

Aims of this morning-

Explain the arrangements for KS1 SATS and how we carry out these tests

Give an overview of the tests- how many there are and what they will be focussed on

Have an opportunity to look through some past papers

Talk through the methods that the children learn at school which can be used at home to support them.

KS1 SATs Parents' Meeting and Workshop

Tests and Teacher Assessment 2020

2014 - New National Curriculum introduced with high expectations.

2016 - First tests against the expectations of the new National Curriculum.

Tests are taken during May 2020.

First 2 weeks in May

Another teacher covering Design and Technology week

Mrs Haigh will pull groups of 8 children to go into the Rainbow Room

Not saying tests, special work, quizzes
Low key

Children not doing more than one test a day

Independent work

Can help child by rewording etc but the adult can't explain

The tests help inform Teacher Assessment

Teacher Assessment is the most important thing:

Daily marking, planning, taking notes, observations, floor books
Independent work in books

Interim framework
On going spelling assessments

Questions at a higher level are built into the tests for children who are able to work above the 'expected standard'.

Once the tests are completed they are marked by Mrs Haigh.

Children will be given a 'scaled score' which will indicate whether they have met the expected standard. A score of 100 or more will be meeting the expected standard.

Writing

School will make a **teacher assessment** about whether your child has met the ‘expected standard’.

This will be based on the writing your child has done at school over the course of Year 2 and the results of the Grammar and Punctuation test and the Spelling test (which is optional).

The assessments will be ‘moderated’ by Mrs Geldard or Mrs Hankin and possibly the local authority to check they are accurate.

Mrs Haigh will also moderate with other Year 2 teachers in our cluster (termly).

The results need to be submitted to the DfE by the end of June.

In the End of Year Reports at the end of the Summer term parents will be informed of the 'scaled score' in each subject and whether this has met the 'expected standard'.

There are no longer 'levels' eg. Level 2, level 3.

The standard achieved is tracked carefully throughout KS2 so needs to be accurate and a true picture of the child.

No pressure!



Please...

- Ensure your child attends every day
- Read with your child as much as you can, Dojo words, timestables
- Use the practice books that I will be sending home
- The homework on the website pages will help www.lancasterlane-school.ik.org/year-2.html
- Ask if you need help with anything!

Any questions?



6 tests altogether:

Maths

Arithmetic (20 mins - calculations)

Reasoning (35 mins - applying maths in context)

English

Reading Paper 1 (30 mins)

Reading Paper 2 (40 mins - more challenging)

Grammar and Punctuation (20 mins)

Spelling (15 mins)

The tests are used to **SUPPORT** teacher assessment

Maths Arithmetic- 20 minutes

This is Paper 1 and consists of 25 calculation questions- + - X ÷ (25 marks)

The children will not be allowed any equipment but here can use any recordings that help them

The questions start quite simple and get progressively harder throughout the paper.

9	$7 + 8 + 2 =$	<input type="text"/>

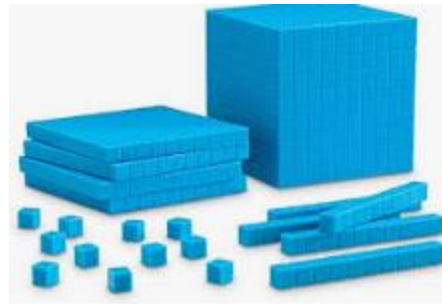
23	$57 +$	<input type="text"/>	$= 80$

10	$34 + 15 =$	<input type="text"/>

24	$\frac{1}{3}$ of 21 =	<input type="text"/>

Our addition, subtraction, division and multiplication policies

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Maths Reasoning- Paper 2

Worth 35 marks- 35 minutes

Some questions are worth more than 1 mark

Mathematical fluency

Problem solving and reasoning

Deeper understanding of maths

Starts with 5 verbal questions

Any children that struggle with reading can be helped by the teacher but the number cannot be read.

19 Write the next number sentence in the pattern.

$$1 + 2 + 3 = 6$$

$$2 + 3 + 4 = 9$$


$$3 + 4 + 5 = 12$$

$$4 + 5 + 6 = 15$$


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



24 Sam plays a maths game.

Each  is equal to 2 points.

$$\text{leaf icon} + \text{acorn icon} + \text{acorn icon} = 10 \text{ points}$$

How many points is **one**  equal to?

 points

Paper 2 will include-

Shape

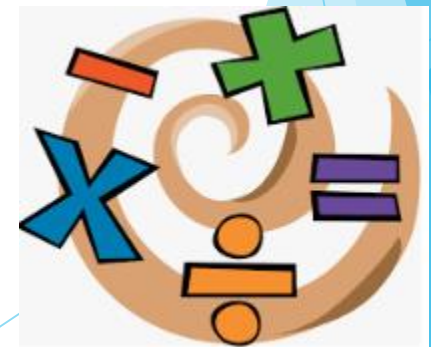
Time

Money

Direction

Fractions

Statistics



Feel free to have a look at the past papers on the tables

Reading Paper 1 - 30 minutes

400-700 words

It is a combined reading booklet with questions and space provided for answers


Each test is worth 50% of the overall reading score

Questions can include- multiple choice, ordering events, labelling and matching, find and copy words and a mixture of short answer questions and open ended questions

How the hedgehog got its name

Hedgehogs were not always called hedgehogs. Hundreds of years ago, the name of a hedgehog was an **urchin**. It was given a new name because of two things:

1. It likes to live under leaves in bushes and hedges.
2. It makes funny grunts and snuffle sounds, just like a pig or hog.



