

Year 2 Standards Assessment and SATs Meeting

Tuesday 7th March

Standards

- Assessment criteria for Reading, Writing, Maths and Science was introduced last year.
- It is a framework in place for children in Year 2 and Year 6.

Standards

- The framework is an assessment tool.
- It is not used as a teaching programme.
- Children have to be taught the curriculum, which are the age related expectations.

Standards

- The standards are broken into 3 areas;
 - Working towards expected standard
 - Working at expected standard
 - Working at a greater depth

Reading standards

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 a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

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.

Working at greater depth within the expected standard

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

- make inferences
- make a plausible prediction about 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.

Writing standards

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.

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.

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.

Maths standards

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

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.

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar 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?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

SATs

Things to know:

- There are 4 SATs tests: 2 reading booklets and 2 maths booklets.
- The children's English attainment will be based on the writing they do in their English books.
- The papers will be delivered in a calm way with children in rooms they are familiar with and adults they know.

Reading paper 1

2016 national curriculum tests

Key stage 1

English reading

Paper 1: reading prompt
and answer booklet

First name	
Middle name	
Last name	

Total marks

Bella Goes To Sea

Bella the goose lived with William in a cottage by the sea. William was a fisherman. He had a big garden with lots of good grass for Bella to eat. Sometimes for a treat he took Bella to the Harbour Cafe and bought her a milkshake and biscuits. But whenever William went to sea, Bella had to stay behind. "You can guard the house," he said.



Practice questions

a What was William's job?

Tick **one**.

cafe owner	<input type="checkbox"/>	guard	<input type="checkbox"/>
gardener	<input type="checkbox"/>	fisherman	<input type="checkbox"/>

b When William went away, what did he tell Bella to do?

Fiction text

Reading paper 1



Jesters

A jester was there to amuse the lords and ladies. He did this by singing, dancing, telling stories or even juggling.

Servants

The servants in a castle often worked from early in the morning to late at night. They did many important jobs such as cooking, cleaning and washing. They also cared for the children and looked after the gardens.

- 11 When did the servants start work?



- 12 Tick to show what jesters and servants did in the castle. The first one has been done for you.

	Jesters	Servants
gardening		✓
cleaning		
dancing		
juggling		
cooking		



Non-fiction text

Winter Parcel

Today I'm like a parcel,
wrapped up from top to toe,
protected from the icy winds,
the rain, the sleet and snow.

My head has got a hat on,
my neck hides in a scarf,
and on my hands some puppet gloves,
a tiger and giraffe.

My coat is thick and furry,
and does up very high.
And on my feet I've special boots,
to keep me warm and dry.

So though there's little of me
that anyone can see,
this walking, talking parcel is
most definitely ME!



- 16 What are **three** types of weather in this poem?

- _____
- _____
- _____

- 17 *my neck hides in a scarf*

What does this mean?

Tick **one**.

The child's neck
is hurting.

☐

The child's neck
is covered.

☐

The child is playing
hide and seek.

☐

The child's
scarf is lost.

☐

- 18 What **two** animals does the child wear on her hands?

- _____
- _____

Poem (likely)

Reading paper 2- Non fiction

Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK. You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.

Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon.

He also brought aliens to life in stories about Dr Xargle, written by Jeanne Willis.



Hello! My name is Horrid Henry. There are over 20 books about me!



Tony Ross, in his own words

Why did you become an illustrator and writer?

It just happened. I didn't like my job at the time and I wanted to do something to cheer myself up. I never thought I'd be an artist as I always wanted to work with horses. I once wrote to an actor to ask if I could be a cowboy in one of his films!



Where did you write your first book?

I wrote my first book when I was at work. It was called *Tales from Mr Toffy's Circus*.

How long does it take to write a book?

It can vary. Sometimes, it is as little as a few days to do the story and the pictures, but thinking about the idea can take weeks, months or even years.

Are there any characters that you really enjoy drawing?

I love drawing Miss Battle-Axe from the Horrid Henry books. She never smiles.

Is it hard to do illustrations for other writers' books?

It's easier to illustrate your own because every illustrator has things they don't like to draw or can't draw. If you write the story yourself you don't include those things in the story!



