



# Year 2 SAT's Information Evening

March 2016

Miss Gilbert

## Aims

- To give parents an understanding of what SATs are.
- To give an outline of the tasks and the SATs tests.
- To give tips for what you can do as parents to help.

## What are SATs?

- SATs = Standard Assessment Tasks (No set days but must be administered during May 2016)
- KS1 SATs papers are taken by pupils in Year 2 as part of the National Curriculum assessment programme.
- SATs inform Teacher Assessments.
- 2016 a number of changes are being introduced from previous years SATs.
- September 2014 – new curriculum therefore May 2016 assessments revised.

# What are SATs?

Children are assessed in -

- Reading
- English (New Grammar, punctuation and spelling)
- Mathematics (New arithmetic paper)

In KS1 the emphasis is on teacher assessment, the tests support this judgement.

# Teacher Assessment

- If children do not perform to ability in test teacher assessment can be used.
- Children will not know that they are taking SATs, done as subtly as possible.
- Class teachers will be referring to them as 'quizzes' to the children.

## **Reporting Scaled Scores**

- Raw scores translate to scaled scores using a conversion table.
- KS1 conversion tables published on GOV.UK by the end of May 2016.
- Pupils to receive a raw score, scaled score and confirmation of attainment of the national standard.

# Tasks and Tests

## English

- **Reading paper** x 2 tests. 30 mins test and questions combined and a 40 mins more challenging text with questions in a separate booklet.
- 3 x 20 minute **spelling, punctuation** and **grammar tests**.
- **Writing**- Teacher Assessment throughout the year.
- **Speaking and listening**- Teacher assessments throughout the year.

## Maths

- 20 minutes approx.  
**Arithmetic test.**
- 35 minutes approx.  
**Maths reasoning test with a focus on fluency, problem-solving and reasoning.**

# Reading

- Children will complete two papers:
  - The texts will cover a range of fiction, non-fiction and poetry
  - **Paper 1** consists of a selection of texts, with questions interspersed questions.
  - **Paper 2** comprises a reading booklet of a selection of text. Children will answer questions in a separate booklet.

# Reading Questions

• There will be a **variety of question types:**

• **Multiple choice**

• **Ranking/ordering** - Number the events below

• **Matching** - 'Match the character to the job that they do in the story'

• **Labelling** - 'Label the text to show the title'

• **Find and copy** - 'Find and copy one word that shows what the weather was like in the story'

• **Short answer** - 'What does the bear eat?'

• **Open-ended answer** - 'Why did Lucy write the letter to her grandmother? Give two reasons.'

