

St. James' Primary School KS2 SATS

Y6 information session



Thursday 18th January

Welcome and thank you for coming.

Agenda

- The End of Year Assessment process - a short whistle-stop tour.
- An opportunity to look at examples of the tests taken by the pupils
- An opportunity to ask any questions that you might have

Key Stage 2 SATS

The new national curriculum was assessed for the first time in May 2016 so this will be the third year that the new style of tests are undertaken.

This year's Key Stage 2 tests are timetabled for Monday 14 May to Thursday 17 May 2018

Key Stage 2 SATS Timetable

Mon 14th May - Thurs 17th May

Monday 14th May 2018

**English grammar, punctuation and spelling Paper 1: questions.
English grammar, punctuation and spelling Paper 2: spelling**

Tuesday 15th May 2018

English: reading

Wednesday 16th May 2018

**Mathematics Paper 1: arithmetic
Mathematics Paper 2: reasoning**

Thursday 17 May 2018

Mathematics Paper 3: reasoning

What are SATs?

- KS2 SATs (National Curriculum Tests) are tests children take at the end of Year 6. SATs test children on what they have learnt between Year 3 and Year 6.
- KS2 SATs are **mandatory** tests from the National Curriculum assessment programme. All state schools in England are required to provide the tests.
- They are marked externally and the results sent to schools.

Reporting the results

Scaled Scores

- All test outcomes at KS2 will be reported as scaled scores and you will be told whether or not your child has met the expected standard.
- The national (expected) standard will be 100.
- Raw scores (the number of marks awarded for each subject) will be translated to scaled scores using a conversion table devised by the DFE.
- You will be given your child's scaled score and whether they have reached the expected standard set by the Department for Education ('NS' means that the expected standard was not achieved and 'AS' means the expected standard was achieved). No child will be awarded greater depth for maths, reading or GPS.

Reporting the results

Scaled Scores Examples:

- A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test.
- A child awarded a scaled score of 112 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum at the end of the key stage.
- A child awarded a scaled score of 94 is judged to have not yet met the national standard and indicates that the child may need more support to help them reach the expected standard.

Reporting Results

- The test results will be available mid July.
- As already mentioned, a child's attainment at the end of Year 6 will be clearly reported to parents.
- High schools will use the information to set initial targets for the children. However, they will also conduct their own assessments to ensure that groupings and activities are tailored to meet the learning needs of all individuals.
- OFSTED use the SAT results as a key indicator of a school's effectiveness.
- Children's progress, as well as their achievement, will be measured and reported on in school performance tables.

The English Tests

- Reading - 50 marks - 1 hour
- Grammar, Punctuation and Spelling Test - 50 marks - 45 minutes
 - Spelling test - 20 words - 15 minutes
- Writing - A Teacher Assessment of writing ability will be made in May/June 2018.

Reading Test

The Reading Test

- For this test there will be one reading book and one answer booklet.
- The test will last for **one hour** (including reading time).
- There will be a total of 50 marks available.
- There will be a range of texts including fiction, non fiction and poetry.

Marks will be awarded as follows:

- Multiple choice or other selected responses: 10% - 30%
- Short responses: 40% - 60%
- Extended responses: 20% - 40%

Reading

20

Into your pitiful shell, so brittle and thin

In this line, the word *brittle* is closest in meaning to...

Tick one.

shiny.

soft.

delicate.

rough.

Some questions will test the children on their understanding of vocabulary.

