Welcome to St Mary's School



SATs Information Evening

Agenda:

- To share important information about the tests.
- To share ideas about how to help your child at home.
- To answer any questions you may have about the tests and assessments.

A new National Curriculum was introduced in 2014.

As a result, the Standards and Testing Agency (STA) changed the tests so that they would cover the new curriculum. Pupils took the new SATs tests for the first time in May 2016.

What does SATs stand for?

- Standard
- Assessment
- **Tests**

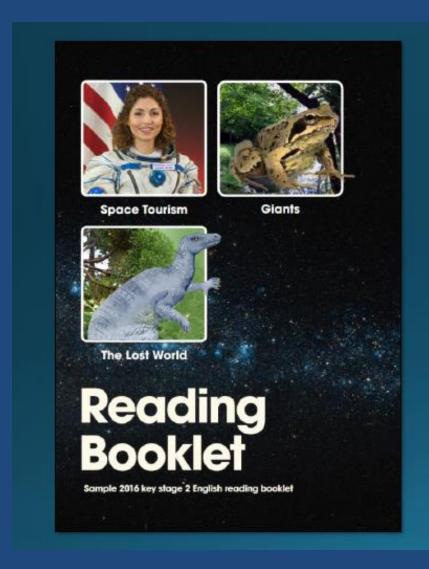
What are SATs?

- The key stage 2 national curriculum tests are designed to test children's knowledge and understanding of specific elements of the key stage 2 programmes of study.
- They provide a snapshot of a child's attainment at the end of the key stage.

SATs Week

Date	Activity
Monday 13th May 2019	English Paper 1 : Punctuation and grammar English Paper 2 : Spelling
Tuesday 14th May 2019	English Reading Test
Wednesday 15th May 2019	Mathematics: Paper 1 arithmetic test. Paper 2 reasoning.
Thursday 16 May 2019	Mathematics: Paper 3, reasoning.
Friday 17 th May 2019	No tests today.

Reading



Paper 1

- ① 60 minutes

Similar to the 2014-15 series, i.e. with no separate reading time.

Based on 2 or 3 texts in a separate reading booklet – likely to include both poetry and fiction.

Structure of the Reading Test

- Likely to be 3 texts (although framework permits only 2).
- Likely balance: Non-fiction, fiction & poetry.
- May well include an older text & vocabulary.
- Total reading quantity: 1500-2300 words.
- Texts sequenced in order of text difficulty.
- Questions broadly in increasing difficulty, although within the limits of keeping chronological approach.

There will be a variety of question types:

- Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in the story'
- Labelling, e.g. 'Label the text to show the title of the story'
- Find and copy, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- Short constructed response, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins *As the door slowly opened...* How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'
- The children have been practising in class already. They are aware of how on 3 mark questions they need to give detailed answers in order to secure the 3 marks. Usually making at least 3 marks.

2a – Vocabulary

•	n	
20	u	
	-	

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.

1 mark

21

Explain two things that the words emerald scrap suggest about the frog.

15 craphangagestythat it is tiny and fragile. 'Emerald' tells us that it is a shimmering green.

2b - Retrieval

2 25 Circle the correct option to complete each sentence below. (c) There, they came to a patch where the stream was... slower. smaller. bigger. faster. 1 mark 3 The ferns here were spaced... regularly. randomly. carefully. equally. 26 How far into the forest did the stream become a considerable bog? 1 mark

2c - Summarise

24	What is the main message of the poem?	Tick one.	
	People can learn a lot from holding small creatures.		
	People should think about how their actions affect others.		
	People are much bigger than frogs and snails.		
	People should overcome their fear of nature.		1 mark

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Lord John saw the dinosaur tracks first.		
Professor Summerlee has faked the evidence.		
Professor Challenger worries that people won't believe them.		
They are all frightened of the iguanodons.		

1 mark

2d - Inference

The iguanodons are described as inoffensive brutes...

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

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

Use evidence from the text to support your answer.

The only one in the sample test.



3 marks

1

2e - Predict

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.



Here is the key!

2 marks

2f – Information/narrative contribution 2h – Comparisons within the text

- 35 The mood of the characters changes throughout the extract.
 - (a) Find and copy the group of words on page 9 where Lord John's mood changes.

