

Year 2

Parent Learn

17.01.23

SATS and assessing children in Y2

How do we assess the children?

Teacher assessment is the largest part of the assessment process as it was in Year 1. This includes lesson by lesson assessment and independent written assessments from time to time.

In Year 2 the children also have to take formal assessments in May to back up that teacher assessment in reading and maths. There is a spelling, punctuation and grammar assessment which is optional, but we will use it to support our judgements.

Assessing writing

We use a checklist of Year 2 expectations to keep track on the bigger picture of how the children's writing develops across the year.

Some writing is completed which is independent on a style of writing previously taught. This may be in any area of the curriculum. This is done approximately every 6 weeks. This builds up a picture throughout the year. At least 6 pieces need to be at the end of year standard to prove the standard and these need to be seen across the curriculum.

This is in addition to all aspects of the checklist being completed a number of times.

Assessing reading

In reading we make assessments during guided reading lessons. We also use Bug Club and end of term NFER assessments to assess progress made by the children.

Children will also undertake practise SATS papers which will help them understand the sorts of questions, but also give us assessment information on what to teach next.

The reading SATS papers can be completed any time in May.

Name: _____

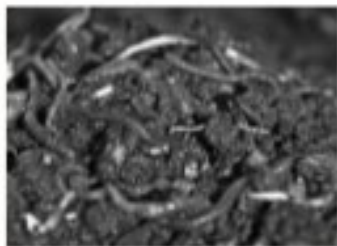
Class: _____ Date: _____

How to Make a Worm Farm

Worms help us to recycle food waste. They turn the food scraps into rich compost. You can use the compost to help your garden grow!

What you need

- 2 boxes with lids (foam is best)
- 1 sheet of insect netting
- shredded newspaper
- garden soil
- water
- food scraps
- special composting worms (you can buy these at garden centres)



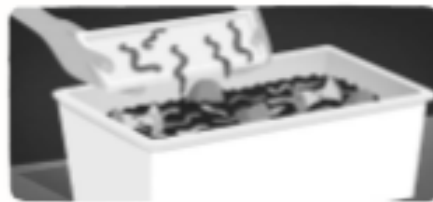
1 What kind of worms do you use in a worm farm?

2 Why do you think the author has used bullet points in the section called 'What you need'?

3 Why might someone want to make a worm farm? Give **two** reasons.

What to do

1. Carefully make holes in the lid and the bottom of one of the boxes.
2. Line the bottom of the box with netting.
3. Fill the box to three-quarters full with shredded newspaper.
4. Dampen the shredded newspaper slightly with water.
5. Tip the soil into the box, and add your food scraps.
6. Carefully place the worms inside the box.
7. Gently lay a piece of damp newspaper over the top of the worms.
8. Put the lid on the box.
9. Place this box on top of the second box. Over time, the worms' wee will collect in the bottom box. The worms' poo (the compost) collects in the top box.
10. Place the worm farm in a dark, cool spot such as in a shed.



Looking after your worms

- Keep your worm farm moist but not too wet, and never let it dry out.
- Add more food scraps when the worms have almost finished eating the last lot.
- Worms enjoy eating: fruit, vegetable scraps, eggshells, leaves, tea leaves, and wet, shredded cardboard and paper.
- Foods to avoid include: butter, cheese, meat, fish, fat or bones, citrus peel and onions.
- When you wish to use the compost, move the worms to one side of the box and scoop it out.
- You can add water to the worms' wee and use this on the garden too!



- 4** Why do you think you put the worms in the box *after* the soil and food scraps? Tick **one** box.

So that there is more room for the food scraps

So that the worms don't get squashed or hurt

So that you can see how much soil is in the box

So the worms can start eating straight away

- 5** Why do you need two boxes to make a worm farm?

- 6** Why has the author used numbered points instead of bullet points in the section called 'What to do'?

- 7** *Keep your worm farm moist but not too wet, and never let it dry out.*
What does the word 'moist' mean?

- 8** Fill in this chart to show **three** things that worms like to eat and **three** things they don't like to eat.

Worms like to eat	Worms don't like to eat

- 9** In this text, which heading would you look under if you wanted to find out when to feed your worms?

- 10** What can you do with the contents of the bottom box?

SATS tests - reading

The reading test for Year 2 pupils is made up of 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 are not be strictly timed, as the tests are not intended to assess children's ability to work at speed. The texts in the reading papers cover a range of fiction, non-fiction and poetry, and get progressively more difficult towards the end of the test. Teachers have the option to stop the test at any point that they feel is appropriate for a particular child.

