

20<sup>th</sup> April 2022

Dear Families,

**Year 2 SATS**

During May 2022, Year 2 children will be taking end of Key Stage 1 SATs which are Government assessments. Schools are asked to do this as a way of measuring how children have achieved at the end of their time in Key Stage 1 before moving on to Key Stage 2. Once the results are received, they will be shared with you through the end of year report.

As a school, we are always committed to ensuring that children feel relaxed, comfortable and motivated to do well in all their learning. We will focus on making sure that your child does not feel under any pressure and we will support and encourage them to show what they can do. For this reason, SATs will be done in small groups with familiar adults and we will refer to them as quizzes rather than tests.

We are mindful of the impact that the past two years of lockdowns have had on our children. They have worked incredibly hard since returning to school and we want to congratulate them on this. Our learning this year has focused on bridging the gaps that have happened during this time, whilst still ensuring that your children are challenged in all aspects of the year 2 curriculum.

To support your children further, we thought it would be helpful to share some information and ideas that you can use at home in preparation for their SATs and to be ready for moving on to year 3.

You can buy practice papers and/or workbooks if you would like to but this is entirely up to you and not an expectation. These are available in bookshops and online but make sure you select Year 2. A good publisher for this is CGP <https://www.cgpbooks.co.uk/primary-books/ks1/year-2-ages-6->

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## **Reading**

During SATS, children will sit two reading papers. This assesses their ability to read a text and then answer questions about it. The questions are a mixture of:

- Direct retrieval (looking for an answer that can be found directly from what they have read)
- Inference (finding an answer by looking for clues when the answers are not specifically there in the text)
- Ordering events (being able to remember and show which order things have taken place in the text)
- Finding and explaining vocabulary (finding, understanding or explaining why particular words have been chosen or used)
- Layout and structure (identifying and explaining how and why a text has been set out in a particular way)

## **Helping your children with reading before SATS.**

- The most important thing is to make sure that your child reads as often as possible. A short time every day is much better than a long reading session not very often
- Ask your child questions about what they have read and talk about the text

## **Criteria that the SATs are based on for Reading:**

Working at the Expected Standard	Working at Greater Depth
<b><u>Word reading</u></b>	<b><u>Comprehension</u></b> In a book they are reading independently can:

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<ul style="list-style-type: none"> <li>• Read accurately most words of two or more syllables</li> <li>• Read most words containing common suffixes</li> <li>• Reading most common exception words</li> <li>• In age-appropriate books can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words</li> <li>• In age appropriate books can sound out most unfamiliar words accurately, without undue hesitation.</li> </ul> <p>Comprehension</p> <p>In a book they can already read fluently, can:</p> <ul style="list-style-type: none"> <li>• Check it makes sense to them, correcting any inaccurate reading</li> <li>• Answer questions and make some inferences</li> <li>• Explain what has happened so far in what they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• Make inferences</li> <li>• Make a plausible prediction about what might happen on the basis of what has been read so far</li> <li>• Make links between the book they are reading and other books they have read.</li> </ul>
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## Maths

During SATS, children will sit two maths papers. The first paper is arithmetic and will assess addition, subtraction and simple multiplication and division. The second paper is a reasoning paper and has a

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mixture of problem-solving questions and different questions about all other aspects of maths: shape, fractions and measurement.

**Helping your children with maths before SATS.**

- Work on telling the time for o' clock, half past, quarter past and quarter to
- Play number games or practice adding and subtracting. This can be pairs of 1-digit numbers together and pairs of 2 digit numbers
- Counting forwards and backwards up to 100 (and just past it)
- Practice number bonds to 10, 20, 50. These are pairs of numbers that make 10, 20 or 50
- Practice the 2, 10 and 5 times tables
- Work on adding or subtracting multiples of 10

This website has different games and is particularly good for number bonds.

<https://www.topmarks.co.uk/maths-games/hit-the-button>

(Note: children in Key Stage 1 do not learn about decimals so do not select this as an option.)

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# Trinity Road Primary School

