

Year 2 National Tests

Outline of Meeting

- Explain what the assessments involve this year.
- What are the tests.
- How you can help.

What are the SATs?

- A new national curriculum was introduced in 2014.
- As a result the tests have been changed.
- Pupils now take the new tests this year.
- Children will be tested in;
 - Reading (2 papers)
 - Grammar, punctuation and spelling
 - Mathematics

Grammar, punctuation and spelling.

The test will consist of two components.

- Paper 1- A spelling task. 20 words taking around 15 minutes.
- Paper 2- Grammar based questions.

There will be a mixture of writing the right answers and multiple choice questions.

12

Which word correctly completes the sentence?

We were _____ outside with our friends.

Tick **one**.

played

plays

playing

play

5

Tigers are generally _____ than lions.

Tick **one**.

large

largest

larger

most large

Grammar and Punctuation Sentences

- There are 4 types of sentence.
- Statement
 - You did tidy your room.
- Question
 - Did you tidy your room?
- Command
 - Tidy your room.
- Exclamation
 - You have tidied your room!

John, watch out!
Don't drop the eggs.

How terrible! I've broken an
egg. How will I get another
for our breakfast?
I'll have to eat porridge.



Mary

John

Draw lines to match each sentence with its correct type.

The first one has been done for you.

How terrible!

Question

Don't drop the eggs.

Exclamation

I've broken an egg.

Command

How will I get another
for our breakfast?

Statement

Focus on correct punctuation

- Full stops
- Capital letters
- Exclamation marks
- Question marks
- Commas

15

Which sentence has the correct punctuation?

Tick **one**.

Mum has made a cake for tea

Mum has made a cake for tea.

mum has made a cake for tea.

mum has made a cake for tea

14

Tick the punctuation mark that should complete each sentence.

Sentence	Full stop	Question mark
When we left home it was very windy		
When will we get to London		
When should I start cooking		
When the bell rings it will be lunchtime		

Word definitions

- Nouns – cat, Ben
- Adjectives – red, fluffy, hard
- Verbs – kick, feel
- Adverbs – peacefully, carefully, tomorrow, today

Sentence Types

- Simple Sentence

The dragon guarded the cave.

- Compound sentence

The dragon guarded the cave **and** he scratched the ground near the entrance.

- Conjunctions

Because so but

4

At school, Mary and John are explaining to their friends what happened in the morning.

Write **one joining word** in the space to complete what Mary is saying.

Now, write **one joining word** in the space to complete what John is saying.

Today I had an egg for
breakfast
John had porridge.

I could not have an egg
for my breakfast
I dropped it on my boot.



16

Tick the correct word to complete the sentence.

My family loves to go on picnics.

We go to a pretty park _____ has a pond.

Tick **one**.

when

and

or

that

Verb Tenses

- Past and present tense

Jack is **eating** his lunch.

Jack **ate** his lunch.

10

Write the **past tense** of the verb *borrow* in the space.

I borrow three books from the library.

I _____ three books from the library.

9

Tick **two** sentences that are correct.

Tick **two**.

The children is waiting for the rain to stop.

Holly is waiting for another turn on the swings.

I am waiting until lunchtime.

He are waiting for the bus every day.

11

Circle the correct word to complete the sentence.

George _____ running late for practice but we started anyway.

am

are

were

was

Writing teacher assessment

- Looking at a range of pieces of work over the whole year not just one sample.

Interim teacher assessment framework at the end of key stage 1 - writing

Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing
e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

How did the cheetah run fast?

You see there was once a time when cheetah was the slowest animal in the whole wide world. All the animals laughed and laughed and laughed but cheetah was upset. Then cheetah said to lion please gather all the animals for an important meeting. So the lion announced "animals come to me!" Then all the animals came and lion said "lets have a training competition and that means who ever does the most training goes to the final race." Who ever wins will get the biggest midnight feast in their life." So all the animals done training and cheetah and rhino won. So lion said "cheetah vs rhino" and lion again said "on your marks, get set, go. Rhino was in the lead and every was cheering for rhino but cheetah ran past rhino. Cheetah won the race for the midnight feast so cheetah was happy and that's how he became the fastest in the world.

Endangered lions

Lions have lots of problems.

Appearance

Lions have big furry manes but male lions have even bigger furry manes. They have lots of fur all around them and they have black hair underneath their tummies. All lions have long swishy tails and they have black hair at the end of the tail.



Habitat

Lions live in Africa and in Africa they live in lots of grasslands. The grasslands are very hot because it is near the equator and it is in Africa.

Why is it Endangered

Lions are in Endangered because because people are keep on killing their habitats and killing them.