SATS tests - reading

There are 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'

Key stage 1

English reading

Paper 1: reading prompt and answer booklet

First name	
Last name	
School name	

SAMPLE BOOKLET

Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016. Further information is available on GOV.UK at www.gov.uk/sta.

Total marks

The World of Ants



Ants are insects that you can often see in a garden, in a park or just on the pavement. They usually live underground.

Practice questions

- a What kind of animal is an ant?

- b Find and copy two places you might see ants.

1. _____

2. _____

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.



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

Tick **one**.sleepy noisy busy fast

- 2 What does the queen ant do?

Tick **one**.keeps the nest clean lays eggs moves eggs finds food

English reading

Paper 2: reading booklet

The Blackbird and his Wife
Plastics and the Environment

SAMPLE BOOKLET

Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016.
Further information is available on GOV.UK at www.gov.uk/sta.

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.



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

9 When were plastics first made?

(page 8)

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

(page 8)

Plastics can be...

nice to smell.

any shape.

grown.

eaten.

many colours.

Reading	End of Key Stage 1 statutory assessment	Working at the expected standard								
Name:										
The pupil can:					Date of Evidence (written, observation)					
<ul style="list-style-type: none"> • read accurately most words of two or more syllables 										
<ul style="list-style-type: none"> • read most words containing common suffixes* 										
<ul style="list-style-type: none"> • read most common exception words.* 										
<p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • 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 words • sound out most unfamiliar words accurately, without undue hesitation. 										
<p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • 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. 										

Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials.

Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

Assessing maths

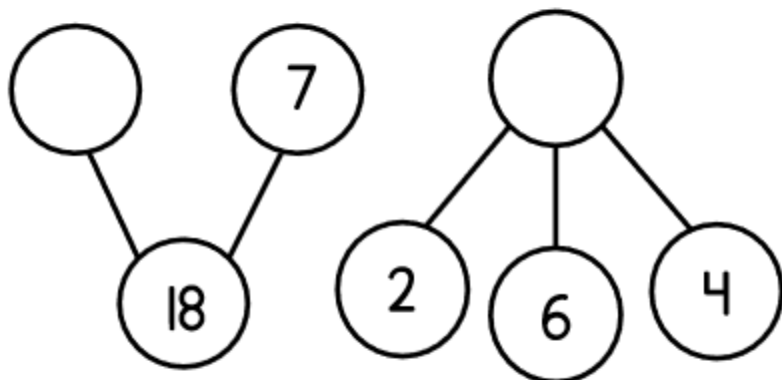
In maths we assess using post topic assessments from White Rose Maths. There is also a mixed topic and of term assessment that we use. We keep track on the bigger picture using a maths checklist of expectations.

Children will also undertake practise SATS papers which will help them understand the sorts of questions, but also give us assessment information on what to teach next.

Addition and Subtraction

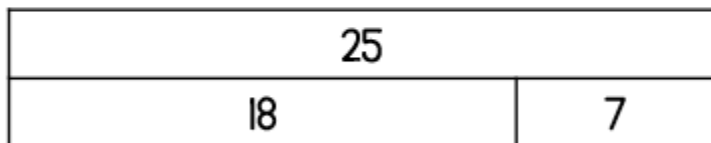
Name _____

1 Complete the part-whole models.



2 marks

2 Use the bar model to complete the number sentences.



$7 + \square = 25$ $\square - \square = 18$



2 marks

3 Complete the missing boxes.

10 less	Number	10 more
	fifteen	twenty-five

4 Jack makes this number.



Meg makes this number.



What is the total of their numbers?

SATS tests - maths

The Key Stage 1 maths test is made up of two papers:

Paper 1: arithmetic, worth 25 marks and taking around 15 minutes.

Paper 2: mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 35 minutes, with a break if necessary. There are 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 are not allowed to use any tools such as calculators or number lines.

Key stage 1

Mathematics

Paper 1: arithmetic

First name	
Middle name	
Last name	

Total marks

3 $10 - \square = 2$



1 mark

4 $52 + 7 = \square$



1 mark

11 $63 - 10 - 10 = \square$



1 mark

12 $8 \times 5 = \square$



1 mark

Key stage 1

Mathematics








Paper 2: reasoning

First name	
Middle name	
Last name	

Total marks	
-------------	--

8 Match each coin to the correct box.

One has been done for you.

Less than 		More than 
		
		
		
		
		

1 mark

11 There are **20** balloons.
7 balloons fly away.



How many balloons are left?