Questions 1–6 are about
Meet Tony Ross (pages 4–5)

(page 4)

- 1 Find and copy one word from the top of page 4 that means well known.

1 mark

(page 4)

- 2 The Little Princess reminds Tony Ross of someone. Who is it?

1 mark

(page 4)

- 3 Tick **True** or **False** for each statement about the Little Princess.

Statement	True	False
There are lots of books about her.	<input type="checkbox"/>	<input type="checkbox"/>
She always does as she's told.	<input type="checkbox"/>	<input type="checkbox"/>
She is 5 years old.	<input type="checkbox"/>	<input type="checkbox"/>
She doesn't like going to bed.	<input type="checkbox"/>	<input type="checkbox"/>

2 marks

Reading paper 2- Fiction text

The Greedy Man

A long time ago in China, there were two neighbours, a kind farmer and a greedy merchant. One evening, when they were walking along a riverbank, they saw a wounded bird. The tiny sparrow was hurt and its body was throbbing in pain. The farmer stopped to pick it up and stroked its ruffled feathers.

"Why bother with a creature that is half dead? It will be nothing but trouble to you," said the greedy man impatiently.

"You go on ahead," said the farmer.

He brought the bird home to care for it, talking to it each day as if it were a little child. When the bird's broken wing was better, he knew he must let it go, although he was sad to say goodbye.



The very next morning, the greedy man went looking for a wounded bird. For two days, he searched along the riverbank but each night he returned home empty-handed. On the third day, he lost all patience and took a slingshot with him.

After many attempts, he finally hit a bird and broke its wing. As he put the bird in a box he said, "Listen, little bird! I will care for you until you are well, if you will get me a pumpkin seed bigger than the farmer's."

Before long, the seed had grown into a strong vine. Every day, it grew higher and higher. It seemed to the greedy man that the vine was reaching up to the moon itself! But why were there no pumpkins on the vine?

"Maybe my reward is going to be greater than the farmer's. Perhaps I am meant to go up to the moon itself and collect my riches," he said to himself, clapping his hands in delight.

The greedy man began to climb the vine, which did indeed lead to the moon. He immediately began searching for the glint of gold or silver, but found nothing. He felt sure that the bird had cheated him. "Wait till I get my hands on that bird!" he cried.



"Go, little one, fly away," he said, gently.

And then an odd thing happened. The bird spoke. "You were so kind to me and expected nothing in return. I shall return with your reward."

Later that day, the little bird returned carrying a large pumpkin seed for the farmer to plant. The seed grew into a long vine with many little pumpkins on it. Delighted, the farmer watched the pumpkins ripen, then he split one open to eat. It burst, not with pumpkin flesh but with gold! Every single pumpkin he cut was filled with riches. The farmer was so pleased with his good fortune that he rushed to tell everyone.

The greedy man was so jealous that he felt sick. He was determined to get rich in the same way.

In time, the bird's wing healed and the greedy man got ready to set it free. He was happy to hear the bird speak.

"You will get your just reward," it promised, and very soon the bird returned with a pumpkin seed.

The greedy man planted it straight away. By day, he would pace up and down his garden, looking for signs of growth. At night, he would gaze at the moon, dreaming of the riches awaiting him.



He looked around for the vine, but he was in for another surprise. The whole plant had vanished. Gone! He moaned and groaned and beat his head with his fists. He was stranded on the moon.

And he has lived there to this day.

That is how the old tale explains why, on some nights, you too may see this greedy man on the moon.



Reading paper 2

- <https://drive.google.com/file/d/0B5k818UOfg8TalhRcU1wekZmTU0/view>

Maths paper 1 (arithmetic)

<https://drive.google.com/file/d/0B5k818UOfg8TRIZJSUdWWmI0OVk/view>

1 $8 + 6 =$

1 mark

2 $12 - 7 =$

1 mark

Page 3 of 4

23 $71 - 14 =$

1 mark

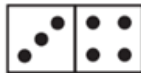
24 $\frac{1}{3}$ of 30 =

1 mark

The questions get more challenging throughout the booklet.

