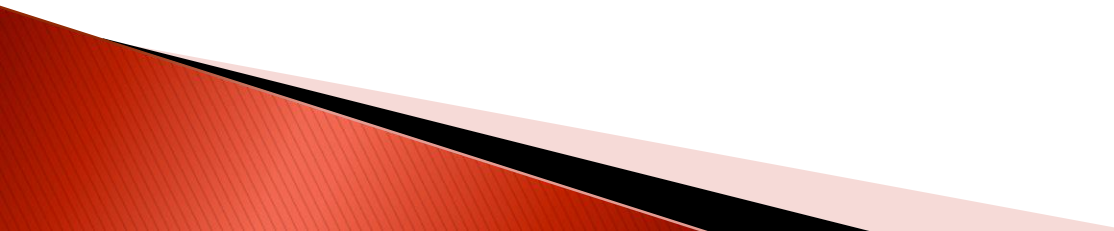


# SOUTH FAILSWORTH PRIMARY SCHOOL



**SATs Information Meeting for Year 2 Parents**  
**March 2023**

# Intended aims:

- ▶ To give you an outline of the end of Key Stage One assessment arrangements
  - ▶ Ways in which you can help your child to prepare
  - ▶ An opportunity to look at some sample questions
  - ▶ An opportunity to discuss any concerns
- 

# Assessment Arrangements at the end of Key Stage One in 2023

## What are SATs?

Year 2 have to complete Statutory Assessments in reading, writing and maths.

There is also an optional GAPS test.

The results of these are reported to the LEA and are recorded nationally.

**Key stage 1**


**Phonics screening check**



**Key Stage 1  
SATs**

# Assessment Arrangements at the end of Key Stage One in 2023

At the end of Year 2, children will take assessments in:

- Reading
  - Maths
  - GAPS
- 
- ▶ These assessments will take place during May this year
  - ▶ Tests are marked internally by class teachers
  - ▶ Teacher assessments also take place for maths, reading and writing
  - ▶ Teacher assessments are moderated by the LA
  - ▶ Overall judgement is based on teacher assessment
- 

# Reading Tests

## The Reading Test consists of two separate papers:

- ▶ **Paper 1** – consists of short reading texts with questions on each page. The paper includes used words and practice questions for teachers to introduce the test. The majority of questions require a tick box response, single word or short sentence. The test takes approximately 30 minutes, but is not strictly timed.
- ▶ **Paper 2** – consists of an answer booklet and separate reading booklet. There are no practice questions. Teachers can stop the test early. The test takes approximately 40 minutes, but not strictly timed.
- ▶ The texts will cover a range of poetry, fiction and non-fiction
- ▶ They are designed to test fluency and understanding.



# Reading Fluency

**FLUENCY**



I can read accurately,  
with expression, and  
understand what I  
read

- ▶ Decoding quickly and automatically – not having to stop at words to sound out
- ▶ Reading with speed, accuracy and expression. In order to understand what they read, children need to read fluently
- ▶ Bridges a gap between word recognition and comprehension

When she came back, the palace had gone. Her bedroom was tidy. Molly didn't understand. "It's magic," thought Molly.



1 Molly didn't understand.

This means Molly was...

Tick **one**.

angry.

sad.

happy.

confused.



1 mark

2 What did Molly think was *magic*?

\_\_\_\_\_



1 mark

"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.



(page 6)

9 The farmer let the bird go when its wing had healed because...

Tick **one**.

he knew it needed to be free.

he wanted to get a seed.

he wanted to hunt with it.

he knew it was going to die.



1 mark

(page 7)

10 Why was the farmer surprised when he opened up the first pumpkin?

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---



1 mark



# How to help your child with reading

- ▶ Enjoy stories together – reading stories to your child is equally as important as listening to your child read
  - ▶ Read a little at time but often, rather than rarely but for long periods of time!
  - ▶ Record reading and questions discussed in the reading record book where possible
  - ▶ 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
  - ▶ Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides
  - ▶ Visit the local library
- 

# Maths Tests

Children will sit two papers: **Paper 1** and **Paper 2**

- ▶ **Paper 1:** Arithmetic paper - lasts approximately 20 minutes (but not strictly timed). It covers calculation methods for all operations
- ▶ **Paper 2:** Reasoning – last for approximately 35 minutes, which includes time for 5 aural questions. Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will require children to show or explain their working out.