Diet

Lions eat other animals so that means they are a carnivore. Lions favourite food is medium sized animals.

How we can help them

We can help them by saving them and not killing them if they are a bad predator.

Wow fact

Lions are great predators and they can smell very good.

* The way people about the animals and why their

If you go into a snowy forest, you will see the most evil witch you have ever seen. She has a gold crown and it's sharp as shark teeth. She also has shimmering, silver clothes. How shiney she looks! Her heart is frozen ice because she lives in a freezing castle. Her palace is ice because she lives in the snowy forest. The White Witch stomps because she is nasty and evil. Is the witch made out of ice? She talks very, very, very nicely but she is so evil, that she will break the whole city!

Wednesday 4th February

Dear Miss C

This term ~~we have~~ we've been learning all about endangered animals and it **was** awesome. But we need to act really fast! I really want to save cheetahs because there are only 7,500 left. Did you know that cheetahs are cute and they have **yellowish fur with black spots?** How funny they look! They are so fast, they are really faster than a racing car!!!

Appropriate choice of simple past tense describes learning that has already taken place. (GP)

Expanded noun phrase describes the cheetahs' appearance. (GP)

Expanded noun phrase describes and specifies the cheetahs' habitat. (GP)

They live in **the grasslands of the burning Africa!** Also they **are** the second biggest cat. They **are** endangered **because** poachers **are killing** them **and** their habitat is becoming destroyed!

Correct and consistent use of tense: the simple present provides information and description of cheetahs as they exist now; the present progressive marks an action in progress which may impact on their future. (GP)

Please save cheetahs!!!

~~from~~

Sentence contains a subordinate clause (introduced by *because*) and co-ordination (using *and*). (GP)

These beautiful animals and helpful animals are becoming extinct. **If you want to save a cheetah** it costs £3 per month!!

Subordinate clause (introduced by *if*) helps to persuade the reader. (GP)

Reading Test

- Paper 1
- 30 minutes (20 marks)
- Paper 2
- 40 minutes (20 marks)

Greenland

The Land of Ice

Greenland is a huge island in the far, far north of the world. The weather there is very harsh and cold. Even the 'hottest' summer day on Greenland is like a cool winter's day here in England.

In the summer months, the sun never sets; it is light all through the night.



A map showing Greenland

1 The weather there is very harsh and cold.

In this sentence, *harsh* means:

Tick **one**.

wet

tough

rocky

easy

2 When does the sun never set?



The warmest part of the island is on the south coast and that is where most Greenlanders live.

However, it is still a very hard place to live because of the cold.

3 What are the people who live in Greenland called?

4 Why do people find it hard to live in Greenland?



Erik the **RED**

Over the years, different groups of people have tried to live in Greenland, but most found it too difficult.

One man who did live there, and one of the most famous Greenlanders, was 'Erik the Red'. Erik's name might have come from the colour of his hair and beard, or possibly because of his bad temper.



5

...one of the most famous Greenlanders...

What does the word *famous* mean?

6

Give **one** reason why Erik was known as *Erik the Red*.





About 1000 years ago, Erik was sent away from his home in Iceland.

He sailed away from this small ice-covered island to a great big ice-covered island. This island had no name yet and no one lived there, so Erik made it his home.

7

How do you know that Erik had done something wrong when he lived in Iceland?

8

Why did Greenland not have a name until Erik arrived?

Tick **one**.

it was covered with ice

it was 1000 years ago

no one lived there

it was so big



The old stories of Iceland say that Erik became bored and lonely and wanted to persuade other people to come and live on this freezing-cold island with him.

Erik had an idea.

He called the island 'Greenland' and pretended that it was lovely, warm and ... green.

His trick worked. When the people from Iceland heard about this perfect place called 'Greenland', many of them wanted to join Erik. About 300 of them packed up their belongings and set off to join him.



9 Why did Erik want people to join him in Greenland?

Tick **one**.

he was freezing

it was the perfect place

it was warm and green

he was bored and lonely



10 Why did people from Iceland want to join Erik in Greenland?



How we are preparing the children

- Extra staff support
- Target groups – reading, writing, phonics, maths.
- Looking at gaps in children's knowledge
- Examples of tests so the children are familiar with the style of them
- Similar reading comprehensions as a guided read

How you can help at home

- Talk to your child
- Read with them everyday and discuss what they have read
- Help them to learn their spellings and apply them within a sentence, revisiting spellings
- Extending their sentences
- Writing in different contexts
- Encouraging them

Next Meeting

- Friday 8th April at 9:00am to look at the maths aspect of the tests.