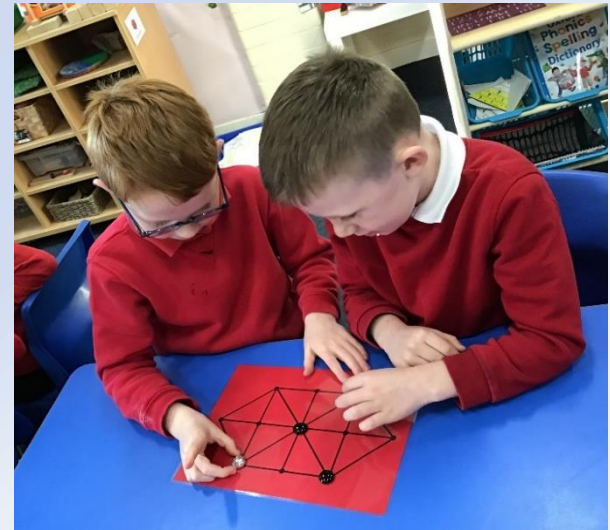


Welcome to Y2 assessment information session



Enjoying Excellent Education

2023 Tests

- Marked internally but set externally
- Will inform part of teachers judgement
- Statutory reading and maths tests and an optional SPAG test.
- No writing test – teacher assessment
- Last year of statutory SATs for KS1

SCALED SCORES

- Tests will report a scaled score.
- The 'expected standard' will always be set at 100.
- Raw scores in the test will be converted to scaled scores.
- The 'raw score' that equates to 100 might be different each year.
- Pupils who score 100 or more will have met the 'expected standard'.
- Pupils who score below 100 will not have met the 'expected standard'.

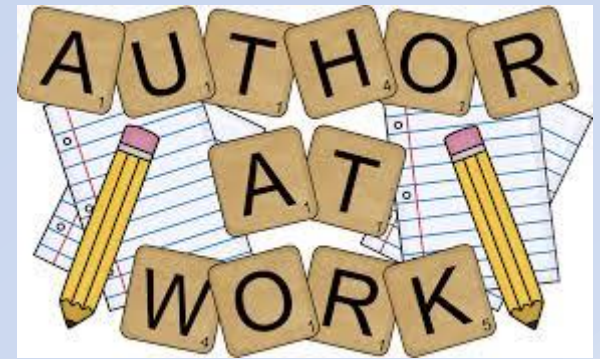


Subject	Testing	Teacher Assessment
Mathematics	A national Mathematics test will provide a scaled score	Assessment will be made against a selection of performance descriptors which describe different levels of outcome (i.e. a variation on current levels/sub-levels) <i>To be informed by test results where available.</i>
Reading	A national Reading test will provide a scaled score	
Writing	A national test in Spelling, Punctuation & Grammar will provide a scaled score	
Speaking & Listening	No test	A single descriptor will be published. Children be judged as either meeting the expected standard, or not.
Science	No test	

Past papers can be found:

www.satspapers.org.uk

Writing



- No test!
- Evidence of meeting the standard is based on teacher assessment of work in books.
- Children will become familiar with the following terminology which will be evidenced in their writing;
- noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

What is the 'Expected Standard' in writing?



My dragon is a fire dragon. his
breath can make cars sise like dinamite.
Isx you make him angry, he will
breath rings of fire at you.
Wen when he flys; he lights up
the sky li like the sun. He ^Hlives
in the center of the sun. ^When he
goes goes to sleep the fire un ^{the}the
sun goes out. He can turn things to
stone, make people catch fire and make things
explode. He can also turn any thing into
food. When he gets angry he will throw you
in the sun!

The DfE have issued
exemplification guidance
for schools.

[https://www.gov.uk/gov
ernment/publications/20
18-teacher-assessment-
exemplification-ks1-
english-writing](https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks1-english-writing)

Children are expected to be able to write
using a range of different genres.

SPAG



- Two separate tests
- Paper 1: A spelling test of 20 words, approximately 15 minutes
- Paper 2: A test requiring short answers, focussing on grammar, punctuation and vocabulary.