15

$3 \times 3 = \boxed{\phantom{00}}$

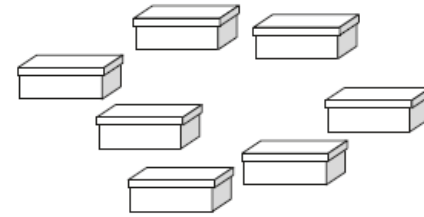


16

$12 \div 2 = \boxed{\phantom{00}}$



7



Sita puts 2 shoes in each of these boxes.

How many shoes are there altogether?

 shoes

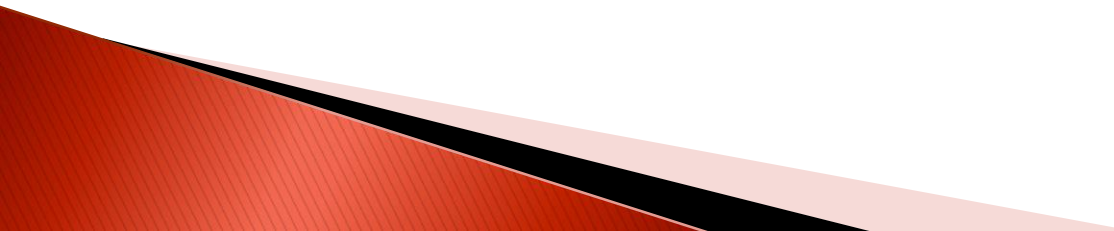
8

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	



# How to help your child with maths

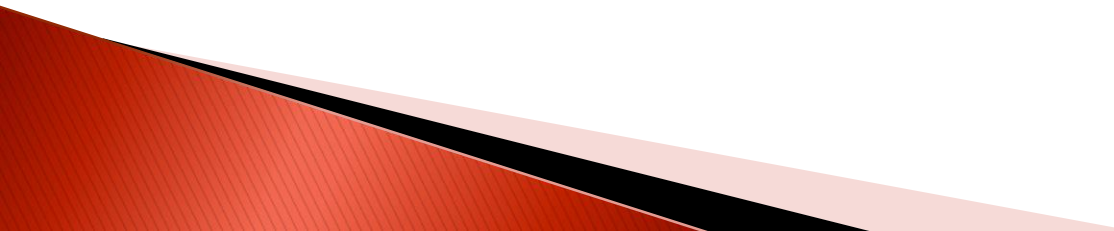
- ▶ Play times tables games/ TT Rockstars
  - ▶ Use NUMBOTS!
  - ▶ Play mental maths games including counting in different amounts, forwards and backwards
  - ▶ Encourage opportunities for telling the time
  - ▶ Encourage opportunities for counting coins and money e.g. finding amounts or calculating change when shopping
  - ▶ Look for numbers on street signs, car registrations and set problems with them.
  - ▶ Look for examples of 2D and 3D shapes around the home
  - ▶ Identify, weigh or measure quantities and amounts in the kitchen or in recipes
  - ▶ Play board games such as snakes & ladders
  - ▶ Card games are great for developing mathematical fluency
- 

# Writing


- ▶ No formal tests
- ▶ All teacher assessment is based on classwork and independent writing opportunities



# How to help your child with writing

- ▶ Practise and learn weekly spellings – make it fun!
  - ▶ Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders etc.
  - ▶ Write together – be a good role model for writing
  - ▶ Encourage use of a dictionary/word card to check spelling
  - ▶ Allow your child to use a computer for word processing which allows editing and correcting without crossing out
  - ▶ Remember good readers become good writers. Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation.)
- 

# How to help your child

- ▶ First and foremost, support and reassure your child. They won't necessarily know they are doing tests – they are part of a normal day.
  - ▶ Praise and encourage them to do their best
  - ▶ Ensure your child has the best possible attendance at school
  - ▶ Support your child with any homework tasks
  - ▶ Talk to your child about what they have been learning and what books they are reading (the character, the plot, their opinion.)
  - ▶ Make sure your child has a good sleep and a healthy breakfast every morning!
- 

# How do we know how they did?

- ▶ We will use the tests to support our teacher assessment judgements in maths, reading and writing
- ▶ You will receive information for each subject – Maths, Reading and Writing with their report at the end of the summer term
- ▶ Your child will be assessed as either: ***Working Towards*** the expected standard, working at the ***Expected Standard*** or ***Working at Greater Depth***



**Thank you for coming!**

**Any questions?**

