Year 2 SATS
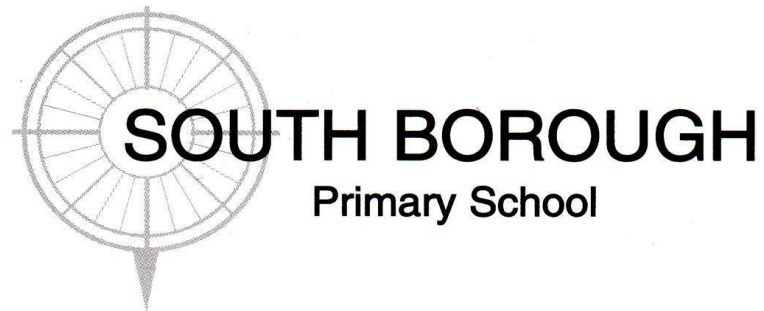
Parent/Carer Meeting 12th March 2019

2pm and 5pm

SOUTH BOROUGH
Primary School

Timetable

SOUTH BOROUGH
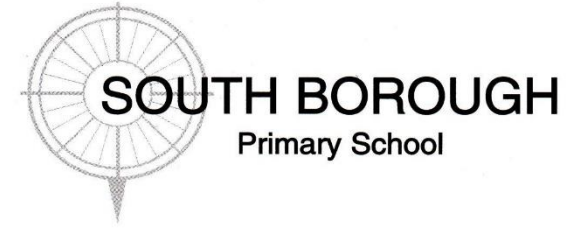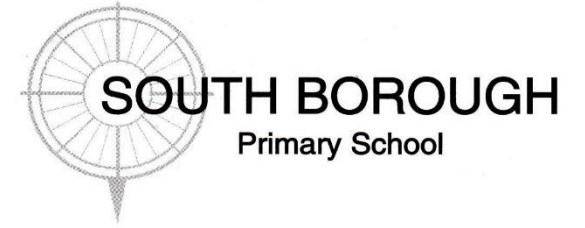Primary School
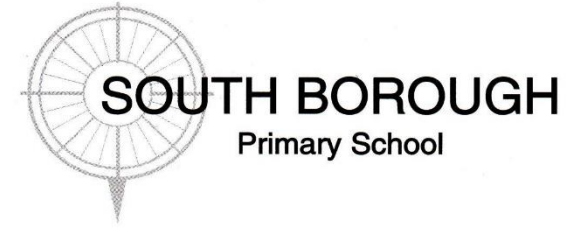
- Video- KS1 SATS explained

- Overview

- Administration

- Results

- Communication

- KS1 Framework and sample papers

- Support at home

- Clarification

Watch KS1 SATS explained

- Click to watch a short video

Overview

- Year 2 children are assessed in reading, writing, maths and science.

- Children are assessed through teacher assessment.

- The tests **inform** teacher assessment.

- Teacher assessment is reported to the Local Authority at the end of June.

- Moderation is or has already taken place internally and externally to ensure teachers' judgments are accurate and consistent across the key stage.

Administration

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- Papers will be administered by your child's class teacher

- Small groups or 1:1 depending on the child's needs

- If needed- papers may be broken into smaller 'chunks' to make the papers more manageable.

- Children will complete the papers in the meeting room

- From next week, children will be going to the meeting room to complete regular class work which will familiarise them with the room.

Results
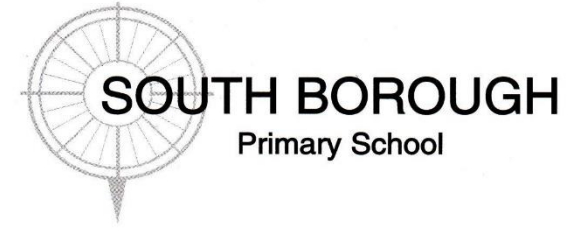
- The KS1 results will be reported in your child's end of year report in July.

Communication

South Borough Primary School
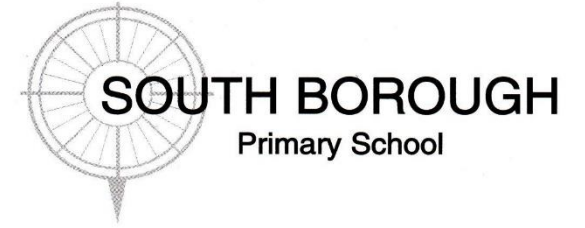
- If something unusual happens at home that we need to be aware of please let the class teacher know as soon as possible.

- We have the flexibility to postpone and reschedule children's tests if needed.

