

Year 2 SATs >>>



Key dates:

11th - 22nd May

2020

» SATs do not measure your child's...



What tests will the children be taking?

» https://www.youtube.com/watch?v=dVlrdqh_J6Y



2 x Reading papers

2x maths papers

1x Spelling & 1x Punctuation and grammar

Writing is an overall teacher judgement



Meeting the 'expected standard' at Year 2



English- Writing

National curriculum tests
Key stage 1

English grammar,
punctuation and spelling
Paper 1: spelling

Full name	
Maths name	
Last name	

SAMPLE BOOKLET

Published July 2016

For sample and information from the national curriculum visit www.gov.uk.
For more information visit www.gov.uk.

Total marks

Common exception
words



National curriculum tests
Key stage 1

English grammar,
punctuation and spelling
Paper 2: questions

Full name	
Maths name	
Last name	

SAMPLE BOOKLET

Published July 2016

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Total marks

My favorite book from Julia Donaldson is The Gruffalo's child because the description is very good. Also the characters are good because there are two magpies and one small mouse. My favourite part is when the child tiptoes out in the cold forest and was brave.

The Gruffalo has sharp, sharp, white claws and has purple spikes. It has eyes like fire, has sharp teeth and has a green, grass sprout on his nose. The mouse is so strong and it has a scaly tail. His eyes are like the pub of fire and also his whiskers are stronger than wire.

The story is about when the adult Gruffalo told his child that no Gruffalo should ever set foot in the deep dark wood. But one cold night the child tiptoes out in the snow. He was brave.



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.



SPaG examples:

Tick the correct word to complete the sentence below.

Sasha was running to school _____ she was late.

Tick one.

if

or

that

because



Which sentence uses an **exclamation mark** correctly?

Tick **one**.

What a beautiful picture you've drawn!

Do you like art!

How did you make the colour so bright!

Can you help Samir finish his painting!



What type of word is underlined in the sentence below?

Gran thought the flowers were pretty.

Tick **one**.

noun

verb

adjective

adverb



English- 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.



Reading example.mp4



Reading examples:

Put ticks in the table to show which sentences are **true** and which are **false**. (pages 1 and 2)

Statement	True	False
The lessons are only for good swimmers.		
A six-year-old could take part in the lessons.		
Children can sign up on their own.		
There is a party at the end of the course.		



Number the following events from 1 to 5 to show the order that they happened in the story.
(pages 1 - 3)

The first one has been done for you.

Heron Feather picked up Fox.

Fox pretended to be dead.

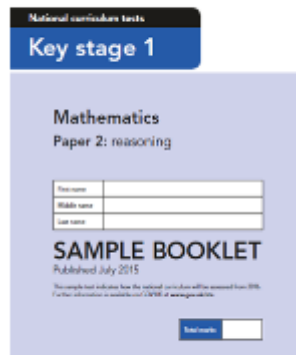
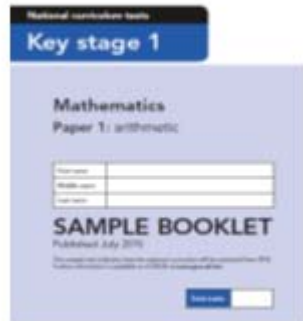
Fox ate the fish.

Fox saw Heron Feather.

Fox wanted Heron Feather's fish.



Maths



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.



Maths examples:

21 Sam has four number cards.

$$\boxed{10} \quad \boxed{20} \quad \boxed{30} \quad \boxed{40}$$

Use **three** of his cards to make these correct.

$$\boxed{27} + \boxed{} = \boxed{67}$$

$$\boxed{54} - \boxed{} = \boxed{34}$$

$$\boxed{} + \boxed{88} = \boxed{98}$$


2 marks



Look at these coins:



What is the largest amount you can make using **three** of these coins?

p



Write six **different** numbers to make these sums correct.

$$\square + \square = 27$$

$$\square + \square = 27$$

$$\square + \square = 27$$



32

Ben has **90p**.

He buys **2** tickets.

Each ticket costs **35p**.

How much money does Ben have **left**?



Show
your
working

p



2 marks



- » All past papers can be found on the Government website.

- » Other providers of revision guides are:
 - CGP, Rising stars, Collins.



» Results will be in their reports at the end of the year.

» The tests are only part of an overall judgement made by the teachers. >