



Y2 Parents meeting - Assessment and Tests

November 2022

A decorative graphic on the left side of the slide, featuring a dark blue arrow pointing right at the top, and several thin, curved lines in shades of blue and grey extending downwards from the arrow's base.

What happens in Y2?

At the end of Key Stage 1 (Y2) children are assessed and have to take tests in May. These tests are often called “SATS”.

These tests can be taken at any time during May. We decide as a school when it's the best time to do them.

Any child absent will catch up on another day.

What are the tests?

Children have to do 6 different tests.

Reading – Paper A and Paper B

Maths – Arithmetic and Reasoning

SPAG – spelling and grammar/ punctuation

Writing is teacher assessed without a test

We also teacher assess Science

How do we organise the tests?

- Staff have to make sure that the tests are administered properly and we have to keep all tests secure until after the end of May.
- We space the tests out so children get breaks and so they don't have lots on the same day.
- Tests are usually in the classroom, although we may have small groups in other spaces where they can work quietly.
- Children do have to work by themselves and are expected to work in silence. This means tables/ classroom do get moved around a bit during the tests.
- We ask the children to keep going and to do their very best.

Reading Paper 1

This is a printed booklet with the text and questions combined on the same page. It should take children around 30 minutes to complete, but it's not timed.

It has a mix of fiction, non-fiction and often a poem. It has questions about:

- prediction
- retrieval
- inference
- vocabulary
- sequencing

On Wednesday, Molly was building a monster when her mother said, "Molly, tidy up!" But Molly was too busy having fun. Then Molly went for tea, and she still hadn't tidied up.

When Molly came back, the living room was tidy.

"Who's tidying up? I'd like to meet them. Maybe it's an octopus..." she thought.

Molly looked everywhere: under her bed, inside the top drawer and even down the toilet!

But Molly couldn't find Octopus anywhere. Then she had an idea...



5 Why was Molly always too busy to tidy up?

1 mark

6 Where did Molly look for the octopus?

Write down **one** place.

1 mark

7 Then she had an idea...

The word *idea* means...

Tick **one**.

a dream.

a feeling.

a thought.

an adventure.

1 mark

Water in nature

Water from lakes, rivers and streams is called fresh water and, after cleaning, it can be used for drinking. Water from oceans and seas is called salt water. Drinking lots of salt water can make you very ill.

Seas

Seas are large areas of salt water that surround the land. The largest seas are called oceans. The three biggest oceans are the Atlantic, the Indian and the Pacific. The Pacific Ocean is the biggest of them all.

17 What is the main difference between seawater and fresh water?

Tick **one**.

dirt	<input type="checkbox"/>	salt	<input type="checkbox"/>
fish	<input type="checkbox"/>	air	<input type="checkbox"/>

1 mark

18 What is the name of the biggest ocean?

1 mark

Reading Paper 2

This test should take around 40 minutes, but it's not timed.

This is a separate reading book and question paper.

This text is more difficult and the children have to organise finding the correct place in the booklet and where to write their answer.

For both reading tests, we cannot read anything to the children. They have to read the text and the questions independently.

Fox didn't care if the man was handsome, but he pricked up his ears at the word 'fisherman', for where there are fishermen, there are fish. And a tasty fish would just suit Fox. His nose twitched. A delightful fishy smell was coming out of the man's leather bag.

Heron Feather continued his boastful song. He was on his way to ask a young woman called Swaying Reed to marry him, and he was making himself feel braver by singing his own praises.

Fox bounded ahead of the horse and lay down on the path.

"No one is stronger than... what's this? A fox? When Swaying Reed's mother sees this, she will know what a great hunter I am."

And he picked Fox up, flung him into his bag of fish and laced it shut again. Heron Feather remounted and began a new song.

"No one is a greater hunter than Heron Feather..."

Inside the bag, surrounded by lovely smelly fish, Fox's mouth was watering. He waited a few minutes, then bit a big hole in the side of the bag. One by one, all the fish fell out, followed last of all by Fox. Heron Feather was singing too loudly to notice.



9

Explain why Fox became interested in Heron Feather when he heard his song.



2 marks

10

What was Heron Feather on his way to do?



1 mark

What can you do to help with the reading tests?

Please read with your child every day.

Encourage them to read different types of books/ comics etc.

Talk about what words mean. Check they understand new words in their books. Talk about other words with the same meaning.