--

 balloons

1 mark

12 Tick the **two** sentences that are correct.

Tick **two**.

- A square has sides of equal length.
- A square has curved sides.
- A square has lines of symmetry.
- A square has five sides.

1 mark

Mathematics	End of Key Stage 1 statutory assessment	Working at the expected standard								
Name:										
The pupil can:					Date of Evidence (written, observation)					
<ul style="list-style-type: none"> read scales* in divisions of ones, twos, fives and tens (*The scale can be in the form of a number line or a practical measuring situation.) 										
<ul style="list-style-type: none"> partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus 										
<ul style="list-style-type: none"> add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$) 										
<ul style="list-style-type: none"> 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 $17 - 3 = 14$) 										
<ul style="list-style-type: none"> recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary 										
<ul style="list-style-type: none"> 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 										
<ul style="list-style-type: none"> use different coins to make the same amount 										
<ul style="list-style-type: none"> read the time on a clock to the nearest 15 minutes 										
<ul style="list-style-type: none"> name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry. 										

Spelling, Punctuation and Grammar

Paper 1: Spelling

20 words in a booklet of sentences with missing words
The assessment is approximately 15 minutes long.

Paper 2: Grammar, Punctuation and Vocabulary

Question and answer booklet

This assessment is approximately half an hour long.

Key stage 1

English grammar,
punctuation and spelling

Paper 1: spelling

First name	
Middle name	
Last name	

Spelling

P. There was a big _____ in the garden.

- I need to _____ my holiday suitcase.
- The _____ is dark at night.
- The snail hid inside its _____.
- My friend has a new _____ sister.
- After tea I will _____ Grandma.
- My friend has brown _____.
- A flock of geese is _____ overhead.
- The swing was made from a _____ of wood.
- The class learnt about _____ in maths.
- I like to _____ to my friends at playtime.

Key stage 1

English grammar,
punctuation and spelling

Paper 2: questions

First name	
Middle name	
Last name	

5 Add a **suffix** to the word fast to complete the sentence below.

The hare knew that he could run fast _____ than the tortoise.



6 What type of word is underlined in the sentence below?

Gran thought the flowers were pretty.

Tick **one**.

- noun
- verb
- adjective
- adverb

1 Tick the correct word to complete the sentence below.

Tomorrow, we could go for a walk _____ play games indoors.

Tick **one**.

- when
- or
- because
- if

2 Tick the correct word to complete the sentence below.

_____ you go to the park, you can play a game.

Tick **one**.

- And
- So
- But
- If

Year 2

Vocabulary, Grammar and Punctuation

Word

I can

- make nouns and adjectives using suffixes
- make compound words
- compare using -er and -est
- use -ly to make adverbs

Sentence

I can

- extend my sentences using if, that, because
- extend my sentences using or, but
- use adjectives to describe nouns
- recognise statements, questions, exclamations and commands

Text

I can

- use past and present tense correctly
- use verbs to show actions in progress

Punctuation

I can

- use capital letters, full stops, question marks and exclamation marks
- use commas in a list
- use apostrophes to show that a letter is missing
- use apostrophes to show that something belongs to somebody

I can talk about my work using these words

noun	noun phrase	verb
statement	compound	comma
command	question	apostrophe
adjective	adverb	
tense	suffix	



Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Word Map

This resource helps children to spell words arranged by their spelling rule.

Children can add their own words to their map as they are writing by identifying whether they follow a particular spelling rule.

