

Year 2  
National Curriculum  
Assessments  
SATS

# UK National Curriculum

- Europa School is a free school.
- Bilingual education.
- European curriculum.
- UK government funded state school.
- Committed to assess standards of Year 2 children against the UK national curriculum.

# The SATS Assessments

- In May 2019 Children will take assessments in Reading and Maths.
- Europa school has chosen not to administer optional Grammar, Punctuation and Spelling SAT assessment.
- Four papers over four days.
- In class just as a normal progress assessment. We don't mention SATs at any point to children.

# Assessing against UK average

- New UK curriculum in 2014. More rigorous and sets high expectations.
  - “Working towards”, “working at” and “working at greater depth” according to the Year 2 expectations.
  - As of 2016, test scores reported as ‘scaled scores’. 100 is national average.
  - Scaled scores change every year. In previous years 100 was equivalent to: (over both papers)  
maths - 37/60                    reading - 25/40

# Reading Test

Texts will cover range of poetry, fiction and non-fiction.

- **Paper 1**

Combined reading prompt and answer booklet.

Includes useful words and practice questions.

30 minutes but not strictly timed.

- **Paper 2**

Separate reading booklet and answer booklet.

No practice questions.

Teachers can stop test early if pupil is struggling.

40 minutes to complete, but not strictly timed.

# Reading Sample Questions

## Multiple Choice

1

When Bella was learning to fly, she...

Tick **one**.

was lazy.

did not try hard.

did not give up.

found it easy.



1 mark

# Reading Sample Questions

## Ranking/Order

7

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.

 1

1 mark

# Reading Sample Questions

## Matching/Labels

Here is some more information about Africa.

Match each sentence to the correct heading in the booklet.

The first one has been done for you.

Creation stories describe how and why the world was made.

**Introduction**

Africa has deserts, forests and mountain areas.

**Clothes**

Traditional African clothes are made from local materials.

**Music and Dance**

Some African people play 'talking drums'.

**Story Time**

# Reading Sample Questions

## Short answer

4

What job did Tony Ross want to do before he became a writer and illustrator?

---



1 mark

# Reading Sample Questions

16

Look at the paragraph beginning *The greedy man began to climb the vine...*

**Find** and **copy one** word that means the same as *sparkle*.

---

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1 mark

Open-ended question

6

At the end of the story, Bella was happy. Why?

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1 mark

# Mathematics

- **Paper 1: Arithmetic**

- Covers calculation methods for all operations.
- 20 minutes but not strictly timed.

## Paper 2: Reasoning

- Questions include multiple choice, matching, true/false, completing a chart or table or drawing a shape.
- Some questions will also require children to show or explain their working out.
- 35 minutes but not strictly timed. Includes time for 5 aural questions.

# Maths Paper 1: Arithmetic

15  $3 \times 3 =$

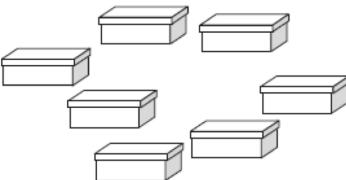


16  $12 \div 2 =$



# Maths Paper 2: Reasoning

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	

Page 07 of 28

# Maths Paper 2: Reasoning

27

Sita has **50** raisins.

She gives **23** to Ben.

She gives **15** to Amy.



How many raisins does Sita have left?

Show  
your  
working

raisins



# How to help your child

- Support, praise and encourage. Trying our best is always enough.
- Ensure your child has best possible attendance at school.
- Support your child with homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) always good to practise.
- Talk to your child about what they have learnt at school and what book they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

# Supporting Reading

- 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.
- Talk about the story before, during and afterwards - discuss plot, characters, their feelings and actions, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together.
- All reading is valuable - it doesn't have to be just stories.

# Supporting Writing

- Practise and learn weekly spelling lists - make it fun.
- Encourage opportunities for writing, letters, shopping lists, notes, stories or poems.
- Write together - be a good role model for writing.
- Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes.

# Writing

## 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.

# Writing

## 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<sup>A</sup>
- 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.

# Common Exception Words

## Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

No  
excuses  
list

## Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

No  
excuses  
list

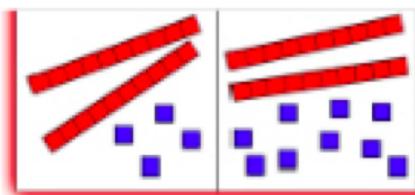
# Supporting Maths

- Play times tables games for 2,3,5,10 x tables.
- Play counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time - o'clock, half past, quarter past/to, then 5's.
- Encourage opportunities for counting coins and money.
- Play 'how many faces' does this shape have for 3D shapes.
- Identify, weigh or measure quantities and amounts in recipes.

# Addition

For **addition** of a single digit to a two digit number ask your child to hold the larger number in their head then count on the single digit using their fingers.

For longer addition we recommend the children use the space they are given to draw ten sticks and units for example  $24 + 29 =$



This way they can visually see: add  $20+20=40$  then count up each unit crossing them off as they go along to make sure they count accurately.

