

Year 2 Special Agent Training

Or to us...

SATs

Aims

- Clarify information around the National Curriculum and SATs
- Provide information about the Framework statements and teacher assessment.
- Share ideas for how you can support at home.
- Answer questions (if we know the answer).

The National Curriculum

- 2014
- Change to the previous assessment procedures.
- Higher expectations across the board.
- 2 years of Interim Framework
- Updated framework last week.

Tests and Teacher Assessment

Tests

2 Mathematics papers.

2 reading papers.

Optional Grammar,
Punctuation and
Spelling.

Form part of the Teacher
Assessment.

Teacher Assessment

Working Towards the
Expected Standard.

Working At the Expected
Standard.

Working At a Greater Depth
Within the Expected
Standard.

The Reading Test

The texts will cover a range of poetry, fiction and non-fiction.

Paper 1

Combined reading prompt and answer booklet.

Useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils.

Approximately 30 minutes to complete, but is not strictly timed.

Paper 2

Answer booklet and a separate reading booklet.

No practice questions

Teachers can use their discretion to stop the test early if a pupil is struggling.

Takes approximately 40 minutes to complete, but is not strictly timed.

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/Labeling

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?



1 mark

Reading: Sample Questions

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*.



1 mark

Open-Ended Questions

6

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



1 mark

Reading Framework

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

Reading Framework

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-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Reading Framework

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

Reading exemplification
videos.

Writing Framework

- Optional GPS test.
- Writing throughout the year.
- Currently consolidating Year 1 learning.
- Looking for evidence of meeting the standards after Christmas.

Writing Framework

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Writing Framework

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 Framework

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly[^]
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Example of current work - Beginning of Year 2

ones ~~the~~ ^A
~~the~~ ^{thing} ~~ing~~ A
Dino ~~He~~ was hunting
He ~~is~~ ~~eat~~ likes
to ~~eat~~ ^{eat} fish
He was a ~~dragon~~
No ~~met~~ ^{met} he ~~next~~
He ~~kill~~
He ~~at~~

the dragon - pops a dragon
the ~~kind~~ ^{kind} in a ~~ever~~ He was
magic. He ~~had~~ ^{had} dragon
pops ^{and} a ~~pops~~ as magic
He ~~did~~ ^{did} ~~not~~ ^{not} ~~has~~ ^{has} dragon
pops and ~~live~~ ^{live} happily ever

Example of Working At the Standard - End of Year 2

Dear Dog

I am going to ask you to stop talking to me before I get really really angry and chase you all. Stop telling me to work I don't want to. How can you work it is so tiring? ✓ why won't you work! you Horse and ox is are driving me nuts. stop!! Whenever you talk to me I will say Humph!

you are ~~are~~ driving me nuts before you keep asking me to work!

Example of Working At a Greater Depth Within the Standard - End of Year 2

When I got to the zoo
I couldn't wait to see the Lions.
I could see the Lions nearer
the end but when I got there
they weren't there but eventually
they were coming out. Then when
at that moment I was face to
face with the Lion and the Lion
ess. My favourite animal. Then the
lion started roaring because he
was having a little fight
with the lioness. then the Lions
went back to be doing hunting.
They live in grasslands too.

Mathematics

The Mathematics Test

Paper 1

Arithmetic

Approximately 20 minutes (but this is not strictly timed).

It covers calculation methods for all operations.

Paper 2:

Reasoning

Approximately 35 minutes, which includes time for five aural questions.

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

- Paper 1 - Arithmetic

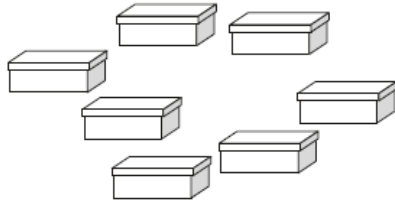
15	$3 \times 3 =$ <input data-bbox="975 307 1168 378" type="text"/>	<input data-bbox="1391 642 1439 685" type="radio"/>
16	$12 \div 2 =$ <input data-bbox="994 778 1188 849" type="text"/>	<input data-bbox="1391 1113 1439 1156" type="radio"/>

Page 11 of 20

Maths: Sample Questions

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	

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

Maths Framework

Working towards the expected standard

The pupil can:

- demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$)
- count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives)
- read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly)
- use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + ?$; $15 = 6 + ?$)
- add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations
- recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9)
- recognise and name triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres from a group of shapes or from pictures of the shapes.

Maths Framework

Working at the expected standard

The pupil can:

- partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones, which is the same as 1 ten and 13 ones)
- add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations
- use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100)
- subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$)
- recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. $\Delta - 14 = 28$)
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing $35 \div 5 = 7$; sharing 40 cherries between 10 people and writing $40 \div 10 = 4$; stating the total value of six 5p coins)
- identify $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ and knows that all parts must be equal parts of the whole.
- use different coins to make the same amount (e.g. use coins to make 50p in different ways; work out how many £2 coins are needed to exchange for a £20 note)
- read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug)
- read the time on the clock to the nearest 15 minutes
- describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

