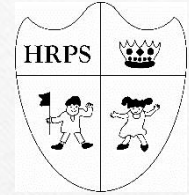


Year 2 Parent Workshop

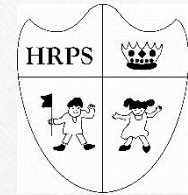
End of Year 2

Statutory Attainment Tests

Aims of the Session

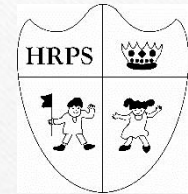


-
- To share information about the tests including:
 - The tests that children will take
 - When they take place
 - How the children will be assessed
 - Information about the content of each test
 - How results will be reported
 - How you can support your child



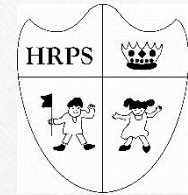
The New Y2 SATS

- In 2014 a new National Curriculum was published, designed to raise standards of education.
- This summer children in Year 2 and Year 6 will take the SATs tests, which reflect the changes in the curriculum.



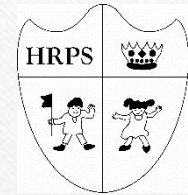
The New Y2 SATS

- The tests will take place in the summer term, during May 2019.
- Tests will be carried out in a familiar environment, usually in the children's own classrooms.
- The test timetable will be set by the school and ensure that children are relaxed and confident going into each session.



The New Y2 SATS

- Head teachers have a statutory duty to administer the SATs to all eligible children in Year 2.
- Test scores will be used as part of the judgement decision for the attainment of each child.
- Tests will be marked by the children's teachers.
- Teachers will use additional evidence from independent writing, Classroom Monitor assessments, children's books and guided reading sessions to inform their judgement.



Reporting the New SATS

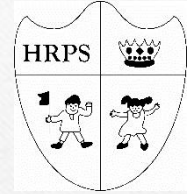
- Children are no longer assessed using 'levels'.
- Each test will be marked and used to create 'scaled scores'.
- The scaled score for the tests will be published by the government after the tests are administered.
- The number of correct answers each child achieves will translate into their scaled score. This allows for small variations in the difficulty of questions each year.
- To achieve the 'expected standard' children will need a scaled score of 100.

Scaled Score example

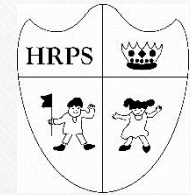
English reading	
Raw score	Scaled score
0	No scaled score
1	
2	
3	85
4	85
5	85
6	86
7	87
8	88
9	89
10	90
11	91
12	92
13	92
14	93
15	94
16	94
17	95
18	96
19	96
20	97

English reading	
Raw score	Scaled score
21	97
22	98
23	99
24	99
25	100
26	101
27	101
28	102
29	103
30	104
31	105
32	106
33	106
34	108
35	109
36	110
37	112
38	113
39	115
40	115

Reporting the New SATs

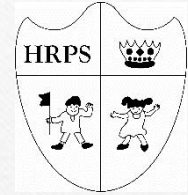


- Children's results will place them in the following categories:
 - Working towards the expected standard (WTS).
 - Working at the expected standard (EXS).
 - Working at greater depth than the expected standard (GDS).
- You will be informed of the teacher assessed judgement at the end of the year.
- In order to achieve the expected standard there are a number of criterion in each area of learning that children **must** be able to demonstrate.



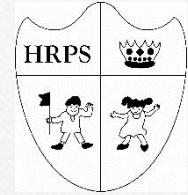
What will the tests cover?

- Children will take the following tests:
 - Reading Papers 1 and 2
 - SPaG test (Spelling Grammar and Punctuation)
 - Maths Papers 1 and 2



Reading Tests

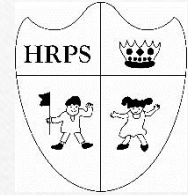
- Each paper will consist of two text types (narrative, including poetry & non-fiction).
- Carry a greater emphasis on comprehension.
 - Paper 1: combined text and question. 400 – 700 words, approx 30 mins
 - Paper 2: separate text and answer booklets. 800 – 1,100 words, approx 40 mins
 - Each paper carries 50% of the total marks.