- Use the contact books so as not to disturb your child's class teacher during the period of SATS. You can always arrange a quick telephone appointment later on in the day.

KS1 Framework and Assessments

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Primary School

- At the end of KS1, **most** children will be assessed using the KS1 Framework (click to view) for reading, writing, maths and science. Please note there is only **one** standard for science.

- The three standards are:
  - Working towards the expected standard
  - Working at the expected standard
  - Working at greater depth within the expected standard

Reading Framework
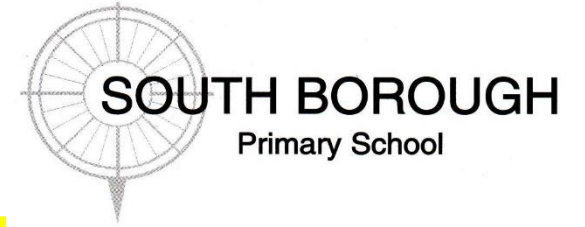
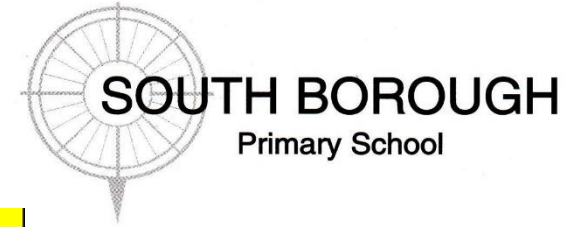**Working at the expected standard**

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-appropriate[1] books, the pupil can:

-
-

In a

-

-

-

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 Framework

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

- write

- dema
  ques

- use p

- use c
  beca

- segm
  man)

- spell

- form
  anoth

- use s

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

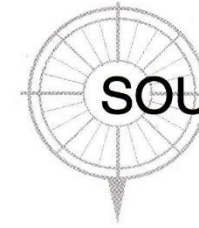- use the punctuation taught at key stage 1 mostly correctly^

- 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 Framework

Working at the expected standard

The pupil can:

- read scales* in c
- partition any two their thinking ver
- add and subtrac method verbally,
- recall all number bonds to and wit (e.g. If 7 + 3 = 1 17, then 3 + 14 =
- recall multiplicat problems, demo
- identify $\frac{1}{4}, \frac{1}{3}, \frac{1}{2}, \frac{2}{4}$, of the whole
- use different coi
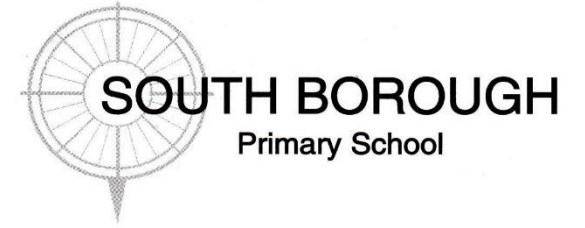- read the time on
- name and descr vertices, edges,

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 + ☐; '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).

* The scale can be in the form of a number line or a practical measuring situation.

Science Framework

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.

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].

Sample Papers
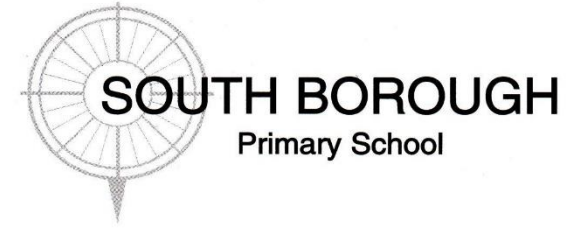
- Should you wish to view sample papers which were mentioned in the video please [click here](#).

Support at home

- Praise and encourage.

- Ensure your child has the best possible attendance at school.

- Support your child with any home learning tasks.

- Reading, spelling and arithmetic (e.g. times tables) are always good to practise. Click here for support in learning times tables.

- Make sure your child has a good sleep and healthy breakfast every morning.

Clarification
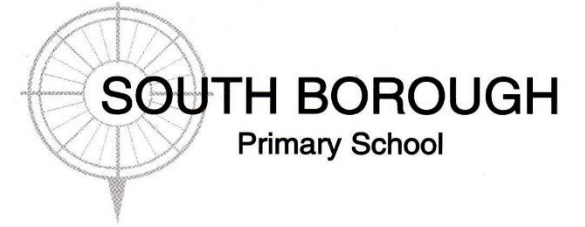
- An opportunity to seek clarification, discuss and collect hard copies of the documents contained in this presentation.

- Thank you for coming and for your continued support of your child and the school.