



Year 2 - SATs Reading Workshop



Year 2 Tests or SATs



- The SATs consist of up to six tests.
- Two for Mathematics, two for Reading and two for Spelling and Grammar.
- All children are expected to sit all, if not most of the tests.
Some children may be exempt from some or all of the tests.
(This is only done in extraordinary situations and the ultimate decision for this lies with the Head Teacher, Mrs Wheeler).
- We have not seen this year's tests, as they are confidential until the end of May.
- We do not know the pass mark for the tests. This is released in June after everyone in the country has completed the tests.



Reading Tests



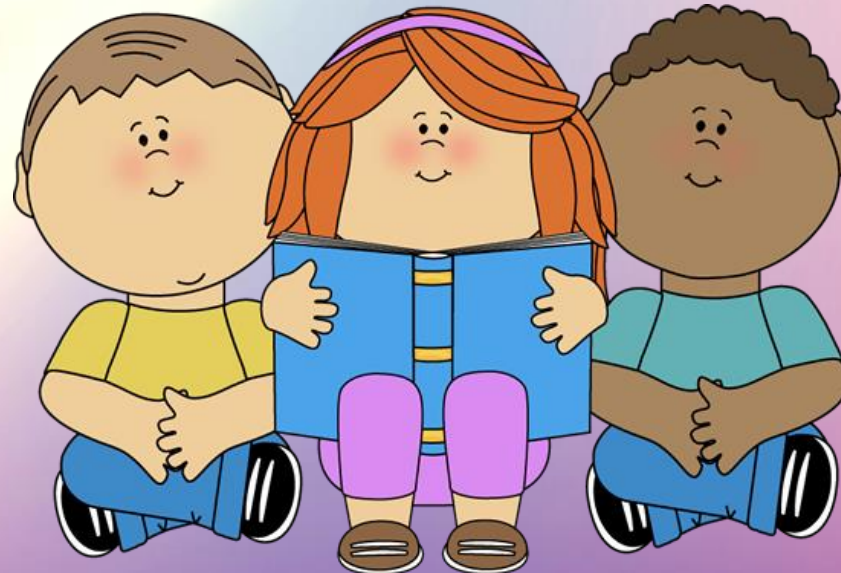
- The Reading test consists of two papers.
- The questions are designed to check the children's comprehension of the text.
- Paper One - is made up of three different text types a short narrative, an information text and a poem. The questions are presented alongside the text. This is generally considered a slightly easier paper.
- Paper Two: is made up of a longer narrative text and an information text. It consists of a reading booklet and separate question booklet. However, it tells the children which page they will find the answer on. It is considered a more challenging paper.



