

# Key Stage 1 National Curriculum Assessments

**S**ecret

Year 2 SATs

**A**gent



**T**raining

# Secret Agent Training - SATs

- SATs should not be a negative experience for children and so we are going to be embarking on Secret Agent Training to ensure that the children enjoy completing their assessments.
- The children have already completed several practice SATs papers without knowing it and we are going to try and keep it that way!
- During the assessment period the children will be completing several different 'assessments' to show that they are ready to be a secret agent. These will include physical activities and team building games as well as the Year 2 SATs assessment papers that they need to complete.

# Assessment and Reporting

- Children are described as working towards the expected standard (emerging), working at the expected standard (expected) and working at greater depth within the expected standard (exceeding) according to the Year 2 expectations of the new curriculum.
- The new curriculum is more rigorous and sets high expectations, which all schools have had to work hard to meet in the last few years.

# End of KS1 Expectations

Yr2 Reading	
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.	

Yr2 Writing	
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.	

Yr2 Maths	
Working at the Expected Standard	
Measurement	• read scales* (The scale can be in the form of a number line, a practical situation or a graph axis) in divisions of ones, twos, fives and tens
Number and Place value	• partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
Addition and Subtraction	• Add any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35)
	• Subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (72 - 17)
Multiplication and Division	• 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
	• recall multiplication facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
Fractions	• recall division facts for 2, 5 and 10 and use them to solve simple problems
Money	• identify 1/4, 1/3, 1/2, 2/4, 3/4, of a number or shape, and know that all parts must be equal parts of the whole
Time	• use different coins to make the same amount
Properties of shape	• read the time on a clock to the nearest 15 minutes
	• name and describe properties of 2-D shapes, including number of sides, vertices and lines of symmetry.
	• name and describe properties of 3-D shapes, including number of vertices, edges, faces and lines of symmetry.

# Scaled Scores

What is meant by 'scaled scores'?

- As of 2016, test scores are now reported as 'scaled scores'.
- Marking guidance for KS1 tests will include conversion tables. Teachers will use these to translate pupil's raw scores into scaled scores.
- A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test.
- A child awarded a scaled score of more than 100 is judged to have exceeded the national standard.
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard.
- The scaled scores for this year will not be released until all of the tests have been completed.

# The SAT Assessments

At the end of Year 2, children will take assessments in:

- Reading
- Maths
- Grammar, Punctuation and Spelling

All assessment are due to take place in May this year.

Teachers will then use these assessment to inform the teacher assessed levels that they give each child for reading, writing and maths. **The assessments are just one piece of evidence.** We will look at all of the evidence we have gathered over the course of the year before making a judgement.

# Reading

The Reading Test consists of two separate papers:

- **Paper 1** – consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils.
- **Paper 2** – consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is struggling.
- The texts will cover a range of poetry, fiction and non-fiction.

# Reading: Sample Questions

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

# Reading: Sample Questions

## 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

# Reading: Sample Questions

## 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?

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1 mark

# Reading: Sample Questions

click to  
see all  
text

## 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*.

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1 mark

## Open-Ended Questions

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

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1 mark

# Spelling, Punctuation and Grammar

The test consists of two separate papers:

- **Paper 1: Spelling** - pupils to spell 20 missing words within a test booklet.
- **Paper 2: Grammar, Punctuation and Vocabulary** - a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary.

# Grammar, Punctuation & Spelling: Sample Questions

## 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.

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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 & Spelling: Sample Questions

## 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

## Grammar, Punctuation & Spelling: Sample Questions

### 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**.

# Mathematics

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

- **Paper 1: Arithmetic** - it covers calculation methods for all operations.
- **Paper 2: Reasoning** - 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.

# Maths: Sample Questions

## Maths Paper 1: Arithmetic

15

$3 \times 3 = \boxed{\phantom{00}}$



16

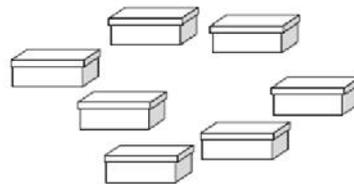
$12 \div 2 = \boxed{\phantom{00}}$



# Maths: Sample Questions

## 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: Sample Questions

## 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 to Help Your Child

- 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. We will continue to send home reading books, reading comprehensions, spellings and maths tasks.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

Any questions?