1 mark

(b) How does Lord John's mood change?

1 mark

2g - Word choice

12

...in a flash... (page 6)

What does this tell you about the burning of rocks in space?

33 L

Look at the paragraph beginning: I had the same feeling of mystery and danger around us.

Find and **copy four different** words from the rest of the paragraph that suggest danger.

- 1. _____
- 2. _____
- 3. _____
- 4.

Grammar, Punctuation & Spelling: KS2

Spelling

- 1. Sara wanted to be an explorer and ______ new lands.
- 2. The spy was sent on a secret _____
- For PE lessons, your clothes should be ______
 and comfortable.
- 4. The ______ showed which way to go.
- China is a large ______.
- 6. Laura won a medal for ______
- 7. Not all berries are
- Sit up straight to improve your
- 9. Karen went on a ______ ride in Lapland
- 10. Misha ate a ______ chocolate pudding.

Paper 1: GP&V

- ② 45 minutes

Grammar questions first

Paper 2: Spelling

- (2) Approximately 15 minutes

Very similar to previous tests... except in terms of demand!

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SPAG Question Types

The grammar and punctuation test will include two sub-types of questions:

Selected response, e.g. 'Identify the adjectives in the sentence below.'

Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

Explain how the different **prefixes** change the meanings of the two sentences below.

The chef said the pasta was <u>uncooked</u>.

This means that the pasta _______

The chef said the pasta was undercooked.

This means that the pasta _____

Antonym

opposite avoids

data sections alterg and sest.

Word Families

group of words that selv-file bouilt boses for barns most world

Frank hands bremelyp

Singular & Plural Nouns

Singular mount Indicate from it one Acres brown and

Plus of mouse and in visual early adds det Lorde

consensate a self-sends in ship at it. In it. - 445 94 charts a dustries

ends in component in y. in change i to Look in Andre + Subden

arch asset to pick addle. ROY 1 TOWN

makes following of the scale of Staff (States

Formal/ Standard

tops of English you should-use myou actition swiph

Have you seen forch

Non-standard

informal war of lamp-arpe

Wager bases here.

Vocabulary & Spelling

Sentances Verb Forms & Tenses

SATS Companion

www.satscompanion.com

Prefix

ack! to the languages of the second to make a new world

trans Inspect Sense: Expend I + fam +

Synonym sond that mean

the same districtions and anothers said and unhappy

Homophones but don't news the same shing.

No. East. Back

Vowels

KRADE all arthur factors

Suffix ASSESSMENT AND of the word to make a new w

(Newson Capable of) * automobile

Clauses

a group of words that common a work. part of a sentence

Mainthone

simple sentence that contains subsect. and ranks and makes sense on its own

Subordinate clause (or phrase):

umply semance which does not make sense on its own. Love Josep in New York, which is where

my parents live

Typie of subsendinate clause that describes noun

who which that She free in Paris, which delictive promount or the copietal of France believes claused

Subordinating conjunctions I disnot like days because they are loud

his, and run but on

MY, N. FANSCYS

Commas,

- Hyphens,

Bullet **Points**

middle of the samula

Speech

aparach marks

said Penn.

repeating what euroscore

and derest sand to our

Parties said he all dentitioned to de to advant

selfe direct exactly what the

person's search use meeted

"Laker'D want to go to school,"

Capital

.71

Adopted

anality)

Phrases

group of words which

doesn't have a verb.

subject or Soft.

Noun Phrases

The old sity

STATE ACTS HOLES

Adjective Physics

starts with adjective

happy at his results

Preposition Phrase

contained preposit

under the seather

Conjunctions

He lives stops and the liver cars

Ce-ordinating conjunctions

Newspeak

comma ("speech marks")

Indirect

was of white pand ramplions are a solution THE A SHAPPENING used to more persons. make fets, and sold extra

- thad a bowl of your If usually have rised for

() Brackets.

... Ellipses,

- Dashes

Apostrophes

time thing belongs to unother The bond of the slop is the stops bone.

some approximation () to show you have amount of the second service for Aut Spattern Now have in pitry left.