Ask them to predict what will happen.

Ask them to sequence the story – get the correct order of events.

Check they understand why characters say or behave in a particular way.

Please make sure they do their Reading Eggs/ Reading Eggspress homework each week.

Maths – Arithmetic

This test should take about 20 minutes. Children can't have any equipment to help them.

It's a mix of addition, subtraction, multiplication and division.

There's often "missing number" questions.

23

$$\boxed{} - 12 = 36$$



1 mark

24

$$\frac{1}{3} \text{ of } 12 = \boxed{}$$



1 mark

Maths - Reasoning

This is a mix of all the different maths work we cover in Y2, including the 4 operations, shape, direction, time, measurement and statistics.

This paper should take around 30 minutes.

There's 5 "oral" questions at the beginning where we read the question out. The rest of the test is written.

We can read the questions to children but can't explain what they mean. Children have a ruler and a mirror for this test.

13 Look at these numbers.

0 14 50 61

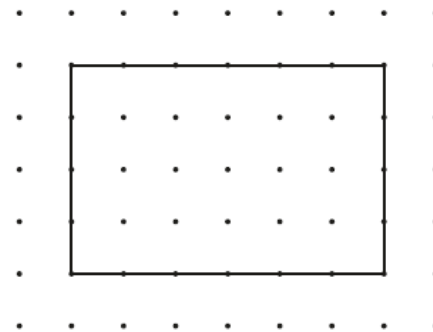
Write each number **once** to make these correct.

>

>

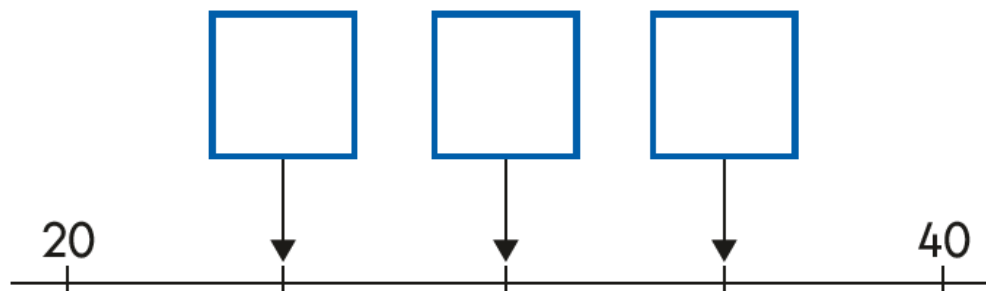
26 Draw lines to divide the rectangle into quarters.

Use the dots to help you.



20 The numbers on this number line go up by the **same amount** each time.

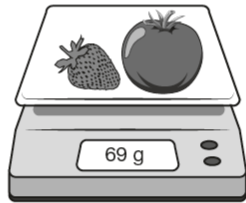
Write the missing numbers in the boxes.



31 The strawberry weighs **24** grams.



The strawberry and tomato together weigh **69** grams.

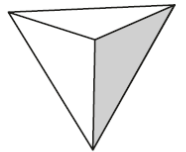
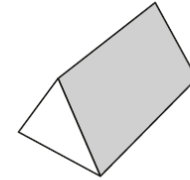
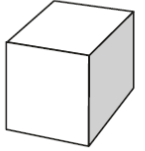
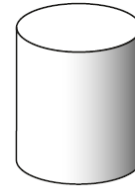


What does the tomato weigh?

g

29 Two shapes have **more than 8** edges.

Tick them.



28 There are **55** cakes.

20 boys and **19** girls each take a cake.

How many cakes are **left**?



Show
your
working

cakes

What can you do to help with the maths tests?

Please go on Numbots and Mathseeds each week. It helps children with their rapid recall of facts and to be able to problem solve.

Practise number bonds (addition and subtraction) – children should be able to recall the number bonds to 20 without having to work them out.

Practise the $\times 2$, $\times 5$ and $\times 10$. If they know the $\times 3$ even better!

Reading the measurements on rulers, weighing scales, thermometers etc.

Tell the time together – use an analogue clock!

SPAG – Spelling

Children are given 20 spellings. We say the word first, then put the word into a sentence and then repeat the word.

Spelling

Spelling 1: The word is wash.

Remember to **wash** your hands before cooking.
The word is wash.

Spelling 2: The word is bike.

I ride my **bike** to school.
The word is bike.

Spelling 3: The word is small.