RESPECT • ACHIEVE • BELONG

## Criteria that the SATs are based on for Maths:

Working at the Expected Standard	Working at Greater Depth
<p><u>number and place value</u></p> <ul style="list-style-type: none"><li>Partition any two-digit numbers into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus</li></ul> <p><u>calculation</u></p> <ul style="list-style-type: none"><li>Add and subtract any two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus ( e.g. <math>48+35</math>; <math>72-17</math>)</li><li>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 <math>7+3=10</math>, then <math>17+3=20</math>; if <math>7-3=4</math>, then <math>17-3=14</math>; leading to if <math>14+3=17</math>, then <math>3+14=17</math>, <math>17-14=3</math> and <math>17-3=14</math>)</li><li>Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary</li></ul> <p><u>fractions</u></p> <ul style="list-style-type: none"><li>Identify <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{2}{4}</math>, <math>\frac{3}{4}</math> of a number or shape, and know that all parts must be equal parts of the whole</li></ul> <p><u>measurement</u></p> <ul style="list-style-type: none"><li>Read scales (can be number line or practical measuring situation) in divisions of ones, twos, fives and tens</li><li>Use different coins to make the same amount</li><li>Read the time on a clock to the nearest 15 minutes</li></ul> <p><u>shape</u></p> <ul style="list-style-type: none"><li>Name and describe properties of 2d and 3d shapes, including number of sides, vertices, edges, faces and lines of symmetry</li></ul>	<p><u>calculation</u></p> <ul style="list-style-type: none"><li>Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts</li><li>Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. <math>29+17=15+4+\square</math>; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have? etc.)</li><li>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?')</li></ul> <p><u>measurement</u></p> <ul style="list-style-type: none"><li>Read scales (can be in the form of a number line or a practical measuring situation) where not all the numbers on the scale are given and estimate points in between</li><li>Read the time on a clock to the nearest 5 minutes</li><li>Describe similarities and differences of 2D and 3D shapes, using their properties (e.g. that two different 2D 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)</li></ul>

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### **Writing**

Children do not sit a writing SATS paper. Instead, your child's writing will be assessed by the teachers in school. This is done by looking at all the writing they produce in their books, across a range of subjects and pieces. Writing is assessed on the composition (ideas), punctuation, correct use of sentences, spelling and handwriting.

### **Helping your child with writing at home.**

Write sentences about anything that you are interested in. Talk about the following with them:

- Make sure that sentences use capital letters and full stops (also question marks and exclamation marks if they can)
- Extend some sentences by using joining words; or, and, but, when, if, that, because
- Choosing and using exciting word choices

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## Criteria used for assessing writing:

Working at the Expected Standard	Working at Greater Depth
<p>After discussion with the teacher:</p> <p><u>composition</u></p> <ul style="list-style-type: none"><li>• Can write simple, coherent narratives about personal experiences and those of others (real and fictional)</li><li>• Can write about real events, recording these simply and clearly</li></ul> <p><u>punctuation</u></p> <ul style="list-style-type: none"><li>• Demarcates most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li></ul> <p><u>sentence construction</u></p> <ul style="list-style-type: none"><li>• Uses present and past tense mostly correctly and consistently</li><li>• Uses co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses</li></ul> <p><u>spelling</u></p> <ul style="list-style-type: none"><li>• Segments spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others</li><li>• Spells many common exception words*</li></ul> <p><u>handwriting</u></p> <ul style="list-style-type: none"><li>• Can form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>• Uses spacing between words that reflects the size of the letters</li></ul>	<p>After discussion with the teacher:</p> <p><u>composition</u></p> <ul style="list-style-type: none"><li>• Can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li></ul> <p><u>editing</u></p> <ul style="list-style-type: none"><li>• Makes simple additions, revisions and proof-reading corrections to their own writing</li></ul> <p><u>punctuation</u></p> <ul style="list-style-type: none"><li>• Uses the punctuation taught at KS1 mostly correctly - <i>full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophe for singular possession and for missing letters</i></li></ul> <p><u>spelling</u></p> <ul style="list-style-type: none"><li>• Spells most common exception words*</li><li>• Can add suffixes to spell most words in their writing (eg: -ment, -ness, -ful, -less, -ly)</li></ul> <p><u>handwriting</u></p> <ul style="list-style-type: none"><li>• Can use the diagonal and horizontal strokes needed to join some letters</li></ul>

## Supporting wellbeing and positive learning experiences

- Take time to recognise, acknowledge and praise any learning that your child does at home
- Remind them of how proud you are of their effort at school and home

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- If they find they cannot do something yet, reassure them that this is okay and that it is a good thing to discover there is something new you can learn. Ask your child's teacher if there is something you feel they need support with
- Only spend short amounts of time on learning at home - little and often is best
- Talk about learning quizzes as being a great time to show off what you have learned and absolutely nothing to worry about
- Encourage your child to talk about anything they might feel uncertain or worried about
- Always look for the things you can celebrate
- If you feel that learning at home puts your child under pressure, don't do it and/or talk to your child's teacher
- Do what is right for your child and family

We hope this information has supported you to understand the upcoming testing expectations and our role as a school within this whilst providing you with suggestions for how you can support your child, too.

Please speak to your child's teacher if you wish to discuss this further as we are always here to help.

Yours sincerely

The Year 2 Team

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