Reading Tests

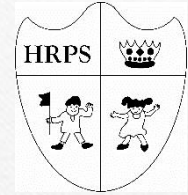
- Questions will be a variety of:
 - Multiple choice answers
 - Ranking and ordering (putting events into order).
 - Matching (e.g. matching the character to the job they do in the story)
 - Find and copy (find and copy the word that tells you what the weather was like)
 - Open ended (Give 2 reasons why Lucy wrote the letter to her Gran)

Reading Tests



-
- Test timings are for guidance: teachers can stop the test for a child if they feel it is appropriate.
 - Rest breaks can be given at the teacher's discretion provided test conditions are maintained.

Support for Reading



- Encourage children to read widely and frequently, using a mix of school reading books, library books and e-books.
- Support children in using their phonics to decode unfamiliar words.
- Help children to try out different sounds for graphemes e.g. **each**, **great**, **weather**.
- Build up stamina for reading, so that children are reading for increasingly long periods of time.
- Talk about what they have read: retell it in their own words, sequence the events.
- Ask children to identify the words that tell them the answer to a question.



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Learn at home with Oxford

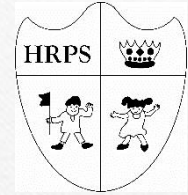
Read with Oxford

Progress with Oxford



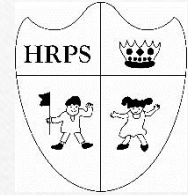
- Oxford Owl is a free resources that you can use to help support your child's reading at home.

SPaG Test



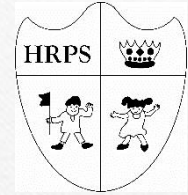
- The Grammar, Punctuation and Spelling test will consist of two parts:
 - Spelling test (20 marks)
 - Short answer paper (20 marks, approximately 20 minutes)
 - Informs teacher assessment for writing.
 - This has been an optional test in the past but does help to see what the children know.

SPaG Test



- Spelling:
 - Words with prefixes and suffixes, where the spelling of the root word changes e.g. running, happiest, shaking, carried
 - Days of the week, months of the year, numbers
 - Compound words e.g. playground
 - Plural words e.g. teddies
 - Alternate graphemes e.g. race, wheel, mouse
 - The spelling homework is linked to the expectations for Year 2.

SPaG Test



- Grammar:

- Identify word types: nouns, proper nouns, adjectives, conjunctions, adverbs.
- Correctly place punctuation including capital letters (including proper nouns), full stops, commas in lists, question and exclamation marks.
- Identify the correct tense verb to complete a sentence
- Identify sentence types: questions, statements, exclamations, instructions.
- Identify the tense of a sentence (past, present) and the correct verb ending to complete a sentence.
- Contractions (they're / they are).

3. Tick the correct word to complete the sentence below.

I hope _____ there will be face painting at the party.

Tick **one**.

when

if

that

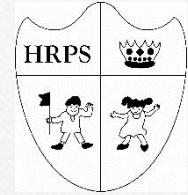
because

7. Tick to show whether each sentence is in the **past tense** or the **present tense**.

Sentence	Past Tense	Present Tense
Sam rode his bike.		
Nazeem was dancing.		
Sally is eating.		

10. Why do the underlined words start with a **capital letter**?

Queen Isobel and King Benjamin enjoyed watching the horse racing at Ascot on Thursday afternoon.



Support for SPaG

- Talk about word and sentence types when reading with your child.
- Pick out punctuation in books and discuss why it has been used.
- Encourage children to re-phrase sentences into another tense e.g. change from past to present.
- Support children in identifying grammatical errors in their own writing.
- Help children with their spellings homework.
- Challenge children to spell high frequency words correctly in their writing.

Requirements for Expected Writing Standard 2018-19

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.

Writing-
Working
Towards

The Barracks Hospital
Safari Turkey 1st Decembe
1854

Dear Mother and Father

I am writing to tell you I have arrived
safely.