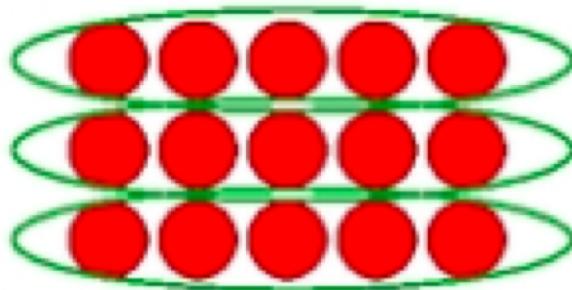
# Multiplication

MULTIPLICATION																					
<p>skip Counting 5, 10, 15, 20</p> <p>Equal Groups</p> A visual representation of multiplication as equal groups. It shows five groups of four stars each, enclosed in colored ovals (yellow, red, purple, green, orange).	<p><math>5 \times 4 = 20</math></p> <p>Repeated Addition</p> $5 + 5 + 5 + 5 = 20$																				
<p>Array</p> <table><tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr><tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr><tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr><tr><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td></tr></table>	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	<p>Fact Family</p> $\begin{aligned} 5 \times 4 &= 20 \\ 4 \times 5 &= 20 \\ 20 \div 5 &= 4 \\ 20 \div 4 &= 5 \end{aligned}$
x	x	x	x	x																	
x	x	x	x	x																	
x	x	x	x	x																	
x	x	x	x	x																	

# Division

$$15 \div 3 = 5$$

Number of counters      Number of rows      Number in each row



For division – as with multiplication use arrays

OR

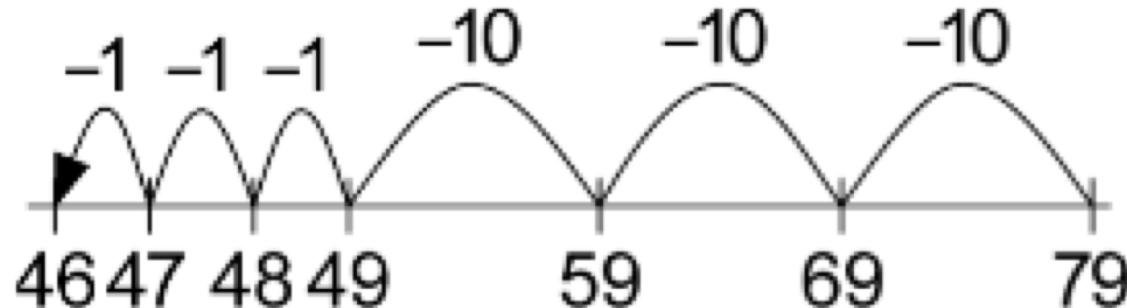
Encourage your child to tell and draw the story:  
so  $15 \div 3 = 5$   
Draw 3 children and share the 15 sweets between them,  
How many do they get each?

# Subtraction

## For subtraction

For numbers within 20: If they don't yet have a mental strategy that works accurately for them then draw the larger number of objects and cross out the second number

Beyond 20: First subtract the tens then subtract the units. One method we have used is this number line method



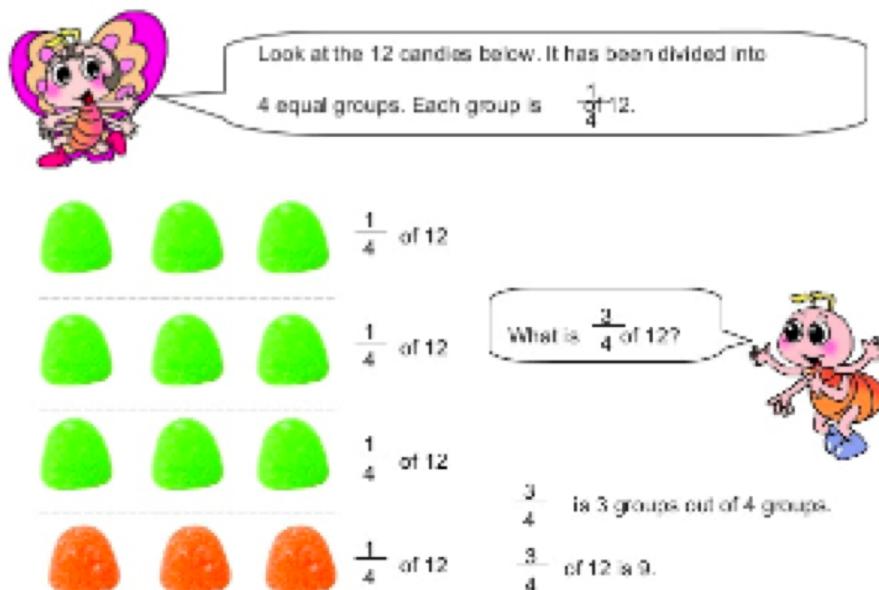
# Fractions

$\frac{1}{4}$  of 12 =

Draw 4 large circles, share your 12 sweets equally between them, how many sweets in 1 circle?

$\frac{3}{4}$  of 12

Draw 4 large circles, share your 12 sweets equally between them, how many sweets in 3 circles?



# Reasoning

- Identify key words
- Circle them
- Draw the problem
- Work one out together – what did we learn?
- Try another one independently
- Praise good thinking

**Bond**  
No.1 for exam success

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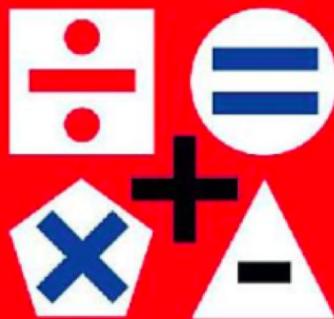
For 11+  
Common  
Entrance  
and SATs

## No Nonsense **Maths**

- No gimmicks
- No gold stars
- Just No Nonsense Maths

10–11 years  
9–10 years  
8–9 years  
7–8 years  
**6–7 years**  
5–6 years

# No Nonsense **Maths**



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## Class 2EE

