



**End of Key Stage 1
presentation for
Year 2 parents**

Agenda

1. End of Year 2 expectations – including assessments and reporting
2. End of Key Stage 1 statutory assessments – SATs
3. Age related expectations (Reading, Writing, Maths)
4. Moving up to Year 3
5. Questions

End of Year 2 expectations

- Many Year 2 children in England will take KS1 SATs in May or June. There will be Reading, Spelling, Punctuation and Grammar and Maths assessments.
- The purpose of the SATS is to assess the children's understanding of all taught knowledge from Key Stage 1.
- At the end of Year 2, your child will be judged as working towards, **meeting age-related expectations** or exceeding in reading, writing and maths.
- These judgements are based on teacher assessments which draw together everything we know about your child together, including class work, SATs test scores, and work from across the curriculum.

End of Key Stage 1 statutory assessments - SATs

- The children will be sitting the Key Stage 1 SATs assessments across the week commencing 8th June.
- Please try to ensure your child is in school every day during this time.
- The assessments are completed in the most relaxed way possible, whilst sticking to the government guidelines.
- There are no time limits attached to any of the assessments.

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 on each page.
- 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. **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.

- 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'

Reading test – paper 1

🕒 30 minutes approximately

☑ 20 marks

Monster and Frog at Sea

One hot sunny day Monster and Frog went to the seaside.

Monster lay on the sand, sunbathing. But Frog was bored and restless.

"If we had a boat," said Frog, "we could sail away to sea and have an adventure. We could be explorers!"

Frog was always looking for adventure. Monster wasn't.

Frog lifted the lid of the basket again. Inside was a huge red balloon. "We could float home," said Frog.

Frog blew up the balloon until it was full of air. Then he tied the balloon to the basket.

"I've never been in a balloon before," said Monster.

Neither had Frog, but he didn't tell Monster that.



as it?

sunny

wet

doing?

17 How did Frog think they could get home?

Reading test – paper 2

🕒 40 minutes approximately

☑ 20 marks

Questions 1 – 8 are about
The Blackbird and his Wife (pages 4 – 7)

(page 4)

1 Why did the king want to have the blackbirds?

(page 4)

2 Why was the blackbird's wife sad?

The Blackbird and his Wife

Once upon a time there lived a blackbird and his wife. They sang so sweetly that everyone passing beneath the tree would stop and listen. It was the most beautiful music; it was as though gold and silver rain were falling into your ears.

One day the king was passing and he heard the two birds singing. He said to his servants, "Catch those birds! I will keep them in a silver cage and they will sing to me." So the servants set a trap, but they only caught one of the birds: the blackbird's wife. They put her into a silver cage and hung her over the king's bed. But she was so sad that she wouldn't sing at all.

As for the blackbird, when he saw that his wife had been trapped, he was angry. He took a sharp thorn for a sword and took half a walnut shell and wore it as a helmet. With the other half, he made himself a little drum. Soon he was marching towards the palace, beating the drum: rat-tot-tot.



Maths

- The Key Stage 1 maths test is made up of two papers:
- Paper 1: arithmetic, worth 25 marks and taking around 25 minutes.
- Paper 2: mathematical fluency, problem-solving and reasoning, worth 35 marks. 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 counters or number lines.

Paper 1 - Arithmetic

$83 - 6 = \boxed{}$

$10 \times 9 = \boxed{}$

$25 \div 5 = \boxed{}$

$\frac{1}{4} \text{ of } 32 = \boxed{}$

$29 + 64 = \boxed{}$

$66 - 43 = \boxed{}$

$\boxed{} + 7 = 15$

$38 + \boxed{} = 46$

$30 + 5 + 5 = \boxed{}$

Paper 2 – reasoning

19. A packet of chocolate biscuits contains 5 biscuits. Nita buys 6 packets of biscuits. How many biscuits does Nita buy?



25. Joe has 50p. He buys a small drink for 24p. His mother then gives him 45p. How much does he have now?



26. Use the digit cards 2, 5 and 8 to complete this addition calculation.

2	5	8
---	---	---

$$\square \square + \square = 60$$

15. Joe and Nita jump from a standing position in a PE lesson. They measure their longest jump. Joe jumps 76cm and Nita jumps 67cm. Using one of these symbols, < or >, compare the measurements.

Joe jumps 76cm

Nita jumps 67cm

Joe		Nita
-----	--	------

Here are some everyday 3D objects. Sort the shapes into the two groups. Draw an arrow from each object to the correct group.



Has at least one curved face

Has all flat faces

Draw hands on this clock to show the time half past two.



SPaG

- The Key Stage 1 spelling, punctuation and grammar test is made up of two papers:
- Paper 1: spelling, worth 20 marks and taking around 15 minutes.
- Paper 2: questions, worth 20 marks. There are a variety of question types: multiple choice, matching, underlining, ticking the correct box, writing in full sentences (correctly punctuated).

The SATs only make up part of our overall
Teacher Assessment.

We use a wider range of evidence when making
judgements on each child's attainment.

We use the Teacher Assessment Frameworks to
ensure our judgements are in-line with
government expectations.

What does the expected standard look like?

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.

Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding.

Writing

There is no writing test, instead writing levels are awarded best on an assessment of a number of pieces of writing that your child has produced in class.

Children need to demonstrate all the points listed in the expected standard to achieve expected.

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.

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.

Science

Working at the expected standard

Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions:
 - observing changes over time
 - noticing patterns
 - grouping and classifying things
 - carrying out simple comparative tests
 - finding things out using secondary sources of information
- communicate their ideas, what they do and what they find out in a variety of ways.

Working at the expected standard

Science content

The pupil can:

- name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans [year 2]
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [year 2]
- describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants [year 2]
- identify whether things are alive, dead or have never lived [year 2]
- describe and compare the observable features of animals from a range of groups [year 1]
- group animals according to what they eat [year 1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [year 2]
- describe seasonal changes [year 1]
- name different plants and animals and describe how they are suited to different habitats [year 2]
- distinguish objects from materials, describe their properties, identify and group everyday materials [year 1] and compare their suitability for different uses [year 2].

What can you do to help your
child at home?

Reading

- Daily reading – fluency and stamina are so important. The more they read the more fluent they will become. They will need sufficient reading stamina to sustain reading for 20-30 minutes.
- Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006)
- Research suggests that children who read for 15 minutes a day can accelerate their reading progress.
- Evidence suggests that children who read every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.
- Ask questions about their reading.
- Read to your child and foster that love and enjoyment for reading !

Writing

- Help them to learn their spellings. Please support your child to read and spell all the Year 1 and 2 common exception words. Lists of these words along with ideas to help with spelling were sent home in the spellings folders.
- Get writing – encourage your child to write at home, lists, diaries, stories, letters, information sheets, fact files etc. Ask them to check for punctuation – have they used full stops and capital letters?

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	

Maths

- Daily fluency questions – these can be quick fire questions e.g $53+6$
- Help your child to learn and recall number bonds to 10, 20 and 100.
- Learn the 2, 5 and 10x table.
- Rehearse number writing – make sure the digits are formed correctly and the right way around!

- Websites such as www.topmarks.co.uk
- Workbooks
- <https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks1-english-writing>



Moving up to Year 3

- Key Stage 2 – juniors
- Changes to uniform
- Timetable changes (within usual school timings)
- Mixing of the classes

Questions