Skills for Reading

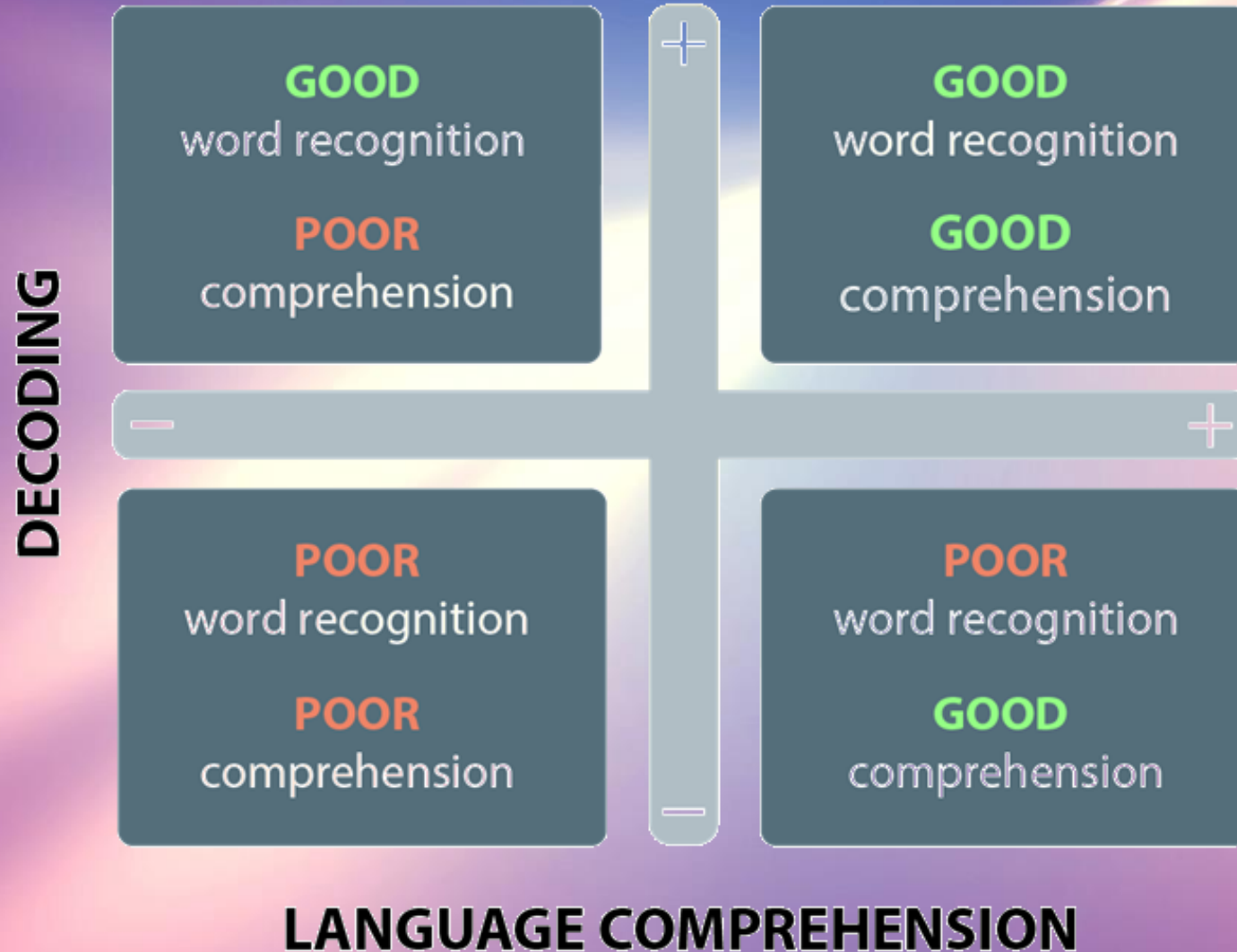


- We will show you and discuss some strategies for reading.
- These skills are transferable and not just for the SATs tests.





Simple View of Reading





Teacher Assessment Framework for Expected and Greater Depth



Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.



Decoding Text or Reading Words



- How do children decode?
- Children can use their phonics; breaking down words into their smallest possible sounds and blending.
For example, c-a-t = cat
- Reading common exception words fluently; these are words that cannot be decoded using phonics.
- Identifying words on sight.
- Using the pictures to help apply a context.
- There are many other strategies to help decode a word, including making a 'good guess'. However, phonics should always be used as the prime method.



Before Reading



- Read the title and the blurb – discuss what the book is about, and using any potential questions in the blurb to discuss.
- Before reading a book with many illustrations or pictures you could 'walkthrough' the book. Use the illustrations to discuss what is happening.
- Ask the children what they think the book is about.
- If it is a story book - What is going to happen? Have they read a similar story? Where is the story set?
- If it is an information text – What are we going to find out about? What facts do you already know? What do you want to find out? Do you have any 'research' questions?



During Reading



- Listen to the children read aloud. Check for any misread words and help to correct them.
- An end of Year 2 expectation is that the children are able to self-check and correct independently; however, they may still need some help with this.
- It is so important for the children to track with their fingers, so they don't lose their place.
- Have a few 'pit-stops' to discuss what the child has read or found out so far.
- Stop at a pivotal point in the story and predict what is going to happen next, the change of setting or the characters feelings and actions.



After Reading



- Discuss what happened during the story or what facts they have found out.
- Discuss and infer the characters feelings and actions.
- Try to 'inter-relate' the characters. How did one character's actions have an effect on the story or other characters? The villains are often good for this discussion.
- Ask them what would happen in a sequel to the story.
- Complete an activity based on the book. For example, a story map, writing a news article, a fact file, rewriting the story, turning the story into a comic strip, writing wanted posters for villains or do something creative in response to the text.



Workshop Materials



Walter Infant School

To be the best I can be



Year 2 - SATs Reading Workshop Materials
Booklet One



Walter Infant School

To be the best I can be



Year 2 - SATs Reading Workshop Materials
Booklet Two





Paper One



- Reading Paper One consists of a combined reading and answer booklet.
- It is not timed; however, the paper is expected to take 30 minutes to complete.
- The children must read the text and answer questions by themselves. We cannot read anything to the children or help them in any way.
- The paper consists of different types of questions.
- There is a short narrative and an information text, sometimes there is a poem.



Paper One - Narrative



Little Cousin Clare

When Bryn heard that his little cousin, Clare, was coming to visit, he was very excited. He lived on a farm, a long way from the nearest village, and he didn't have any brothers or sisters.