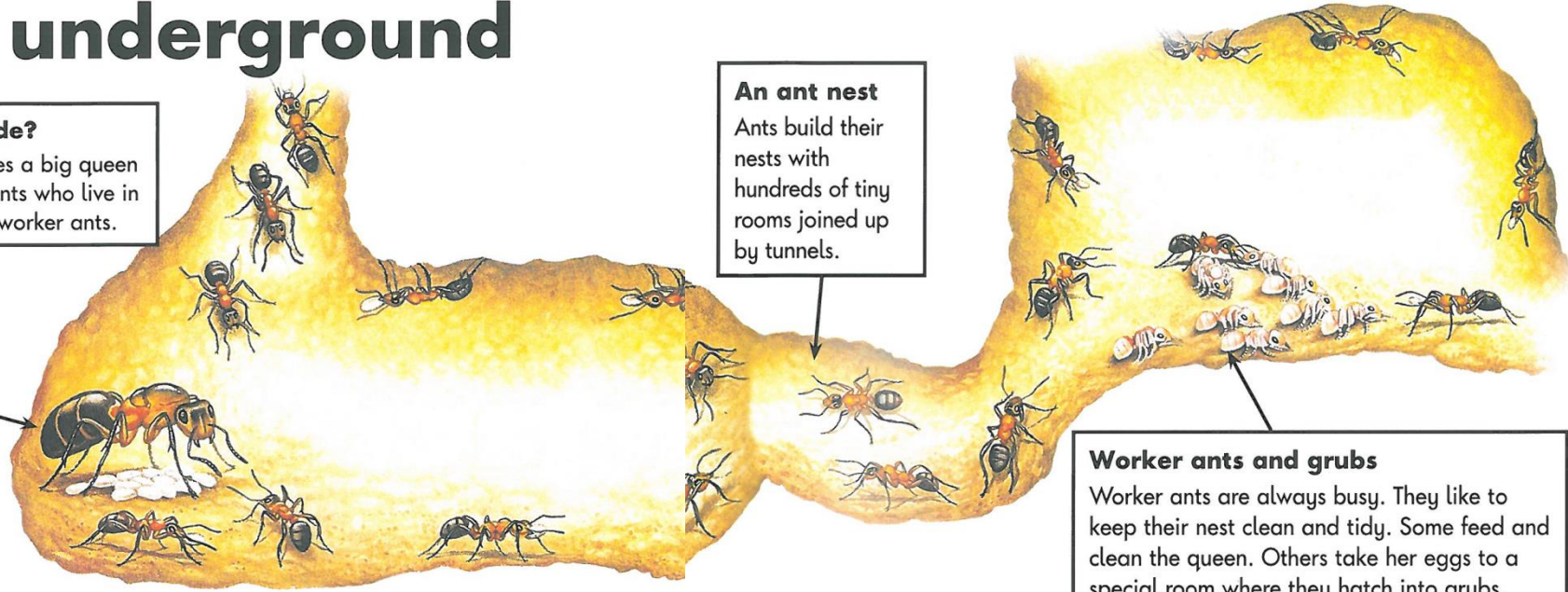
# Ants underground

**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.

**An ant nest**  
 Ants build their nests with hundreds of tiny rooms joined up by tunnels.

**Worker ants and grubs**  
 Worker ants are always busy. They like to keep their nest clean and tidy. Some feed and clean the queen. Others take her eggs to a special room where they hatch into grubs.



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

Tick **one**.

sleepy	<input type="checkbox"/>	noisy	<input type="checkbox"/>	<input type="radio"/>
busy	<input type="checkbox"/>	fast	<input type="checkbox"/>	

2 What does the queen ant do?

Tick **one**.

keeps the nest clean	<input type="checkbox"/>	lays eggs	<input type="checkbox"/>	<input type="radio"/>
moves eggs	<input type="checkbox"/>	finds food	<input type="checkbox"/>	

3 What joins the rooms in an ant nest together?

\_\_\_\_\_

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

1. \_\_\_\_\_

2. \_\_\_\_\_

5 What happens to the eggs in the special room?

\_\_\_\_\_

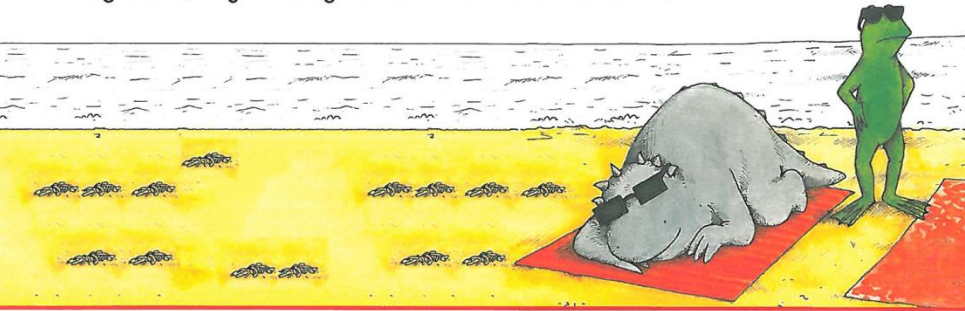
# Monster and Frog at Sea

One hot sunny day Monster and Frog went to the seaside.

Monster lay on the sand, sunbathing. But Frog was bored and restless.

"If we had a boat," said Frog, "we could sail away to sea and have an adventure. We could be explorers!"

Frog was always looking for adventure. Monster wasn't.



So Monster was not very happy when a little boat came drifting towards them. But it cheered Frog up.

"This must be our lucky day," he said. "Come on, Monster."

"I've never been in a boat," said Monster.

The two friends climbed in and Frog pulled hard on the oars.



## Practice questions

**c** What kind of day was it?

Tick **one**.

cloudy

sunny

cold

wet



**d** What was Monster doing?

\_\_\_\_\_



**6** Why did Frog say, "This must be our lucky day"?

Tick **one**.

Monster liked boats.

A boat drifted towards them.

They were by the sea.

It was a sunny day.



**7** Why was Monster worried?

\_\_\_\_\_







# 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.



On the way he met a fox.

