

Year 2 ParentLearn

WHAT TO EXPECT IN THE KEY STAGE 1 SATS

With reference to [Twinkl.co.uk](https://www.twinkl.co.uk)

What are the main assessments?

In the beginning of Summer Term of Year 2, children will take assessments in

- Reading
- Maths
- Grammar, Punctuation and Spelling

Key dates for 2017-18 and Key Stage 1

Date	Activity
May 2018	Key stage 1 test period
Week commencing Monday 11 June 2018	Phonics screening check week

Calculating Scores

Test	Number of marks in each paper	Total number of marks in the test
English reading: Paper 1	20 marks	40 marks
English reading: Paper 2	20 marks	
Mathematics: Paper 1	25 marks	60 marks
Mathematics: Paper 2	35 marks	
Grammar, punctuation and spelling: Paper 1	20 marks	40 marks
Grammar, punctuation and spelling: Paper 2	20 marks	

What is meant by 'scaled scores'?

- 100 points represents the 'national standard' expectation
- Each pupil's raw test score is converted into a scaled score which is at, above or below 100. The highest scaled score is 115. The lowest is 85.
- A child who achieves a score of 100 will be judged to be at the 'national standard' or 'Age Related Expectations' for the end of Key Stage 1

Exceeding the writing standard

Sea creatures

Jiggly Jiggly Jellyfish

There are many different species of Jellyfish. Some Jellyfish have very long tentacles (to sting and kill its prey). Jellyfish have been around longer than dinosaurs! Some Jellyfish are bigger than human and some are smaller than a pinhead. The ~~biggerest~~ biggest Jellyfish is a lion's mane. Would you want to be stung by a Jellyfish? Jellyfish don't sting on purpose they only sting if they feel threatened.

The amazing Deep:

yesterday, year 1 and 2 went on a school trip to The Deep to learn about sea creatures. We had to get into groups. I ~~was~~ was with Callum C, Alfie N, Kayden Hmy, mum and me. When we got to the ~~bus~~ bus, me and Kayden played a game where we had to write a name on each others' hand with a finger and guess what the name was. After we had a go each I said "I can't wait any longer to get there and see the Stingray" and Kayden said "I want to see the penguins now".

Reading Assessment

Paper 1

A selection of texts to read, with questions. The texts will cover a range of poetry, fiction and non-fiction.

Paper 2

An answer booklet and a separate reading booklet.

Each assessment should take about 30 minutes but is not specifically timed.

Teachers can use their judgement and stop the test early if a pupil needs to.

Questions are designed to assess the comprehension and understanding of a child's reading.

There are a variety of question types:

Multiple Choice

1 When Bella was learning to fly, she...

Tick **one**.

was lazy.

☐

did not try hard.

☐

did not give up.

☐

found it easy.

☐

1 mark

Ranking/Ordering

7

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



1 mark

Matching/Labelling

Here is some more information about Africa.

Match each sentence to the correct heading in the booklet.

The first one has been done for you.

Creation stories describe how and why the world was made.

Introduction

Africa has deserts, forests and mountain areas.

Clothes

Traditional African clothes are made from local materials.

Music and Dance

Some African people play 'talking drums'.

Story Time

Short-Answer Questions

4

What job did Tony Ross want to do before he became a writer and illustrator?



1 mark

Find and Copy Questions

- 16 Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and **copy one** word that means the same as *sparkle*.



1 mark

Open-Ended Questions

- 6 At the end of the story, Bella was happy. Why?



1 mark

Spelling, Punctuation and Grammar

Paper 1: Spelling

20 words in a booklet of sentences with missing words

The assessment is approximately 15 minutes long.

Paper 2: Grammar, Punctuation and Vocabulary

Question and answer booklet

This assessment is approximately half an hour long.

Grammar, Punctuation and Vocabulary Paper

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

On Saturday morning, Sarah and her family went on holiday to Scotland.



1 mark

- 8 Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.



1 mark

Grammar, Punctuation and Vocabulary Paper

- 19** Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		



1 mark

Spelling Paper

1. I need to _____ my holiday suitcase.

2. The _____ is dark at night.

3. The snail hid inside its _____.

4. My friend has a new _____ sister.



Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences. In this example, the missing spelling words are: **pack**, **sky**, **shell** and **baby**.

Maths Assessment

Paper 1: Arithmetic

This paper expects the children to do a range of calculations from the programme of study

Paper 2: Fluency, Problem-Solving and Reasoning

Multiple choice, matching, true or false, charts and tables, shapes.

Some of the questions will ask for the child to show their working out too.

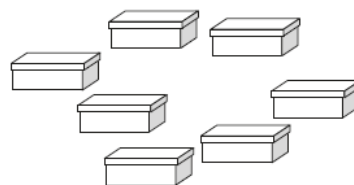
Maths Paper 1: Arithmetic

15	$3 \times 3 =$ <input type="text"/>	<input type="radio"/>
16	$12 \div 2 =$ <input type="text"/>	<input type="radio"/>

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Maths Paper 2: Reasoning

7



Sita puts 2 shoes in each of these boxes.

How many shoes are there altogether?

 shoes

8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

Maths Paper 2: Reasoning

27 Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show
your
working

raisins



2 marks

How can I be of help at home?

- Support, encourage and reassure your child about their learning
- Make sure your child has the best possible attendance at school
- Support your child with any homelearning tasks but encourage them to be independent too
- Practise: spellings and times tables are vital for fluency
- Talk to your child as they are reading to develop their comprehension of the characters, the language, the style of the writing and the plot

Reading Support

- First and foremost, focus developing and modelling a love of reading.
- Read together a little at a time but often
- 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

Writing Support

- Practise and learn weekly spelling lists – and practise the ones they get wrong
- 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
- Encourage use of a dictionary to check spelling – we can recommend a children's dictionary
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).

Maths Support

- Play times tables games and sing songs to embed times tables facts
- 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 and on your way to school
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes
- Play games involving numbers or logic, such as dominoes, card games, draughts or chess

Where to find some guidance*

- <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>
- <https://www.gov.uk/government/publications/2016-national-curriculum-tests-for-key-stages-1-and-2-information-for-parents>
- *This is not the most up-to-date DfE guidance – a 2018 paper for parents does not yet exist