Year 2 Spelling Rules

<p>/j/ sound spelled 'dge'</p> <p>badge edge bridge fudge</p>	<p>/j/ sound spelled 'ge'</p> <p>huge charge change village</p>	<p>/s/ sound spelled with a 'c'</p> <p>race city ice fancy</p>	<p>/n/ sound spelt with a 'kn' or 'gn'</p> <p>know knee knock gnaw</p>	<p>/r/ sound spelt with a 'wr'</p> <p>write wrist wrong wrote</p>
<p>/l/ sound spelt 'le' at the ends of words</p> <p>table apple bottle little</p>	<p>/l/ sound spelt 'el' at the ends of words</p> <p>camel tunnel travel towel</p>	<p>/l/ sound spelt 'al' at the ends of words</p> <p>metal pedal capital animal</p>	<p>Words ending in 'il'</p> <p>fossil pencil nostril</p>	<p>/i/ sound spelt 'y' at the ends of words</p> <p>cry fly dry try</p>
<p>Adding 'ies' to nouns or verbs ending in 'y'</p> <p>flies tries replied babies</p>	<p>Adding suffix to words ending in 'y'</p> <p>copied copying copier cried crying crier replied replying replier tried trying trier</p>	<p>Adding suffix to words ending in 'o'</p> <p>hiked hiking hiker biked biking biker shined shining shinier whined whining whinier</p>	<p>Adding suffix to words ending in a consonant</p> <p>patted patting dropped dropping sadder saddest faster fastest</p>	<p>/or/ sound spelt with 'al'</p> <p>all ball talk walk</p>
<p>/u/ sound spelt 'o'</p> <p>other brother mother monday</p>	<p>/ee/ sound spelt with a 'ey'</p> <p>monkey donkey key valley</p>	<p>Words with an 'a' after a 'w' or 'qu'</p> <p>want what quash quantity</p>	<p>/er/ sound spelt 'or' after a w</p> <p>work world word worm</p>	<p>/or/ sound spelt 'ar' after a w</p> <p>war towards warm</p>
<p>/z/ sound spelt 's'</p> <p>television treasure usual measure</p>	<p>Suffix 'ment'</p> <p>enjoyment achievement payment agreement</p>	<p>Suffix 'ness'</p> <p>darkness rudeness sadness kindness</p>	<p>Suffix 'ful'</p> <p>careful playful thankful wonderful</p>	<p>Suffix 'less'</p> <p>careless homeless hopeless spotless</p>
<p>Suffix 'ly'</p> <p>badly happily softly silently</p>	<p>Contractions</p> <p>can't didn't hasn't couldn't</p>	<p>Words ending in '-tion'</p> <p>station fiction motion section</p>	<p>Homophones</p> <p>there hear see knight their here sea bee they're to won be bear too one blew bare two night blue</p>	

KSI SATs don't have to be administered according to a nationally-set timetable in a specific week. Schools are free to manage the timetable and will aim to administer the tests in the classroom in a low-stress, low-key way.

Although the tests are set externally, they are marked by teachers within the school.

- Children are given a scaled score. Their raw score - the actual number of marks they get - is translated into a scaled score, where a score of 100 means the child is working at the expected standard. The highest scaled score is 115. The lowest is 85.

Teacher assessments add to this to build up a picture of your child's learning and achievements. As a school we have to report whether a child has achieved the expected standard, is working below the expected standard or is exceeding the expected standard.

Calculating Scores

Test	Number of marks in each paper	Total number of marks in the test
English reading: Paper 1	20 marks	40 marks
English reading: Paper 2	20 marks	
Mathematics: Paper 1 - arithmetic	25 marks	60 marks
Mathematics: Paper 2 - reasoning	35 marks	
Grammar, punctuation and spelling: Paper 1	20 marks	40 marks
Grammar, punctuation and spelling: Paper 2	20 marks	

How can I be of help at home?

- Support, encourage and reassure your child about their learning
- Make sure your child has the best possible attendance at school
- Support your child with any home learning tasks, but encourage them to be independent too.
- Please do not practise past papers as these will be used under test conditions to provide additional evidence.
- GCP SATS practise books support your child in their learning at home.

Reading Support

- First and foremost, focus developing and modelling a love of reading.
- Talk about the text before, during and afterwards - discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions. Look at the text features, particularly for non-fiction texts (headings, captions, labels, index, glossary, contents and what these are used for).
- Look up definitions of words together - you could use a dictionary, the Internet or an app on a phone or tablet
- All reading is valuable - it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides
- To be assessed as expected at the end of Year 2, pupils must be fluent readers at the right level of text.

Writing Support

- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems
- Write together - be a good role model for writing
- Encourage use of a dictionary to check spelling
- Good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Accurate handwriting and spelling are essential to meet the expected standards
- For greater depth children need to be using a range of conjunctions, spelling accurately, writing with more flair and imagination, using engaging vocabulary.

Maths Support

- Play times tables games and sing songs to embed times tables facts
- Play mental maths games including counting in different amounts, forwards and backwards - in ones or tens from different start points.
- Practise number facts within 10/20/100 - fact families
- Encourage opportunities for telling the time
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping
- Identify, weigh or measure quantities and amounts, compare them.
- Encourage children to tell you how they know something is correct, using the inverse

Spelling Support

- Practise Common Exception Words from the list sent home.
- Encourage your child to use the correct phonics grapheme when spelling.
- Encourage your child to apply the spelling rules they have been taught

Any questions?