1 mark

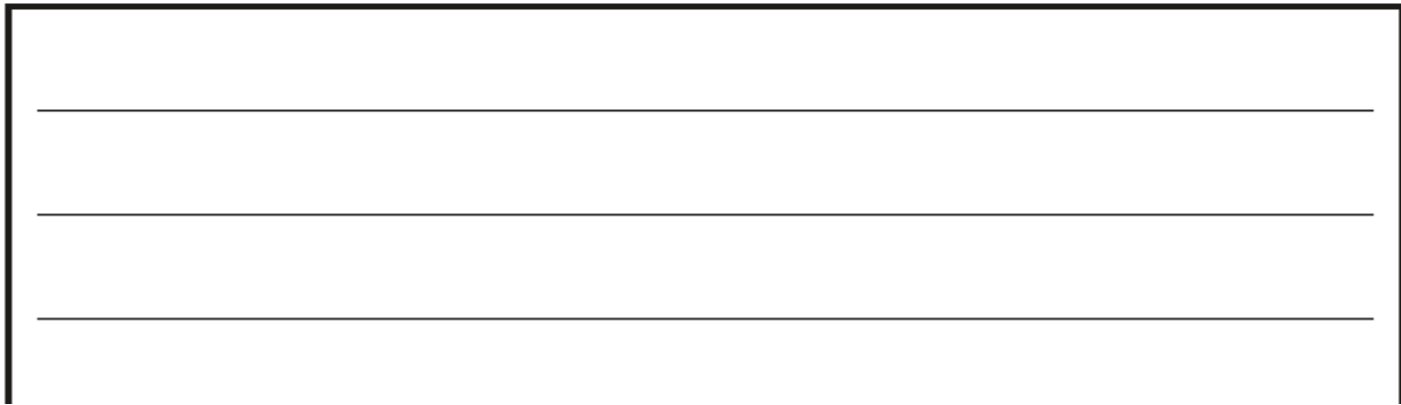
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The iguanodonts are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodonts in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.



Others will require the children to deduce answers by using words or phrases as evidence.

Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

Professor
Summerlee.

Lord John.

Malone.

Professor
Challenger.

1 mark

(b) At the start of the extract the men entered the forest...

carefully.

quickly.

fearfully.

noisily.

1 mark

(c) There, they came to a patch where the stream was...

smaller.

bigger.

faster.

slower.

1 mark

(d) The ferns here were spaced...

regularly.

randomly.

carefully.

equally.

1 mark

Some questions will ask the children to find literal answers from the texts.

Grammar and Punctuation

The Grammar, Punctuation and Spelling Test:

- There is a specific focus on knowing and applying grammatical terminology with the full range of punctuation tested.
- Technical terms in grammar will be tested.
- There will be one test paper for grammar, punctuation and vocabulary and one test paper for spelling.
- The grammar test will last for **one hour** and there will be a total of 50 marks available.
- In the grammar test, two thirds of the marks will be for multiple choice questions. The remaining questions will require pupils to write a longer answer.

Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

Spelling

There are 20 spelling sentences.

The spelling words are tested within the context of a sentence.

As the sentences are read out to the children, they fill in the correct spellings on their copy of the text.

Spelling

1. Sara wanted to be an explorer and _____ new lands.
2. The spy was sent on a secret _____.
3. For PE lessons, your clothes should be _____ and comfortable.
4. The _____ showed which way to go.
5. China is a large _____.
6. Laura won a medal for _____.
7. Not all berries are _____.
8. Sit up straight to improve your _____.

Writing

Writing is assessed differently to all other areas. There is no writing SAT. Instead throughout the year:

- Teachers assess children's writing in a range of different genres,
- Children's grammar, punctuation and spelling skills will be assessed as part of their writing along with their creativity and writing style,
- Schools will moderate their judgements with other local schools and may be moderated by their Local Authorities too.

Writing

Writing will be judged against the following criteria set by the DfE:

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Writing

Writing will be judged against the following criteria set by the DfE:

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Writing

For writing, we will then report our decisions at the end of the year in terms of children:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

Maths Tests

There will be three papers: 1 arithmetic paper and 2 mathematical reasoning papers.

Questions in the **arithmetic test** will cover:

- mental calculations
- straight forward addition and subtraction
- more complex calculations with fractions
- long division and long multiplication

Gridded paper will be provided in answer spaces for questions on the arithmetic paper and for some questions on paper 2.

