

Year 2 SAT's Parent Information

New-style KS1 SATs were introduced in 2016 for all Year 2 children in England. In response to several queries from parents, we have collated some information about the English and Maths assessments in 2018. If you have any further queries, please let me know.

In the summer term 2016, children at the end of Key Stage 1 were the first to sit new SATs papers. SATs have been overhauled in both Key Stage 1 and Key Stage 2 to reflect the changes to the national curriculum, which was introduced from September 2014 (September 2015 for Years 2 and 6).

At the end of Year 2, children take SATs in Reading and Maths, the content of which reflects their learning across Key Stage 1 - that is, not just the Year 2 curriculum.

Writing is assessed by the class teacher with the assistance of a detailed moderation process, involving other local schools and Stockton Borough Council.

Key Stage 1 Reading

The new reading test for Year 2 pupils is made up of two separate papers:

- Paper 1 consists of a selection of texts with a total of between 400 to 700 words, with questions interspersed.
- Paper 2 comprises a reading booklet of a selection of passages totalling between 800 and 1100 words. Children will write their answers in a separate booklet.

Each paper is worth 50 per cent of the marks, and should take around 30 minutes but, as the tests are not intended to assess children's ability to work at speed, the tests are not strictly timed. The texts in the reading papers cover a range of fiction, non-fiction and poetry and get progressively more difficult towards the end of the test. Teachers have the option to stop the test at any point that they feel is appropriate for a particular child.

There are a variety of question types:

- Multiple choice.
- Sequencing or ordering, e.g. 'Number the events below to show the order in which they happened in the story.'
- Matching, e.g. 'Match the character to the job that they do in the story.'
- Labelling, e.g. 'Label the text to show the title.'
- Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story.'
- Short answer, e.g. 'What does the bear eat?'
- Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons.'

Key Stage 1 Maths

The new Key Stage 1 Maths test is made up of two papers:

- Paper 1: arithmetic, worth 25 marks and taking around 15 minutes.
- Paper 2: mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 35 minutes, with a break if necessary. There are a variety of question types: multiple choice, matching, true/false, constrained (e.g. completing a chart or table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).

Children are not allowed to use any tools such as calculators, number lines, 100 squares or Numicon.

When will the KS1 SATs take place?

The new-style KS1 SATs are due to be administered in May 2018. Unlike KS2 SATs, KS1 SATs don't have to be administered according to a nationally-set timetable in a specific week. Schools are free to manage the timetable and will aim to administer the tests in the classroom in a low-stress, low-key way; most children won't even be aware that they've taken them. If children are ill, they will complete them as soon as they return to school.

How will the tests be marked?

Although the tests are set externally, they are marked by teachers within the school. Instead of the old National Curriculum Levels, children are given a scaled score. Their raw score - the actual number of marks they get - is translated into a scaled score, where a score of 100 means the child is working at the expected standard. A score below 100 indicates that the child needs more support, whereas a score of above 100 suggests the child is working at a higher level than expected for their age. The maximum score possible is 115, and the minimum is 85.

Teacher assessments are also used to build up a picture of your child's learning and achievements. In addition, your child will receive an overall result saying whether they have achieved the required standard in the tests. The Department for Education aims for 85 per cent of children to reach the expected standard (this is a higher standard than was expected before 2016). While the tests are important, they are part of the assessment process to help the teacher make an informed and robust judgement. No child will be judged solely on the outcome of the tests.

How can I help my child?

- First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best.
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning.

MATHS

- Play times tables games.
- Play mental maths games, including counting in different amounts (particularly in 2s, 5s and 10s), forwards and backwards.
- Encourage opportunities for telling the time, on an analogue and digital clock.
- 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 anywhere else.
- 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 games involving numbers or logic, such as dominoes, card games, draughts or chess.

WRITING

- Practise and learn weekly spelling lists - make it fun.
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together - be a good role model for writing.
- Encourage use of a dictionary to check spelling.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation). Look at the features of non-fiction books too (e.g. contents, index, tables, diagrams, captions and maps).
- Show your appreciation: praise and encourage, even for small successes.

READING

- First and foremost, focus on developing an enjoyment and love of reading. Not every book a child reads needs to challenge all of their skills. Many children enjoy reading a simple story or want to read the same book over and over because they love the story or because the characters make them laugh. That is fine. Perhaps use the opportunity to ask your child questions about how they know how a character is feeling or what might happen next. Look for extra information in the illustrations or talk about why they enjoy the book.
- Enjoy stories together - reading stories to your child is equally as important as listening to your child read. You are modelling pace, expression and fluency while sharing a book and your child has the opportunity to really understand the story.
- Read a little at a time but often, rather than rarely but for long periods of time. We recommend at least 15 minutes, 5 times per week. For every day that they read at home, children receive a stamp in their reading record and win a small prize when they have collected 10 stamps. The children love this. They can write in their reading records themselves but we do ask that parent's comment and sign at least once per week.
- Talk about the story before, during and afterwards - read the blurb on the back of the book and discuss what might happen, talk about the plot, the characters, their feelings and actions, then try to predict what could happen next. Encourage your child to use evidence from the text to support their ideas.
- Help children to recognise when their reading doesn't make sense and then encourage them to go back and reread. Skipping over, or misreading, words or phrases has a huge impact on comprehension.
- Look up definitions of words together - you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable - it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, comics, magazines, football programmes or TV guides.

As always, if you have any questions or concerns please get in touch.

Thank you for your continued support,

Mrs Lawson