Children are taught a range of spelling strategies

- Segmenting into phonemes
- Sounding out syllables
- Repetition (e.g; look, say, cover, write, check and rainbow writing)
- Finding words within words
- Looking for patterns and making links to other words
- Mnemonics (there's a rat in separate)
- Investigating rules
- Adding prefixes and suffixes to root words
- Learning origins of words

Spelling Shed



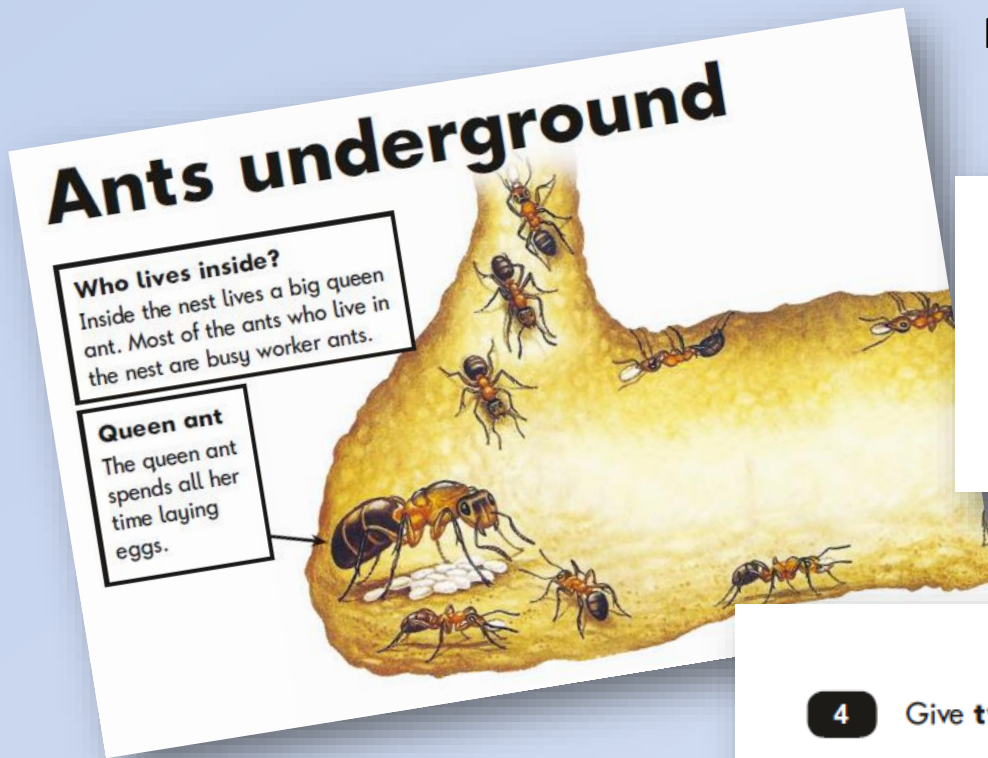
Log in to Spelling Shed to practise your weekly spellings regularly to build skills and knowledge.

Reading



- Two tests each of approximately 30 minutes
- Paper 1: combined reading and answer paper
- Paper 2: Separate reading and answer booklet - more challenging. Children need reading stamina for this and have to be able to read for at least 10/15 minutes without being distracted.
- 60-90% of marks awarded for comprehension
- Up to 30% for inference
- Up to 10% for understanding language and effect
- Converted to a scaled score

SAMPLE READING TEST QUESTIONS



Reading Test 1 has combined text, questions and answers.

2 What does the queen ant do?

Tick **one**.

keeps the nest clean ☐

lays eggs ☐

moves eggs ☐

finds food ☐

4 Give **two** jobs that the worker ants do.

1. _____

2. _____

5 What happens to the eggs in the special room?

Children will be asked to tick correct answers, they will be expected to find and retrieve facts and sometimes explain their answers.

Reading Test 2 will have a more challenging separate reading booklet and reading answer booklet.

What Liam likes about his job

For Liam, the very best part of being a park keeper is being outside. Liam likes being outside and being active. He would feel very restless if he had to sit at a desk all day. Gardening keeps him fit, too.

Liam likes planting things and watching them grow. Every day, he sees how the park's visitors enjoy the gardens, and this gives him a real sense of achievement. He also likes being able to enjoy the park quietly in his spare time.

Liam enjoys time with the other park keepers. They do many jobs as a team, and Liam likes being able to talk to the others while he works.



Liam works with the other park keepers.

What Liam doesn't like about his job

The weather can make Liam's job much harder. There's snow and ice in winter, and it rains most of the year round. Liam likes his job least in the middle of summer, when it can be almost too hot to do anything.

Another problem is that it can be dirty work. It's easy to get cuts and scratches from the roses and other plants, and there are itchy insect bites to worry about in the summer.



It can be dirty work.

Gold band + is the expected



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-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

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

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

The Year 2 reading bookmark in your child's pack has lots of different question starters to support them in developing their comprehension skills.

Reading at the expected standard

Book bands

They must be fluent, accurate and expressive readers with good comprehension at each book band to be deemed as working towards, working at or working above (greater depth) age related expectations.

Working towards Y2 standard	Working towards Y2 standard	Working towards Y2 standard	Working towards Y2 standard	Working at the Y2 standard	Working at the Y2 standard	Working at the greater depth standard for Y2
Green	Orange	Turquoise	Purple	Gold	White	Lime

Read regularly and discuss a variety of texts – not just ‘listening’ to your child read. 10 minutes of reading a day will build children’s fluency, accuracy and stamina.