"Where are you going, Mr Blackbird?"

"To fight the king!"

"I'll come with you. For years he's hounded me and hunted me."

"Come with me," said the blackbird.

Next the blackbird met some ants.

"Where are you going, Mr Blackbird?"

"To fight the king!"

"We'll come with you. For years he's poisoned us and poured hot water onto our nests."

"Then come with me."

Next the blackbird met a river.


"Where are you going, Mr Blackbird?"

"To fight the king!"

"Can I come with you? For years he's drained me and dirtied me."

"Come with me."

And they marched along until they came to the king's palace. Rat-tat-tat! They marched up the golden steps to the door, and knocked. A servant opened the door. The blackbird drew his sword and said, "I've come to fight the king!" The servant led him to the king, sitting on his golden throne.



**Questions 1 – 8 are about  
*The Blackbird and his Wife* (pages 4 – 7)**

(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?

\_\_\_\_\_

# Plastics and the Environment

## What is a plastic?

Plastic is a material we all use every day. The first plastics were made more than 100 years ago from parts of plants.



Plastics can be useful for people but bad for the planet. Here are some of the reasons.

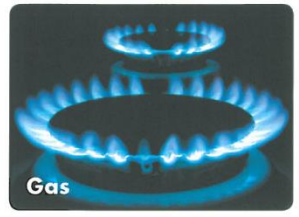
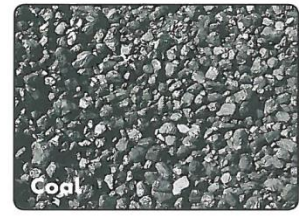
Good points	Bad points
Plastics can be shaped into almost anything.	Plastics can be difficult to recycle.
Plastics are light and cheap to make.	Plastics can give off poisonous fumes when they melt.
Plastics can be produced in different colours.	Plastics are made from oil, which is running out.
Plastics do not rot.	Plastics do not rot.

## The problem with plastics

Some plastics can last for a long time without wearing out, but this means that it is very difficult to get rid of them when they are not needed. They may remain in rubbish dumps for hundreds of years. These dumps, called landfill sites, can be smelly, ugly and harmful to our planet.



## Plastic today and in the future



Plastics are now made from oil, coal and natural gas. We are using these things so fast that the Earth's supplies may run out. Scientists are investigating new ideas for making plastics from plants such as sweet potato, bamboo and flax.



## What you can do to help

### Re-use

You can re-use lots of plastic objects. Plastic bottles can be re-used many times, rather than throwing them away after each drink. Unwanted plastic goods, such as CDs and toys, can be donated to charity shops.



### Reduce

Another thing we can do to help is to use less plastic. For example, many people are using fewer plastic bags for their shopping.

### Recycle

Recycling is a good way to get rid of unwanted plastics. Recycled waste materials are used again to make new products. However, this can be difficult as different types of plastic need to be recycled in different ways. Some plastics can be melted and used to make more plastic products such as bags and bottles. Others can be made into fibres (strands of material) for clothing.

Questions 9 – 18 are about  
*Plastics and the Environment* (pages 8 – 9)

(page 8)

9 When were plastics first made?

\_\_\_\_\_



(page 8)

10 Tick **two** good points about plastics.

Plastics can be...

Tick **two**.

nice to smell.

any shape.

grown.

eaten.

many colours.



# SPAG –

## Spelling, punctuation and grammar

**Paper 1** – spelling test of 20 words set in the context of sentences

**Paper 2** – Grammar, punctuation and vocabulary test. This will involve a mixture of selecting the right answers, adding the correct punctuation, rewriting with the correct punctuation, explaining why a type of punctuation is used.

English grammar,  
punctuation and spelling

Paper 1: spelling

## Spelling

8. I \_\_\_\_\_ my friend for her help.

9. We are going on holiday on \_\_\_\_\_.

10. I am not allowed to eat too many \_\_\_\_\_.

# English grammar, punctuation and spelling

## Paper 2: questions

1 Write the missing punctuation mark to complete the sentence below.

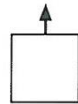
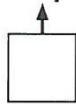
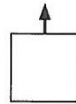
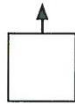
Can you play my favourite tune



3 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.



4

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



6

What type of word is underlined in the sentence below?

Poppy held the baby rabbit gently in her arms.