<https://drive.google.com/file/d/0B5k818UOfg8Tc1dhVzRUMjBJZFU/view>

Practice question

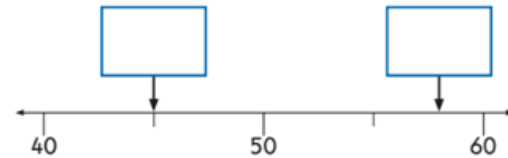


dots

1

1 mark

16 Write the correct number in each box.



1 mark

1 mark

17



A



1



©



1



E

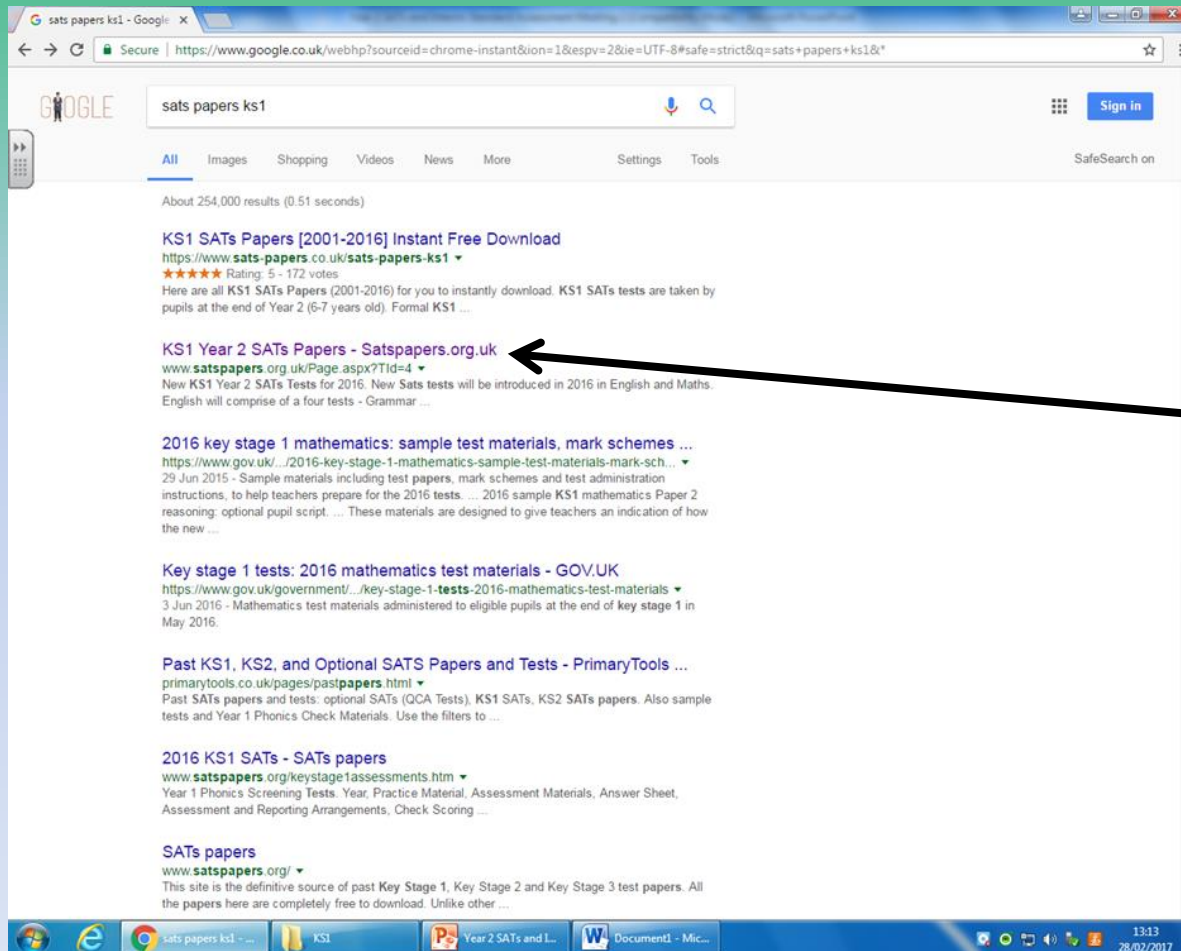
Which shape has exactly **5** faces?

Write the letter.

1 mark

The first 5 questions in this booklet are listening and answer questions.

If you want to find access to past SATs papers at home:



<http://www.satspapers.org.uk/Page.aspx?TId=4>