

YEAR 2 SATS

PARENTS' MEETING 2023

AIMS OF SESSION

- To provide parents with information about:
 - What the children think is happening
 - KSI SATS
 - Teacher assessment
 - The organisation of KSI SATs at Hoole St Michael

SECRET AGENT TRAINING

Secret Agents need:

- Positive Pants
- Happy Hat
- Grit Grins
- Perseverance Personalities

Blue: I can read for you

Yellow: Reading it solo



YEAR 2 SATS IN OUR SCHOOL

- The KSI tests do not have set days for their administration, but schools must administer the tests during May 2023
- Attendance within May is important.
- Year 2 will sit their SATS with Miss Topping.
- There are no time restrictions, but there are recommended times
- We want the children to feel as calm and prepared as possible.
- Remember they are teacher assessed!
- We will not tell the children they are sitting their SATs, we tell the children they are Secret Agent Training. They are 6 and 7 the stress is not necessary for them.

YEAR 2 READING SAT

- The reading test for Year 2 pupils will involve two separate papers:
 - Paper 1 consists of a selection of texts totalling 400 to 700 words, with questions interspersed
 - Paper 2 comprises a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers in a separate booklet
- Each paper is worth 50 per cent of the marks, and should take around 30 minutes, but children will not be strictly timed, as the tests are not intended to assess children's ability to work at speed. I am led by the children.
- The texts in the reading papers will cover a range of fiction, non-fiction and poetry, and will get progressively more difficult towards the end of the test. Teachers will have the option to stop the test at any point that they feel is appropriate for a particular child.
- There will be a variety of question types:
 - Multiple choice
 - Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'
 - Matching, e.g. 'Match the character to the job that they do in the story'
 - Labelling, e.g. 'Label the text to show the title'
 - Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'
 - Short answer, e.g. 'What does the bear eat?'
 - Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons'

But Bryn hadn't finished. He started to sort out his books and put all the ones about animals together and all the ones about trucks together. He wondered if Clare would like different kinds of books, as she was a girl, but he couldn't imagine anyone not liking animals and trucks. After all, his mother was always driving big tractors on the farm.



3 Which **two** topics did Bryn sort his books into?

1. _____

2. _____



1 mark

4 Who drives the tractor on the farm?

Tick **one**.

Bryn ☐

Bryn's dad ☐

Clare ☐

Bryn's mum ☐



A New Home

Past the last house, past the factory gates, past the edge of town, there, hidden at the feet of ancient trees, sparkled a small, green pond.

Tall reeds rustled around its edge, hiding croaking frogs and clouds of buzzing insects.

The pond was home for two small, wild ducks who spent their days swimming and diving for food, and their nights sleeping safely on a small island.

One day, huge, rumbling, grumbling machines crawled towards the pond. With a roar and a gurggle, out poured the pond's precious water.

Now the pond and island were gone forever. The ducks would have to find another place to live. The ducks needed water, where they could swim and find food, and a safe place to sleep.



What other creatures lived by the pond?

Write **two** answers.

1. _____

2. _____

One day, huge, rumbling, grumbling machines crawled towards the pond.

What does this sentence tell you about the machines?

Tick **one**.

They moved quickly.

☐

They were noisy.

☐

They were small.

☐

They were silent.

☐

YEAR 2 MATHEMATICS SAT

The Key Stage 1 maths test will comprise two papers:

- Paper 1: arithmetic, worth 25 marks and taking around 25 minutes.
- Paper 2: mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 35 minutes, with a break if necessary. There will be a variety of question types: multiple choice, matching, true/false, constrained (e.g. completing a chart or table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).

Children will not be able to use any tools such as calculators or number lines.

They can:

- Draw their working out in base ten, bar models, or use written methods they have learnt.

13

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$$+ 8 = 20$$



1 mark

14

$54 + 22 =$

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[illegible]

Ajay's plant was **11** centimetres tall.


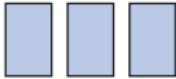
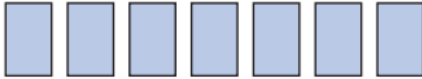

It grows **7** centimetres taller.

How tall is the plant now?



cm

- 14** The chart shows the number of stickers four children have.

Kemi	
Amy	
Ben	
Sam	

Kemi has more stickers than Sam.

How many **more**?

WHAT CAN YOU DO TO HELP?

Reading

- When asking your child questions try to ensure that they are using phrases and vocabulary directly from the text (children often use prior knowledge and not what they have read).
- Encourage your child to read extended texts/read at length. Remind them to go back in order to retrieve the correct information to answer some of your questions.
- When reading at home the children need to be continually asked questions, talk about the story, predict what might happen next and discuss how characters are feeling at certain points in the story.
- Discuss new, interesting and challenging vocabulary. Talk about the meaning and alternatives to that word.

Maths.

- Maths (arithmetic): practise mental calculations, written calculations (base 10) – subtraction and addition, times-tables (2s, 5s, 10s). Do mental games on the way to school, making breakfast, during bath time.
- Maths (reasoning): 2D shapes and 3D shapes, time, money, problem solving. Put things in context for your child- when out shopping ask them to pay for items. How many eggs in 2 boxes if there are 6 in one box?
- We can read the words in the question but cannot read any numbers, rephrase words or help them choose the calculation.

REPORTING TO PARENTS

- We will include results from the national curriculum tests in our annual reports to parents.
- We will report whether or not your child has met the expected standard, are working at a greater depth within the expected standard or working towards the expected standard (WTS)

ANY QUESTIONS

On the tables are some examples of the papers the children will sit.

Have a look and a flick through.