

# Key Stage 1 National Curriculum Assessments

Information and Guidance on the Expectations for 2021/22

# Key Stage 1 National Curriculum Assessments

- The Year 2 SATs are Statutory Assessment Tests. They are set by the government and all state schools must administer the tests to children in Year 2 in the summer term.
- The tests are based on the Year 2 curriculum. In 2014 a new national curriculum was introduced. The new curriculum is more rigorous and sets high expectations, which all schools have had to work hard to meet.
- Year 2 assessments are ‘teacher assessments.’ This means that teachers use the results of the SATs papers, along with a wealth of other evidence to make a final judgement on each child. The SATs score will **not** necessarily be your child’s final result

# Assessment and Reporting

click to  
see all  
text

- Children are described as working towards, working at or working at greater depth according to the Year 2 expectations of the new curriculum. There are no levels or numbers, as you may have had previously with your older children.
- On your child's end of year report, you will receive their result as 'working towards the expected standard, working at the expected standard or working at greater depth' in Reading, Writing and Maths. In Science, children are assessed as either working at the expected standard or working towards the expected standard.

chapter  
menu

next page

# The SAT Assessments

[click to see all text](#)

At the end of Year 2, children will take assessments in:

- Reading
- Maths
- Spelling, Punctuation and Grammar (SPaG)

Children will also be assessed on writing but this will not be a formal test.

All assessment are due to take place in May this year.

[chapter menu](#)

[next page](#)

# Reading

click to  
see all  
text

The Reading Test consists of two separate papers. Both papers contain a selection of texts that are designed to increase in difficulty. They include a mixture of poetry, fiction and non-fiction.

- **Paper 1** – consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils. The test takes approximately 30 minutes to complete, but is not strictly timed.
- **Paper 2** – consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Paper 2 contains more challenging texts than paper 1. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete, but is not strictly timed.

chapter  
menu

next page

# Reading: Sample Questions

Questions are designed to assess the comprehension and understanding of a child's reading.

There are a variety of question types:

## 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

chapter  
menu

next page

# Reading: Sample Questions

## Ranking/Ordering

**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 mark

chapter  
menu

next page

# Reading: Sample Questions

## Matching/ Labelling

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**

## Short-Answer Questions

4

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

---



1 mark

chapter menu

next page



# Reading: Sample Questions

click to  
see all  
text

## Find and Copy 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*.

---



1 mark

## Open-Ended Questions

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

---

---



1 mark

chapter  
menu

next page

# Spelling, Punctuation and Grammar

The test consists of two separate papers:

- **Paper 1: Spelling** – pupils to spell 20 missing words within a test booklet. The test is expected to take approximately 15 minutes to complete, but is not strictly timed.
- **Paper 2: Grammar, Punctuation and Vocabulary** – a combined question and answer booklet focusing on pupils' knowledge of grammar, punctuation and vocabulary. Pupils will have approximately 20 minutes to complete the questions in the test paper, but it is not strictly timed.

chapter  
menu

next page

# Grammar, Punctuation & Spelling: Sample Questions

## Grammar, Punctuation and Vocabulary Paper

7 Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.

---

---



1 mark

8 Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.



1 mark

chapter  
menu

next page

# Grammar, Punctuation & Spelling: Sample Questions

## Grammar, Punctuation and Vocabulary Paper

- 19** Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		



1 mark

chapter  
menu

next page

# Grammar, Punctuation & Spelling: Sample Questions

## Spelling Paper

1. I need to \_\_\_\_\_ my holiday suitcase.
2. The \_\_\_\_\_ is dark at night.
3. The snail hid inside its \_\_\_\_\_.
4. My friend has a new \_\_\_\_\_ sister.



Within the assessment, the spelling words are read out to the children to fill into the gaps within the sentences. In this example, the missing spelling words are: **pack**, **sky**, **shell** and **baby**.

chapter  
menu

next page

# Mathematics

Children will sit two tests: **Paper 1 and Paper 2:**

- **Paper 1: Arithmetic** – lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.
- **Paper 2: Reasoning** – lasts for approximately 35 minutes, which includes time for five aural questions. Pupils will still require calculation skills and questions will be varied including 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.

chapter  
menu

next page

# Maths: Sample Questions

## Maths Paper 1: Arithmetic

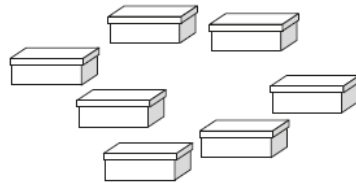
15  $3 \times 3 =$

16  $12 \div 2 =$

# Maths: Sample Questions

## 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

chapter  
menu

next page



# Maths: Sample Questions

## 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

2 marks

chapter  
menu

next page

# How to Help Your Child

[click to see all text](#)

- First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!
- 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
- Ensure that you read **and discuss** your child's book with them **at least three times per week** (daily if possible!)
- Make sure your child has a good sleep and healthy breakfast every morning!

[chapter menu](#)

[next page](#)

# How to Help Your Child with Reading

click to  
see all  
text

Listening to your child read can take many forms:

- First and foremost, focus developing an enjoyment and love of 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, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- 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, magazines, football programmes, TV guides.
- Visit the local library – it's free!

chapter  
menu

next page

# How to Help Your Child with Writing

click to  
see all  
text

- 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).
- Show your appreciation: praise and encourage, even for small successes!

chapter  
menu

next page

# How to Help Your Child with Maths

click to  
see all  
text

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- 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.

chapter  
menu

next page

# Questions

click to  
see all  
text

chapter  
menu

next page