When I arrived there was a bad smell. There
were no beds and no clean bandages. There
were lots of rats scuttling around the wounded
soldiers. I worked hard to help the wounded soldiers
the nurses helped me too.

As I write the sun is setting and I am
going to say good night to the soldiers.

Lots of love

Florence

Writing- Expected

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~^{snack}. Next we went into the woods. Vicki gave us a mira. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a silly position party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a next. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favorite part of the day was identifying the trees.

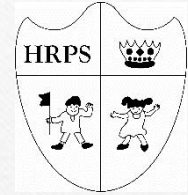
Writing- Greater Depth

Once upon a time there was a badger who ^{was} always hungry, because he worked day and night picking up rubbish in the active, adventurous park.

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm," he thought, "this is what I call an outstanding sandwich!" A boy came near the sandpit to take a big, hungruous bite. There was a girl nearby on a ~~same~~ dark, red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit! "Oh we can't eat it now," muttered the girl, "it's disgusting." The boy felt sad and so did that black and white badger.

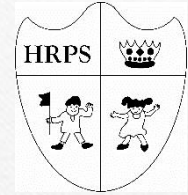
Just then a squirrel ~~of~~ grabbed the sandwich covered with golden sand. She took it because she didn't mind the sand. The ginger squirrel brang it up to her tall, dark, tree to share with her pesky children. Oh, NO!!! The children couldn't share properly, ~~so~~ the sandwich fell in the pond covered with, slimy, green seaweed. "We can't eat it now," muttered the mother, ginger squirrel, "it's disgusting."



Maths Tests

- Paper 1 – arithmetic, 25 marks, approx. 20 minutes)
e.g. $7 \times 3 =$ $45 \div 5 =$ $36 + 37 =$ $54 - 28 =$
- Paper 2 – reasoning, 35 marks, approx. 35 minutes
e.g. problem solving, shape, graphs
- Mental maths questions

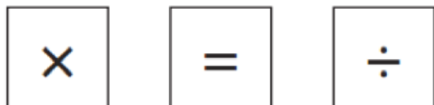
Maths Tests



-
- Adults will be allowed to read to children who find it difficult to read the questions, although they will not be able to re-phrase the question or emphasise any wording.
 - Children will not have access to resources such as 100 squares.

Maths Tests

Here are some signs.



Write a sign in each box to make this correct.

$$20 \quad \square \quad 4 \quad \square \quad 5$$

Look at these amounts.

£70.07 £70.70
 £7.70 £7.07

Write the amounts in order in the boxes.

£	£	£	£
least			most



Sita

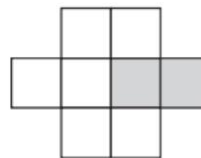
On my 3rd birthday,
 I was **95cm** tall.
 Now I am **28cm** taller.

How tall is Sita now?

	cm
--	----

Some squares have been shaded.

Shade more squares so that $\frac{3}{4}$ of the shape is shaded.



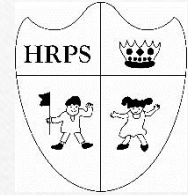
Requirements for Expected Maths Standard 2018-19

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.

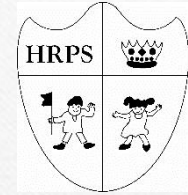
Support for Maths



- Times tables and division facts for 2,3,5 and 10 times tables
- Encourage children to use the methods for addition and subtraction used in school: adding tens and ones on a number line and subtracting by counting on.
- Well presented work supports accuracy.
- Ask children to read the time from analogue and digital clocks, and use them to answer questions e.g. We are having dinner in half an hour. What time will it be then?
- **A watch is a very useful present!**

Hit the Button is a great game for children to play (Top Marks website).





In summary..

- SATs are only part of the assessment tools that we use.
- Children should not be worried about the SATs, but encouraged to do their best.
- We are preparing your children for the tests in school, through varied and exciting lessons.
- Supporting your children with their homework, daily reading, times tables, spellings and projects will make a significant impact on their learning.
- We are here to help! Please do come and see the Year 2 team for advice or to talk about your child's learning.