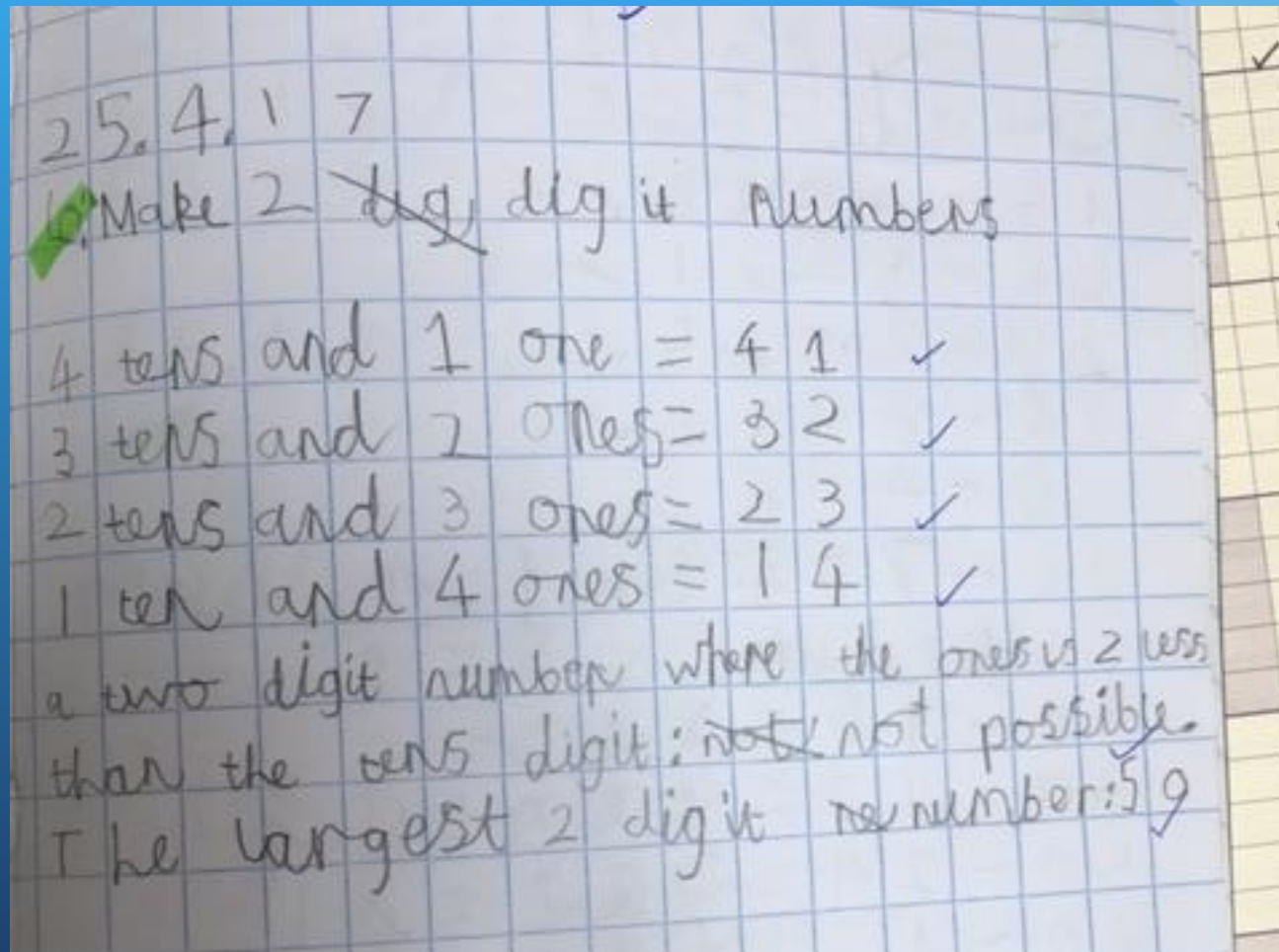
Maths Framework

Working at greater depth

The pupil can:

- reason about addition (e.g. that the sum of 3 odd numbers will always be odd)
- use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that 18×5 cannot be 92, as it is not a multiple of 5)
- work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$)
- solve more complex missing number problems (e.g. $14 + \square - 3 = 17$; $14 + \Delta = 15 + 27$)
- determine remainders given known facts (e.g. given $15 \div 5 = 3$ and has a remainder of 0, pupil recognises that $16 \div 5$ will have a remainder of 1; knowing that $2 \times 7 = 14$ and $2 \times 8 = 16$, pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left)
- solve word problems that involve more than one step (e.g. "which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?")
- recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g. $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$)
- find and compare fractions of amounts (e.g. $\frac{1}{4}$ of £20 = £5 and $\frac{1}{2}$ of £8 = £4, so $\frac{1}{4}$ of £20 is greater than $\frac{1}{2}$ of £8)
- read the time on the clock to the nearest 5 minutes
- read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).

Example of Working At a Greater Depth Within the Standard - End of Year 2.



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.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- 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!

How To Help Your Child With Reading

- READ READ READ
- Focus on developing an enjoyment and love of reading.
- Enjoy stories together
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story 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 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.
- Visit the local library - it's free!

How To Help Your Child With Writing

- 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.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Praise and encourage, even for small successes!

How To Help Your Child With Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, draughts or chess.

End of year report

Additional sheet along with teacher report.

Reading, Writing and Maths

Reported as:

- Working Towards
- Working At
- Greater Depth