Tick **one**.

an adjective

an adverb

a noun

a verb



9

Tick the sentence that is a **statement**.

Tick **one**.

What an interesting painting!

Can you collect the crayons, please?

James washed the paintbrushes.

Check that your tables are clean.

12

Circle the **verbs** in the sentence below.

Yesterday was the school sports day and Jo wore her  
new running shoes.

13 Tick the sentence that is correct.

Tick **one**.

Adam saw his friend in the park and wave.

Adam saw his friend in the park and waved.

Adam sees his friend in the park and wave.

Adam sees his friend in the park and waved.

15 Why do the underlined words start with a capital letter?

King Fred had a party at Greystone Palace on Sunday afternoon.

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# Mathematics

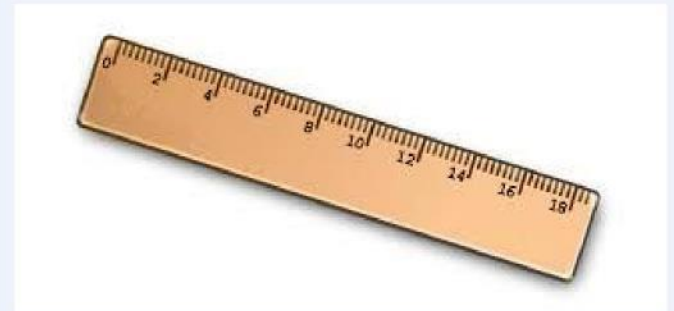
Mathematics SATs consist of;

**New arithmetic test introduced (15 minutes)**

This will focus on the four main calculations.

**Mathematical fluency, problem-solving and reasoning test (35 minutes)**

- variety of question types:
- multiple choice,
- matching,
- true/false,
- constrained.



# Mathematics

Paper 1: arithmetic

3

$$89 + 10 = \boxed{\phantom{00}}$$



7

$$\boxed{\phantom{00}} + 5 = 9$$



10

$$36 + 24 = \boxed{\phantom{00}}$$



12

$$50 - \boxed{\phantom{00}} = 20$$



13

$8 \times 10 = \boxed{\phantom{000}}$



15

$3 \times 3 = \boxed{\phantom{000}}$



17

$35 \div 5 = \boxed{\phantom{000}}$



21

$\frac{1}{2} \text{ of } 30 = \boxed{\phantom{000}}$



8

Complete the table.

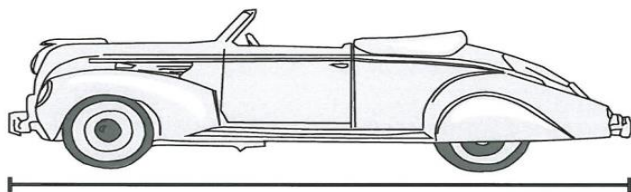
# Mathematics

## Paper 2: reasoning

words	digits
thirty-eight	38
	40
ninety-four	

11

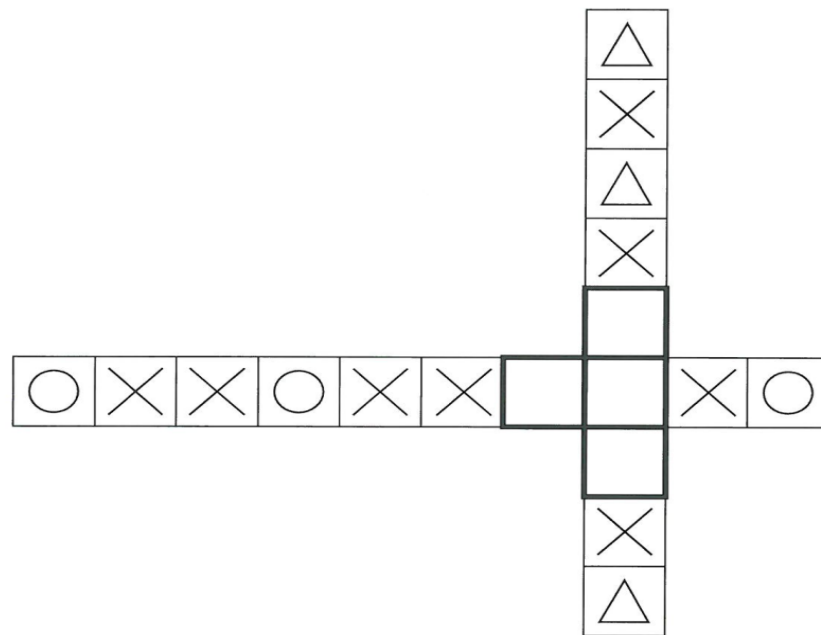
Use a ruler to measure the length of the toy car.