Practice questions

- a** What is the name of the boy who lived on the farm?

- b** How did he feel about his cousin visiting?

Tick **one**.

worried ☐

surprised ☐

happy ☐

angry ☐

When Bryn heard that his little cousin, Clare, was coming to visit, he was very excited. He lived on a farm, a long way from the nearest village, and he didn't have any brothers or sisters.



Paper One - Narrative



a What is the name of the boy who lived on the farm?

b How did he feel about his cousin visiting?

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surprised

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angry

☐

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Paper One - Narrative



Bryn got out all his trucks and cars and arranged them in a line. He decided Clare could choose first which to play with, although he couldn't help hoping it wouldn't be the big, blue one.

"I'm glad to see you're tidying up, Bryn," said Dad. "Your room looks much better now."



1 Why did Bryn get out his toys?

Tick **one**.

He was deciding which one to play with. ☐

He wanted to hide them from Clare. ☐

He wanted to tidy them away. ☐

He was getting them ready for Clare. ☐

☐ 1 mark

2 What did Dad say *looks much better now*?

☐ 1 mark

Bryn got out all his trucks and cars and arranged them in a line. He decided Clare could choose first which to play with, although he couldn't help hoping it wouldn't be the big, blue one.

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"I'm glad to see you're tidying up, Bryn," said Dad. "Your room looks much better now."



Paper One - Narrative



But Bryn hadn't finished. He started to sort out his books and put all the ones about animals together and all the ones about trucks together. He wondered if Clare would like different kinds of books, as she was a girl, but he couldn't imagine anyone not liking animals and trucks. After all, his mother was always driving big tractors on the farm.



3 Which **two** topics did Bryn sort his books into?

1. _____
2. _____

☐ 1 mark

4 Who drives the tractor on the farm?

Tick **one**.

- | | | | |
|-------|--------------------------|------------|--------------------------|
| Bryn | <input type="checkbox"/> | Bryn's dad | <input type="checkbox"/> |
| Clare | <input type="checkbox"/> | Bryn's mum | <input type="checkbox"/> |

☐ 1 mark

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Bryn's dad

☐

Clare

☐

Bryn's mum

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Paper One – Information Text



Apple juice

In spring, the apple trees in the orchard are full of flowers. In summer, tiny apple buds grow from each flower stalk. The buds keep growing and, by autumn, the trees are full of ripe, sweet fruit ready to be picked.



Machines cut down the apples, or groups of pickers reach into the trees and fill their boxes with fruit.



15 When are the apples ready to be picked?

Tick **one**.

spring ☐

autumn ☐

summer ☐

winter ☐



1 mark

16 Find and **copy one** word that makes the apples sound tasty.



1 mark

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Paper One – Information Text



At the juice factory, sorters throw out any bad or spoilt apples.

Then a machine washes the rest and mashes them in a milling machine (pips, skin and all). A huge press squeezes the mash until all its juice runs out.

A heater warms up the juice to kill off any germs and it is poured into cartons.



17 Where do the sorters work?



1 mark

18 Find and copy one word that means the same as 'rotten'.



1 mark

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Paper One – Information Text



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Paper One – Information Text



19 What does the apple press do?

Tick **one**.

cleans the apple juice

☐

squeezes out the juice

☐

gets rid of all the germs

☐

washes the apples

☐

☐ 1 mark

20 Look at the section about **apple juice**.

Number the sentences below from 1 to 4 to show the order they happen.

The first one has been done for you.

The machines cut down the apples.

☐

The apples are washed and cleaned.

☐

The fruit grows from apple buds.

☐ 1

The juice is poured into cartons.

☐

☐ 1 mark

End of test

At the juice factory, sorters throw out any bad or spoilt apples.

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The Poem



- Either Paper One or Paper Two will contain a poem.
- Initially, the poem was in Paper One; in last year's test it was in Paper Two.
- The tests are completely confidential, therefore, we do not know which paper it will be in. However, we do know that the children will have to read a poem and answer questions.
- We read poetry in school as a part of our guided reading sessions and in our English lessons.
- It is important to discuss the poems meaning. This is not always an easy skill; however, the poem will be set at an appropriate level.





The Poem



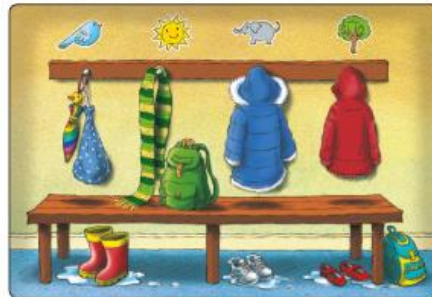
Winter Parcel

Today I'm like a parcel,
wrapped up from top to toe,
protected from the icy winds,
the rain, the sleet and snow.