? Question

ore question mark to all a question

Phowerhamp framely of: population?

Statement

amply to lie that trouber sarviting

J Rave many Nerrolls.

Exclamation

uses exclamation hark to show sentence is saying something surprising or with force

Types of

National clause

Compound

Complex

with a connective

auditordinate charies

Sentences

Mis Joves is a great teacher.

Nas Zylavania frésoff popular

Ms Jones is a great teacher and she's always height.

has a main change, convention and

alloops has a wrote on har from

Mis Jones, who is a great teacher.

Subjunctive Forms

allot used in commands, wishes and requests

Filmers shanger I would'the that box

or shows something imaginars, writted or possible.

. That drig is silvey

Command

someone tirchs

Harts with wants

Cine the su

to your friend

Semicolons,

: Colons

seaso of the back fluorings.

upped to divide tompricated

It was very later everyone

used at the start of lists;

used in European chauses in

Drong those strongs to the

pime: curley plane, and bod.

Connective

second on principle that links

s shit, breides Accepter

claimes or serverous

meting insitu

Noun

nemes, person, place.

Camerus -hand talific dog

Proper Spink London Collective

teats family hard Abstract

-favo, points, Fade

who is the ection

Andres (whitet)

done to or for?

specific to people

Jorge (abject)

Pronoun

takes the place of a your

Personal

while tarying out

- I, ptu, she, him, wei us, they there Buldler STAT, WHICH, MICH, MICHAEL, MICHAEL

Prosessive -my stone post fint, fat: Steel, Steels many electrons on betamed etc. advertis by adding Jy to the end

Adverbs

aborts por additional

information about the one.

place of Humber of the verb

aroud -> prouds kind -> kindly glow -> picwly

Adverbial Subject Verb the hingle person Phrase

a shing-in action word

plies more short

Adjective

describes anow a franchistry stop

Determiners

an activitical phrase is when

The furnisher streck the

stand whilst we were attenti-

riche than one word does the

mercils from annual are nowns

advantis jolo

belle pics seherther soluti is: specific Shell or general la or and

The took the small sustance

Preposition

where is when something. is in relation to something also

after; above, on, under . The dog will under the table. After the more, such was happy.

Present & Past Progressive

Present progressive The is nearly give book

Screen Clipping

District have a conduct for lands

Simple Past

I walked to school this

Simple

Present

scanuthing subots

happens regularly

Ewall trached.

Present & Past Perfect

Modal Verbs

early would be about

Present perfect form une Name Print Have mad The Trees

Link Flat

Part perfect form

- Ne had left the room.

Active & Passive Verbs

Action until where the todays titles

The boy huggest the tookly dear The boy does the action.

Pattiles

with where the publish of the sections has the action Money No. 61

- The tickly bear was hugged by the boy. The bear receives the action.

New Curriculum Spelling List Years 5 and 6



accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee

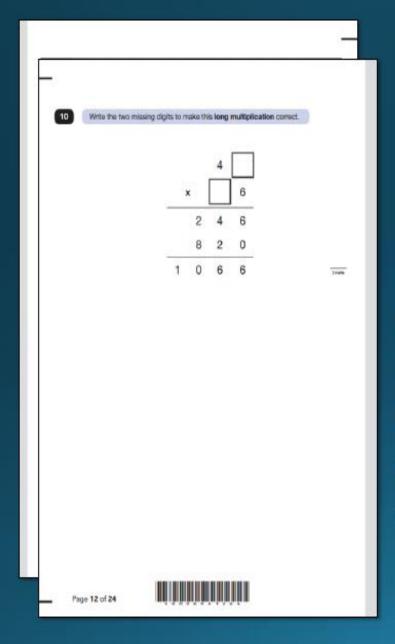
communicate community competition conscience conscious controversy convenience correspond criticise curiosity definite desperate determined develop dictionary disastrous embarrass environment

equip equipped equipment especially exaggerate excellent existence explanation familiar foreign forty frequently government quarantee harass hindrance identity immediate

immediately physical individual prejudice interfere privilege interrupt profession language programme leisure pronunciation symbol lightning queue marvellous recognise mischievous recommend muscle relevant necessary restaurant neighbour rhyme nuisance rhythm sacrifice occupy secretary occur opportunity shoulder parliament signature persuade sincere

sincerely soldier stomach sufficient suggest system temperature thorough twelfth variety vegetable vehicle yacht

Mathematics tests: KS2



Paper 1: Written arithmetic

- ② 30 minutes

Approximately 36 questions
Some 2-mark questions requiring specific methods.