The Moon looks **small** as it is so far away.
The word is small.

Spelling 4: The word is drive.

My sister is learning to **drive**.
The word is drive.

Spelling 5: The word is garden.

Jo is playing in the **garden**.
The word is garden.

Spelling 6: The word is mouth.

The dentist told me to open my **mouth**.
The word is mouth.

Spelling 7: The word is bathroom.

Where is the **bathroom**?
The word is bathroom.

Spelling 8: The word is cage.

The hamster's **cage** needs cleaning.
The word is cage.

Spelling 9: The word is working.

Dan is **working** on his project.
The word is working.

Spelling 10: The word is fixed.

My older brother **fixed** our fence.
The word is fixed.

Spelling 11: The word is know.

The quiz team **know** all of the answers.
The word is know.

Spelling 12: The word is dancing.

Lots of people were **dancing** at the party.
The word is dancing.

Spelling 13: The word is pitch.

Sonia ran around the football **pitch**.
The word is pitch.

Spelling 14: The word is swimmer.

The **swimmer** held his breath under the water.
The word is swimmer.

Spelling 15: The word is puzzle.

I solved the **puzzle** quickly.
The word is puzzle.

Spelling 16: The word is turkey.

I saw a **turkey** at the farm.
The word is turkey.

Spelling 17: The word is dolphin.

The **dolphin** leapt out of the sea.
The word is dolphin.

Spelling 18: The word is pretty.

The daffodils look **pretty**.
The word is pretty.

Spelling 19: The word is final.

The netball team won their **final** game.
The word is final.

Spelling 20: The word is treasure.

The pirates found the **treasure**.
The word is treasure.

SPAG – Paper 2 Questions

4 Look at where the arrow is pointing.

Archie the hamster eats seeds nuts and dried peas every day.



Which punctuation mark is needed?

Tick **one**.

an apostrophe

a comma

a full stop

a question mark

7 Circle the **adjective** in the sentence below.

Take a blue crayon from the box to colour in the sky.

This test takes about 20 minutes and is a mix of questions to check your child's understanding of grammar and punctuation.

14

Write an **apostrophe** in the correct place in the sentence below.

Those are Jims books.

11

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!

Draw a line to match each word to the **suffix** that turns it into a noun.

Word

Suffix

kind

ness

ment

enjoy

ness

ment

tired

ness

ment

What can you do to help with the SPAG tests?

We're adapting the way we teach spelling across school from Y2 onwards. This is called Active Spelling.

Help your child learn to spell the High Frequency and Common Exception words. (We'll give you the lists today.) These are the words we use most often and ones which don't always follow a spelling rule.

When they are writing help them check their punctuation – where do the capital letters and full stops need to go?

Remind them not to use capital letters in the middle of a sentence unless it's a proper noun.

Correct their grammar (nicely) if they get it wrong. Children often make errors when speaking that then go into their writing.

Writing

Meet Fred. Fred loves to find things. One day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} was really dark in the attic and there were many deep holes in the floor. Just then some thing caught his eye. ^{It} was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took too} took them all down stairs. First he opened the silver one which had wires in it. ^{Soon} he had opened all of them.

Fred put all the parts together. it made a computer. ^{Spotted} ~~noticed~~ a white box ^{with} 3 pins. ^{It} was a plug Fred plugged in the plug. The computer said DELL. Whatever does that mean? Thought Fred. He made jumpers, bread and before he had finish writing ^{every thing} down that the machine went boom. Fred was sad. ^{So} he went to the garage got some tools and put it back together. From that day on Fred used his machine every day ^{to write} ~~to write~~ to write his school jumper.

There is no test for writing but we assess pieces of work children have done independently.

This is an example of a Y2 story that is at the expected level.

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.

What happens afterwards?

- We mark the tests in school. There is a very strict marking criteria. We check each others marking to ensure consistency.
- The test scores are converted to a “scaled score”. 100 or more is working at the expected level.
- We use the tests and what we know about your child to make a “teacher assessment”. This will be given to you with their end of year report.
- We judge if your child is:
 - Working Towards the Expected Standard (WTS)
 - Working at the Expected Standard (EXS)
 - Working at Greater Depth (GD)



CPG books

- ▶ These books are available to buy if you'd like your child to do extra practice at home.
- ▶ If you buy them from school, we get a discount which is cheaper than buying direct from the website.



Any questions?