My head has got a hat on,
my neck hides in a scarf,
and on my hands some puppet gloves,
a tiger and giraffe.

My coat is thick and furry,
and does up very high.
And on my feet I've special boots,
to keep me warm and dry.

So though there's little of me
that anyone can see,
this walking, talking parcel is
most definitely ME!





The Poem - Winter Parcel



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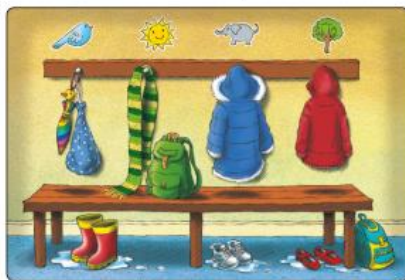
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16 What are **three** types of weather in this poem?

1. _____
2. _____
3. _____

17 *my neck hides in a scarf*

What does this mean?

Tick **one**.

The child's neck
is hurting.

☐

The child's neck
is covered.

☐

The child is playing
hide and seek.

☐

The child's
scarf is lost.

☐



The Poem



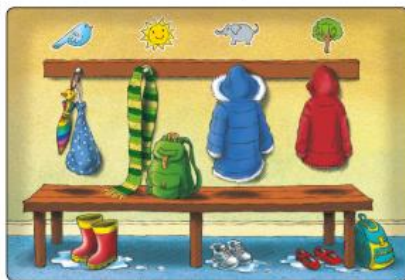
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18

What **two** animals does the child wear on her hands?

1. _____

2. _____

19

Find and copy two words that show that the coat is warm.

1. _____

2. _____

20

How is the child in the poem like a parcel?



Paper Two



- Reading Paper Two consists of a separate reading and answer booklet.
- It is not timed; however, the paper is expected to take 40 minutes to complete.
- The children must read the text and answer questions by themselves. We cannot read anything to the children or help them in any way.
- The paper is made up of different types of questions.
- Usually, it consists of a short narrative and an information text.
- Generally, Paper Two is considered a more challenging text; however, the questions tell you what page number will help you to find the answer.



Paper Two - Information Text



Sea Spray Swimming Pool FREE swimming lessons for YOU

Are you aged between 5 and 10? Would you like to learn to swim or to improve your swimming skills? Then you may be interested in our fantastic offer during the school summer holidays.

Sea Spray Swimming Pool is running a super ten-day swimming course and we are making you an offer you can't refuse because two of the lessons will be completely free!



The lessons are suitable for complete beginners to advanced swimmers. The instructors are trained to teach swimming, life-saving and all water skills. Are you scared of water? Don't worry! Our trainers are experts in dealing with nervous beginners.

The lessons will run from 1st – 14th August.



To join, all you have to do is come to Sea Spray Pool for your first lesson on Monday, 1st August at 10:00am and bring:

- a swimming kit
- a towel
- a packed lunch.

You must bring an adult with you, so speak to your parents or carers about this wonderful offer. Your swimming ability will be checked and you will be put into one of three groups:



- **Tadpole**
- **Goldfish**
- **Dolphin.**

During your lessons, we ask you to keep to these 'golden' rules:

1. Listen to the trainers and follow their instructions at all times.
2. Help to keep changing rooms clean and tidy.
3. Do not shout or dive into the pool.

Sea Spray Pool will provide all of your equipment and the swimming instructors.

At the end of the course, there will be a gala with races and a party.





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(page 4)

1 Who might be interested in reading this poster?

(page 4)

2 When are the swimming lessons?

(page 4)

3 Give **two** things that the instructors at Sea Spray Pool are trained to teach.

1. _____

2. _____



Paper Two - Information Text



(page 5)

4 Find and **copy two** things children have to take when they go to the lessons.

1. _____
2. _____

(page 5)

5 'golden' rules

This means the rules are...

Tick **one**.

very expensive
to follow. ☐

very important. ☐

only for good
swimmers. ☐

completely useless. ☐

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Paper Two - Information Text



(pages 4-5)

6

Put ticks in the table to show which sentences are **true** and which are **false**.

| Sentence | True | False |
|--|------|-------|
| The lessons are only for good swimmers. | | |
| A six-year-old could take part in the lessons. | | |
| Children can sign up on their own. | | |
| There is a party at the end of the course. | | |

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Paper Two - Narrative



A New Home

Past the last house, past the factory gates, past the edge of town, there, hidden at the feet of ancient trees, sparkled a small, green pond.