1 What did people call hedgehogs a long time ago?

2 What sort of places does a hedgehog live in?
Tick (✓) **one**.

in ponds and rivers	<input type="checkbox"/>	in hidden places	<input type="checkbox"/>
in open spaces	<input type="checkbox"/>	high up in trees	<input type="checkbox"/>

3 Grunts and snuffles are...
Tick (✓) **one**.

animal food.	<input type="checkbox"/>	types of plants.	<input type="checkbox"/>
animal noises.	<input type="checkbox"/>	types of animals.	<input type="checkbox"/>

Reading Paper 2- 40 minutes

800-1100 words

This paper has a separate reading booklet and question/answer booklet

The text is not broken down like Paper 1

Fox didn't care if the man was handsome...


up his ears
ere are fish,
delightful
way to
d he was
g Reed's
d it shut

This is an old Native American story about a man called Heron Feather and the time he met a fox.
Heron Feather is a Native American warrior. Warriors were sometimes known as 'braves'.

The Fox and the Boastful Brave

One fine day, a hungry fox was walking down the road. His tummy was rumbling so loudly that he almost didn't hear the sound of someone coming. Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Over the top of the hill, he saw a tall feather. Fox crouched down and prepared to pounce on the bird. Imagine his surprise when he saw that the 'bird' was riding a horse! The feather was stuck in the headdress of a handsome young man who was riding along the path, singing as he went. "No one is handsomer than Heron Feather. No one is a better fisherman than Heron Feather. And I should know, for I am he."



Questions 7-15 are about *The Fox and the Boastful Brave* (pages 6-8)

(page 6)

7 Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Find and copy one word that shows that Fox moved quickly.

1 mark

(page 6)

8 What did Fox think was coming over the hill?

Tick one.

a horse	<input type="checkbox"/>	a man	<input type="checkbox"/>
a bird	<input type="checkbox"/>	a fish	<input type="checkbox"/>

1 mark

Feel free to have a look at the past papers on the tables

Support for reading

First and foremost, focus developing an enjoyment and love of reading. It can be anything

Enjoy stories together – reading stories to your child is equally as important as listening to your child read

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. Big focus on vocabulary and ‘reading around the word’

Spelling, Punctuation and Grammar Paper (SPAG)

This is split into 2 paper- spelling and grammar
Spelling is 20 words, read by the Mrs Haigh
Grammar paper is 20 minutes

11. I threw the _____ and moved my counter.

12. The _____ glided slowly across the pond.

13. The _____ was on a secret mission.

14. The owl flew _____ the rooftops.

15. We put _____ in the fruit salad.

16. The _____ came off my toy car.

17. Our _____ shop sells vegetables.

18. The umbrella is _____ because it is broken.

19. A sharp pencil makes it _____ to draw.

20. The train left the _____.

5 Circle the **adverb** in the sentence below.

We all sang loudly in assembly.

1 mark

6 Tick the name of the punctuation mark that should complete each sentence.

Sentence	Full stop	Question mark
When will we get to London	<input type="checkbox"/>	<input type="checkbox"/>
When should I start cooking the dinner	<input type="checkbox"/>	<input type="checkbox"/>
When the bell rings, it will be lunchtime	<input type="checkbox"/>	<input type="checkbox"/>

7

Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.



1 mark

8

Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.



1 mark

19

Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		



1 mark

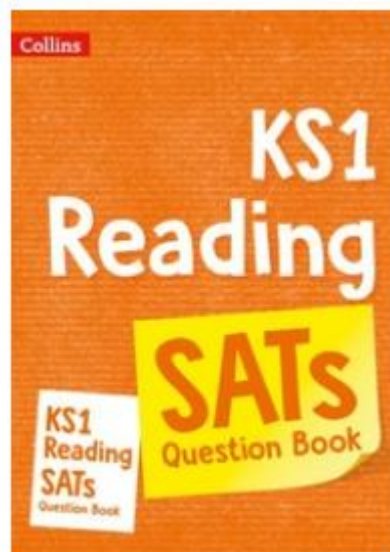
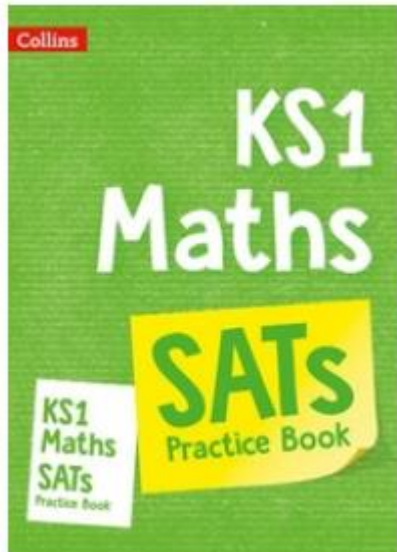
Supporting your child at home- What can you do?

Read as much as possible!

Spelling words - including Dojo words and a copy of the common exception words- Spelling Shed, Spelling menu

The work books that will be sent home next term

Books from WHS-



Thank you all very much for coming! Your support is greatly appreciated.