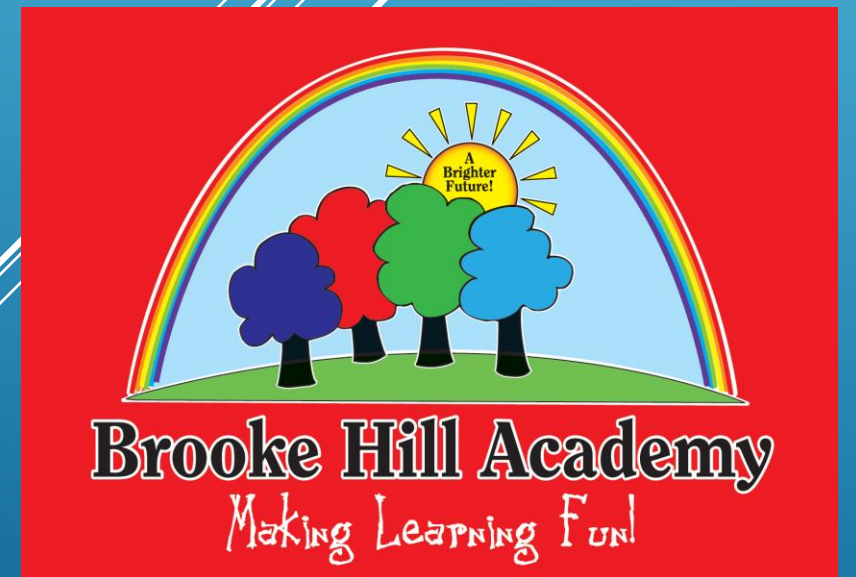
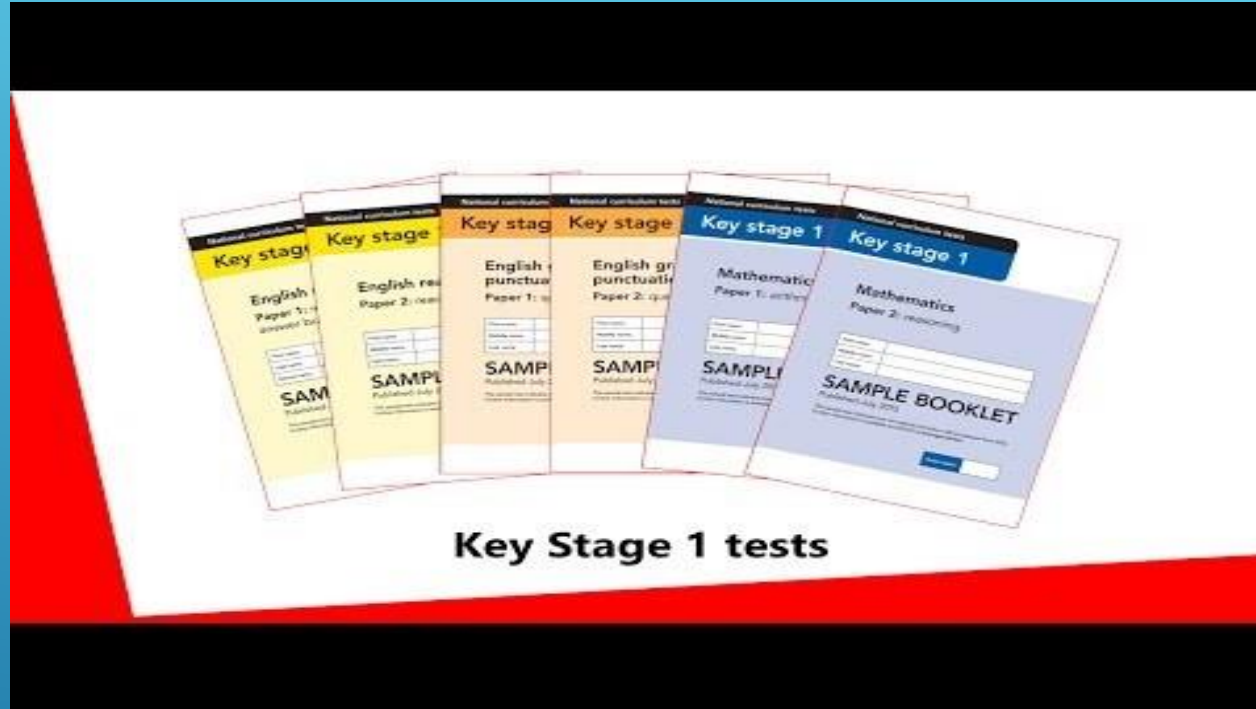


# KS1 SATS INFORMATION EVENING



- Year 2 assessed in reading, writing, grammar, spelling, maths and science.
- Assessed in two ways – tests and teacher assessment.
- The tests inform teacher assessment.
- Teacher assessment is reported to the Local Authority at the end of June.
- Moderation may occur to ensure consistency of data.

# ASSESSMENT AND REPORTING



WHAT AND HOW ARE THEY TESTED?

- There are no tests for writing and science
- They are assessed through teacher assessment and are moderated both internally and externally.

WRITING AND SCIENCE

A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

## Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

# WRITING STANDARDS – WORKING TOWARDS

## 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 STANDARDS - MEETING

## 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>^</sup>
- spell most common exception words<sup>\*</sup>
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)<sup>\*</sup>
- use the diagonal and horizontal strokes needed to join some letters.

WRITING STANDARDS - EXCEEDING

## Working at the expected standard

### Working scientifically

The pupil can:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:
  - observing changes over time
  - noticing similarities, differences and patterns
  - grouping and classifying things
  - carrying out simple comparative tests
  - finding things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

# SCIENCE STANDARDS



## Science content

The pupil can:

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.

# SCIENCE STANDARDS

- Praise and encourage!
- Ensure your child has the best possible attendance at school and complete homework.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Make sure your child has a good sleep and healthy breakfast every morning and let us know if they are not feeling well.

WHAT CAN YOU DO?