9

Here are two shape patterns.

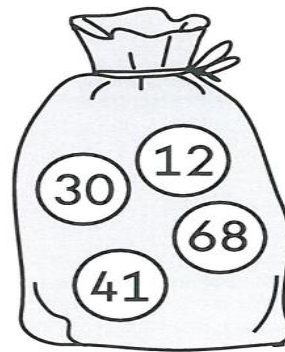
Draw a shape in each empty box to make the patterns correct.



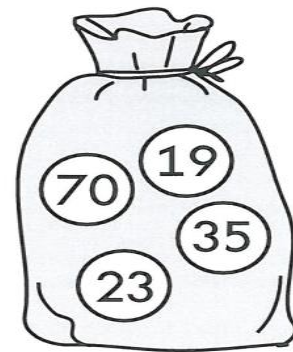
12

Two of the numbers are in the **wrong** bag.

Draw a cross (X) on each of them.



even numbers



odd numbers

15 A shop sells these sweets.



2p



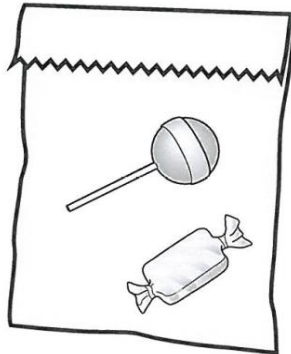
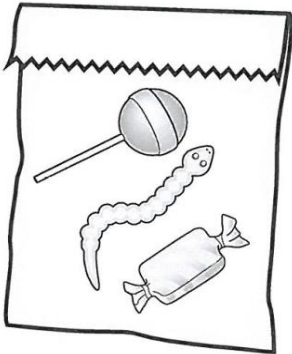
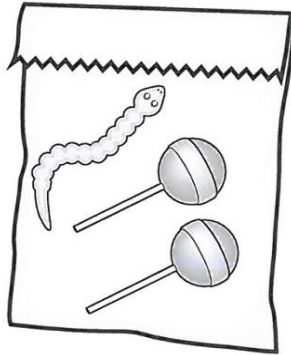
5p



10p

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

Tick (✓) the bag of sweets he buys.



17 Sam is collecting cards.

He wants to collect **100** cards altogether.

Last week he collected **50** cards.

This week he collects **30** cards.



How many **more** cards does he need?

cards

19 Amy buys an ice-cream for 90p.



(a) Tick (✓) **three** coins to show how Amy can make **90p**.



(b) Tick (✓) **four** coins to show another way to make **90p**.

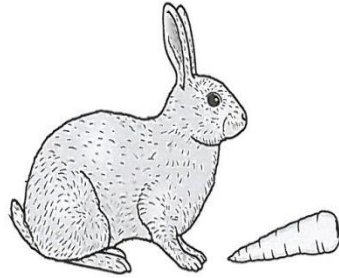


22

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

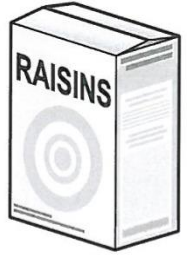
carrots

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

# How can Parent's help?

- The best help is interest taken in learning and progress.



- Supporting homework.

- Good communication between the school and home.

- Getting a good sleep on a school night!

- 100% attendance as far as possible.

# How can I help with English?

- Again, reading a variety of texts – the more children read, the more familiar they become with different text types.
- Reading homework – text analysis
- Writing homework – Sentence structure
- Spelling – spelling lists / rules every week
- SPaG homework



# How can I help with Math's?

• Support with homework – not just helping with the Maths but reading the question can really help.

• **TIMES TABLES!!! (2,5,10 and 3)**

• **Number Bonds to 20**

• **Counting forwards and backwards in 1s, 2s, 3s, 5s and 10s (from any given number).**

• Help your child to check their work through – this will help them to spot mistakes.



# Useful Websites

- <https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials>
- [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)
- [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
- [www.letters-and-sounds.com](http://www.letters-and-sounds.com)
- [www.mrthorne.com](http://www.mrthorne.com)

**Any questions?**