Tall reeds rustled around its edge, hiding croaking frogs and clouds of buzzing insects.

The pond was home for two small, wild ducks who spent their days swimming and diving for food, and their nights sleeping safely on a small island.

One day, huge, rumbling, grumbling machines crawled towards the pond. With a roar and a gurgle, out poured the pond's precious water.

Now the pond and island were gone forever. The ducks would have to find another place to live. The ducks needed water, where they could swim and find food, and a safe place to sleep.



All day the two ducks flew, leaving the town and its grumbling machines far behind. At last, very tired, they came to the sea. But the waves were frightening, the water was salty, and they couldn't find any food.

Grumpy seagulls squawked and chased them away. When the sun went down, the two ducks slept in a silent fairground.

The fair and the beach could not be a home for wild ducks. So the next day, they flew on and on until they found a busy river.

That night, two tired little ducks slept on a small, bobbing boat, but almost went out to sea in the morning.

The homeless ducks flew and flew. Then, just before the sun set, they found another pond.

The ducks hid in some thick reeds. But they were found, pushed into a dark box, and jolted around for a long time.

At last, they were set free on a lake where tall reeds rustled, frogs croaked, and clouds of insects buzzed over the clear water. A new home at last!





Paper Two - Narrative



(page 8)

A New Home

Past the last house, past the factory gates, past the edge of town, there, hidden at the feet of ancient trees, sparkled a small, green pond.

Tall reeds rustled around its edge, hiding croaking frogs and clouds of buzzing insects.

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11 What other creatures lived by the pond?

Write **two** answers.

1. _____

2. _____

(page 8)

12 One day, huge, rumbling, grumbling machines crawled towards the pond.

What does this sentence tell you about the machines?

Tick **one**.

They moved quickly.

☐

They were noisy.

☐

They were small.

☐

They were silent.

☐



Paper Two - Narrative



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One day, huge, rumbling, grumbling machines crawled towards the pond. With a roar and a gurgle, out poured the pond's precious water.

Now the pond and island were gone forever. The ducks would have to find another place to live. The ducks needed water, where they could swim and find food, and a safe place to sleep.



All day the two ducks flew, leaving the town and its grumbling machines far behind. At last, very tired, they came to the sea. But the waves were frightening, the water was salty, and they couldn't find any food.

Grumpy seagulls squawked and chased them away. When the sun went down, the two ducks slept in a silent fairground.

The fair and the beach could not be a home for wild ducks. So the next day, they flew on and on until they found a busy river.

That night, two tired little ducks slept on a small, bobbing boat, but almost went out to sea in the morning.

The homeless ducks flew and flew. Then, just before the sun set, they found another pond.

The ducks hid in some thick reeds. But they were found, pushed into a dark box, and jolted around for a long time.

At last, they were set free on a lake where tall reeds rustled, frogs croaked, and clouds of insects buzzed over the clear water. A new home at last!



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13 Why did the ducks leave their home?

Tick **one**.

It was too small.

☐

It was destroyed.

☐

They wanted to live in the sea.

☐

They wanted to explore.

☐



Paper Two - Narrative



A New Home

Past the last house, past the factory gates, past the edge of town, there, hidden at the feet of ancient trees, sparkled a small, green pond.

Tall reeds rustled around its edge, hiding croaking frogs and clouds of buzzing insects.

The pond was home for two small, wild ducks who spent their days swimming and diving for food, and their nights sleeping safely on a small island.

One day, huge, rumbling, grumbling machines crawled towards the pond. With a roar and a gurggle, out poured the pond's precious water.

Now the pond and island were gone forever. The ducks would have to find another place to live. The ducks needed water, where they could swim and find food, and a safe place to sleep.



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(page 9)

14 The ducks did not like the sea. Why not?

Write **two** reasons.

1. _____

2. _____



Paper Two - Narrative



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15 Why did someone put the ducks in a box?

Tick **one**.

to take them to a new home

☐

to protect them from seagulls

☐

to live in the box

☐

to take them back to their old pond

☐

(page 9)



Paper Two - Narrative



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(pages 8–9)

16 Number the following from 1 to 5 to show the order things happen in the story.

The first one has been done for you.

Machines destroyed the pond.

The ducks lived happily in the pond.

The ducks were set free on a lake.

The ducks were rescued by a helper.

The ducks hid in some thick reeds.



And Finally, Are There Any Questions?

