

6

$39 - 8 =$ ☐

17

$35 \div 5 =$ ☐

18

$\frac{1}{4}$ of $20 =$ ☐

Sample Questions:
Arithmetic

15

$3 \times 3 = \boxed{}$

16

$12 \div 2 = \boxed{}$

23

$65 + \boxed{} = 93$
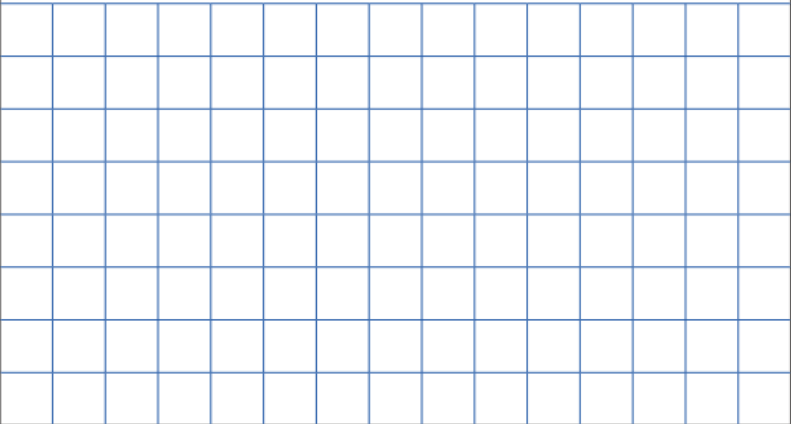
24

$\frac{1}{3}$ of $21 = \boxed{}$

Sample Questions: Reasoning

13 Ben has 13 crayons.
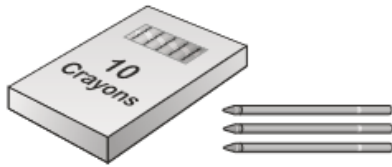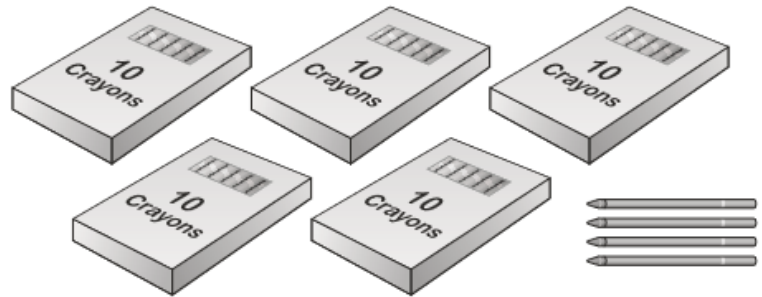
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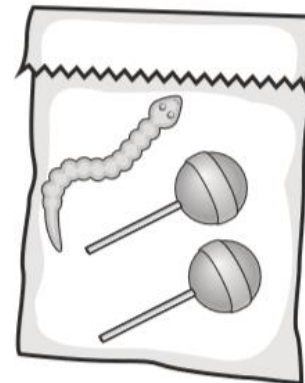
Sample Questions: Reasoning

22 Amy plants **4** rows of carrots.

There are **3** carrots in each row.

A rabbit eats **2** of the carrots.
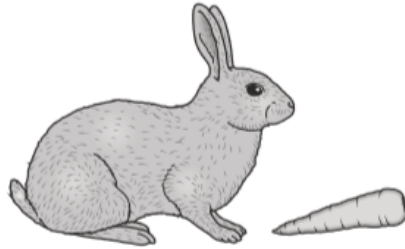
How many carrots are left?

Show your working

carrots
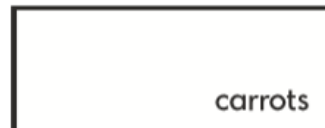
25 Draw the minute hand on the clock to show **twenty-five past eight**.
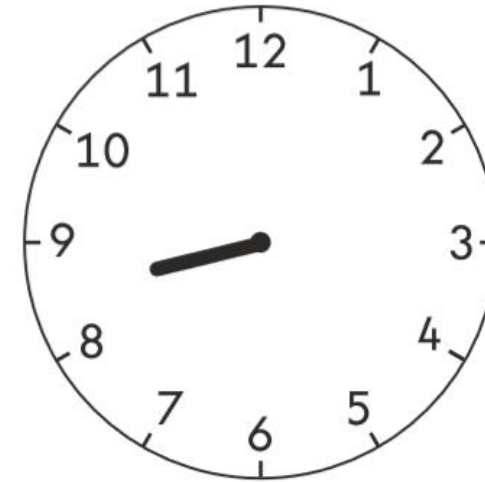
26 Amy makes **20** cakes.

She shares the cakes between **5** plates.

Tick the calculation that shows how many cakes are on each plate.

Tick **one**.

20 + 5 = 25 ☐

20 − 5 = 15 ☐

20 ÷ 5 = 4 ☐

20 × 5 = 100 ☐

USEFUL WEBSITES

- Phonics play - *http://www.phonicsplay.co.uk*

- Twinkl - http://www.twinkl.co.uk

- Topmarks - http://www.topmarks.co.uk/maths-games/5-7-years/counting

Interim teacher assessment framework at the end of key stage 1 - reading

Working towards the expected standard

The pupil can:

- 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:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Interim teacher assessment framework at the end of key stage 1 - writing

Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing
  e.g. –ment, –ness, –ful, –less, –ly*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing 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 the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus
  (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 − 33).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems
  (e.g. $\triangle - 14 = 28$).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary
  (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$;
      sharing 40 cherries between 10 people and writing $40 \div 10 = 4$;
      stating the total value of six 5p coins).
- The pupil can identify $\frac{1}{3}, \frac{1}{4}, \frac{1}{2}, \frac{2}{4}, \frac{3}{4}$ and knows that all parts must be equal parts of the whole.

- The pupil can use different coins to make the same amount
  (e.g. pupil uses coins to make 50p in different ways;
      pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given
  (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes
  (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry;
      the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).