Maths Tests

Arithmetic Test

- There will be 36 questions in the arithmetic test worth a total of 40 marks.
- The test will last **30 minutes**.

Mathematical Reasoning Papers

- There will be two mathematical reasoning papers.
- Each paper will be of **40 minutes** duration with a total of 35 marks per paper available.

Questions taken from Paper 2 - Reasoning

What is 444 minutes in hours and minutes?

hours	minutes
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1 mark

Write the two missing digits to make this **long multiplication** correct.

$$\begin{array}{r} \times \quad \quad \quad \square \quad \square \\ \quad \quad \quad 4 \quad \square \\ \hline \quad \quad 2 \quad 4 \quad 6 \\ \quad 8 \quad 2 \quad 0 \\ \hline 1 \quad 0 \quad 6 \quad 6 \end{array}$$

2 marks

Access Arrangements

- Some pupils with specific needs may need additional arrangements to be put in place so that they can take part in the key stage 2 tests. Access arrangements are adjustments that can be made to support these pupils. We must consider whether any of our pupils will need access arrangements before we administer the tests.
- Access arrangements should be based primarily on normal classroom practice and they must never provide an unfair advantage. The support given must not change the test questions and the answers must be the pupil's own.

Access Arrangements

Access arrangements might be used to support pupils:

- who have difficulty reading
- who have difficulty writing
- with a hearing impairment
- with a visual impairment
- who use sign language
- who have difficulty concentrating
- who have processing difficulties

These children may benefit from:

- additional time
- scribes
- a reader
- test modifications

How are we preparing?

- Continuous Assessment - identifying the gaps and helping to fill them
- Focused (timed) arithmetic lessons
- Focused GPS lessons (Spelling, Punctuation & Grammar)
- Guided and Independent Reading
- Writing Assessments carried out regularly - pupils involved in this process
- Practising previous SATS papers
- Teaching 'test techniques' and vocabulary
- Home Learning to support teaching & learning in school
- Booster groups and intervention groups
- Keeping up to date with information provided by the DfE

HELPING AT HOME

- Remember your child's education is a partnership. Meet with teachers at parents' evenings and see how they believe you can help.
- Support your child with their homework.
- Read regularly and discuss a variety of texts - don't just listen to your child read.
- Try short bursts of arithmetic practice and recalling times tables facts.
- Practise telling the time and problem solving etc.
- Regularly practise the year 5/6 key words/spellings.
- Use websites and online activities to practise skills.
- Encourage your child to believe in themselves, "You can do it!"
- **Do not** put your child under too much pressure. Have fun, they will find things easier to remember if they remember the good times they had learning.
- Help children to relax and do things that are not related to school.

Throughout the year, We recommend...

- Early nights and lots of sleep
- Good attendance
- Good punctuality
- A good breakfast every day
- A positive attitude - encourage your child to embrace the mistakes that they make and to learn from them
- Lots of praise and encouragement

Resources to help at home

[CGP Revision Guides](#)

<http://www.bbc.co.uk/schools/revision/>

BBC BiteSize - This is an excellent site, providing revision help for KS2, KS3, KS 4 and KS5. This covers all subjects through activities and tests.

http://www.icteachers.co.uk/children/children_sats.htm

ICT Teachers - A wide range of KS2 SATs questions, from both past papers and their own team of teachers.

<http://www.woodlands-junior.kent.sch.uk/revision/index.html>

Revision pages at **Woodlands Junior School**. These revision pages support the work they do at Woodlands Junior School. They have been put together for their students to help them with their revision. Included are some sample questions taken from past Key Stage 2 SATs papers, as well as a whole host of interactive tests/quizzes.

<http://www.compare4kids.co.uk/literacy.php>

Literacy Bootcamp - Lots of useful activities and videos to support grammar revision.

Any Questions?