Practising at home

- Becoming fluent and confident readers will support children in all aspects of their learning and result in greater success later on in life.



Please hear your child read their banded school reading book every day for at least 10 minutes.

Maths



- Two separate tests (arithmetic and problem solving)
- Paper 1: Arithmetic will contain 25 one-mark questions
- Paper 2: PSRN will contain 30 questions and will test fluency, reasoning and problem-solving
- Paper 2 will last around 35 minutes and can be taken with a break
- Final total score out of 60
- Converted to a scaled score with an indicator of whether or not the child has met the expected requirements (“expected standard” will be 100)

SAMPLE MATHS TEST QUESTIONS - ARITHMETIC

5

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

14

$$2 \times 0 = \boxed{}$$

11

$$87 - 40 = \boxed{}$$

12

$$50 - \boxed{} = 20$$

21

$$\frac{1}{2} \text{ of } 30 = \boxed{}$$

20

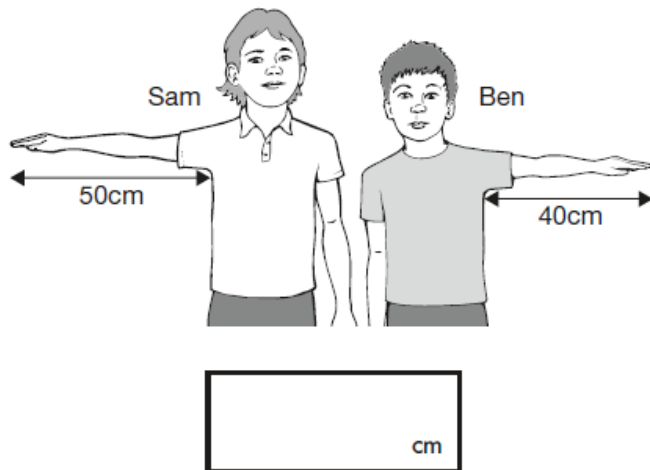
$$86 - 21 = \boxed{}$$

16

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

SAMPLE MATHS TEST QUESTIONS - REASONING

5



Some questions are read by the teacher.
Look at the picture of Sam and Ben in question 5.

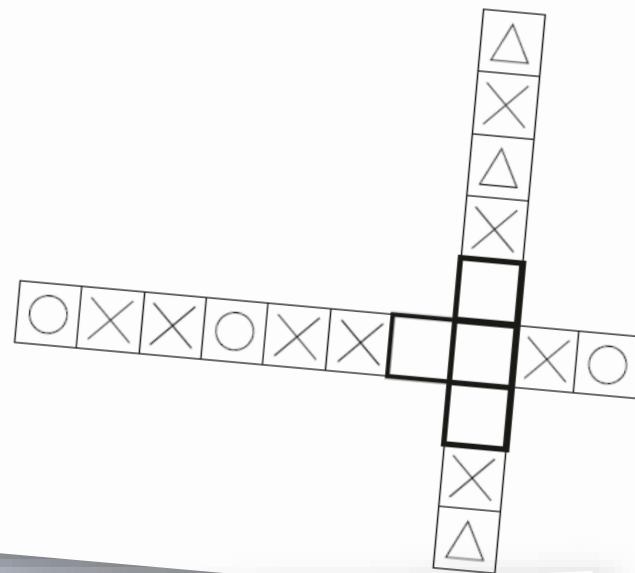
Sam's arm is fifty centimetres long.
Ben's arm is forty centimetres long.
How much longer is Sam's arm than Ben's arm?

Write your answer in the box.

9

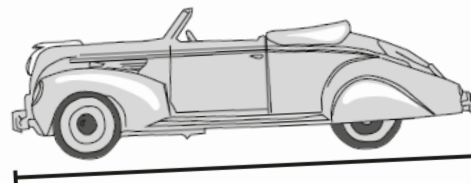
Here are two shape patterns.

Draw a shape in each empty box to make the patterns correct.



11

Use a ruler to measure the length of the toy car.



Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Calculation methods

- Link to a video explaining the method we teach children on how to **add** two 2-digit numbers through partitioning:
- <https://www.youtube.com/watch?v=52u7T0jyOVg>
- Link to a video explaining the method we teach children on how to **subtract** two 2-digit numbers using a blank number line:
- <https://www.youtube.com/watch?v=GRkm1ecNhOg>

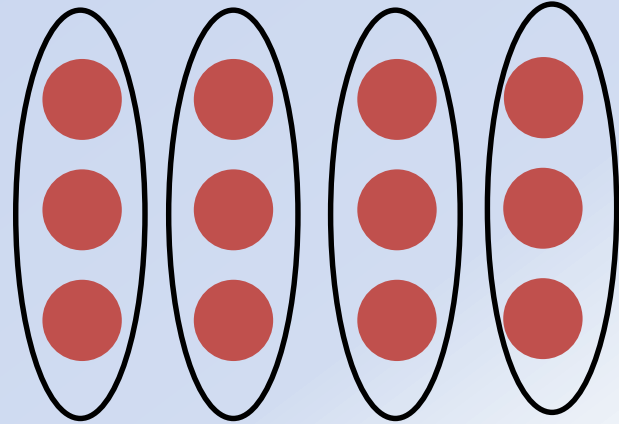
Calculation methods

Multiplication arrays

$$4 \times 3 = 12$$

4 equal groups of 3 = 12

Draw 3 groups with 4 dots in each group.

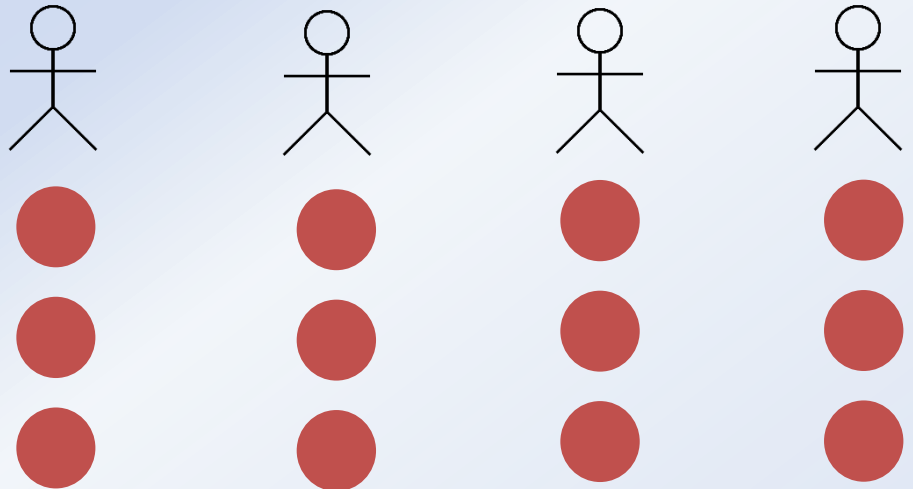


Division through sharing

$$12 \div 4 = 3$$

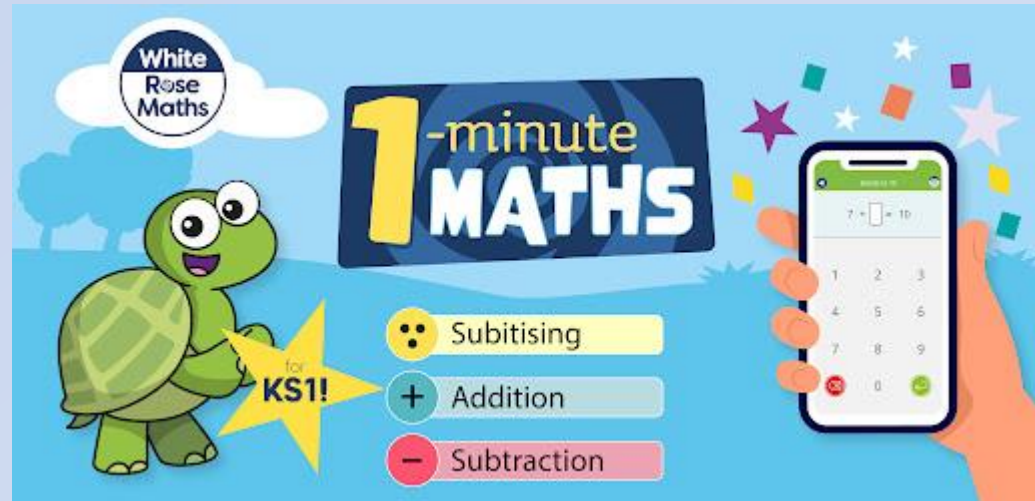
12 shared by 4 = 3

Share 12 counters out between 4 people until you have none left.



Practising at home

- Becoming fluent and confident in number facts and multiplication tables are key to supporting children in becoming able mathematicians.



WHEN ARE THE TESTS?

**All KS1 SATs
will be held in
May 2023**

There is no set timetable for when KS1 tests need to be done in May. They are delivered in a fun and engaging way. We call them quizzes and it is not a stressful or high pressured situation – we simply encourage children to do their best. End of KS1 judgements (combination of tests and teacher assessments) are finalised at the beginning of June.

ANY QUESTIONS?



If you have any questions please speak to or email Mrs Murray, Mr Field, Miss Burgess or Mrs Scott-South.