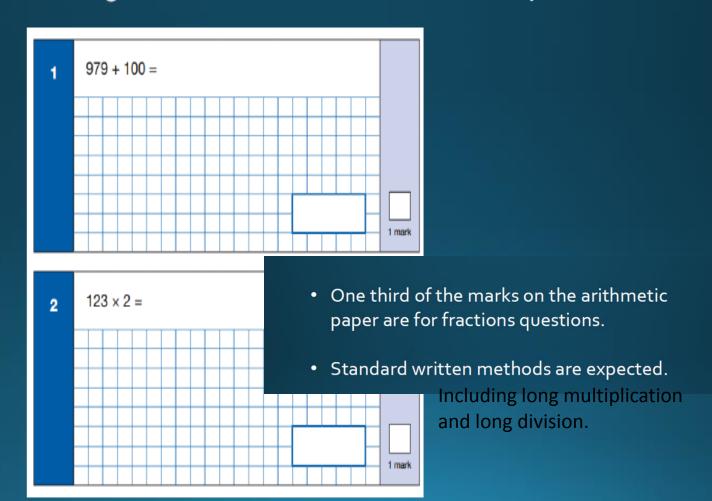
Papers 2 & 3: Reasoning

- ② 40 minutes each
- ☑ 35 marks each

Only equipment allowed is a ruler, angle measurer and mirror.

KS2 Written Arithmetic paper 1

<u>All</u> questions have grids, even where it shouldn't really be needed.



Papers 2 and 3

These involve a number of question types, including:

- Multiple choice.
- True or false.
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart.
- Less constrained questions, where children will have to explain their approach for solving a problem.



She uses this formula to work out how much to charge for one bag of cakes.

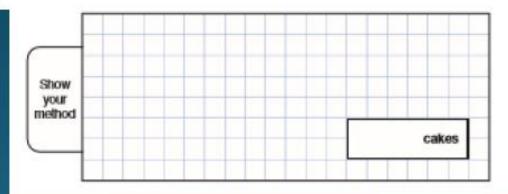
Cost = number of cakes × 20p + 15p for the bag

How much will a bag of 12 cakes cost?

£

Olivia buys a bag of cakes for £5.15

Use the formula to calculate how many cakes are in the bag.



7 metro

Writing Assessment No test- teacher assessment based on writing in Literacy and across the curriculum.

A rising tide...

creating atmosphere, and integrating dialogue to convey character and advance the action selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs using passive and modal verbs mostly appropriately using a wide range of clause structures, sometimes varying their position within the sentence using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens Level 5: A range of punctuation used, almost adverbials, complex noun phrases and expanded noun phrases which is mostly correctly, including common exception words* (years 5 and 6) maintaining legibility, fluency and seed in handwriting Level 5: a page of connectives used to clarify relationship between paragraphs Level 5: wider range of connectives used to clarify relationship between paragraphs Level 5: wider range of connectives used to develop or elaborate ideas both within and between paragraphs Level 5: A range of cohesive devices used to develop or elaborate ideas both within and between paragraphs Level 5: Pupils use a range of sentence structures and varied vocabulary to create effects using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision Level 6: Confident use of a range of sentence features to clarify or emphasis of meaning, e.g., fronted adverbials, complex noun phrases, prepositional phrases. Level 6: A range of punctuation is usually used correctly to clarify meaning level 6: A range of punctuation used, almost always accurate level 5: Range of punctuation used, almost always correctly, e.g. commas mark phrases and clauses, brackets, dashes Level 6: Spelling is generally accurate, including that of irregular		
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Level 4: including the use of modals to express prediction, possibility, permission using a wide range of clause structures, sometimes varying their position within the sentence using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision Level 6: Pupils use a range of sentence structures and varied vocabulary to create effects Level 6: Confident use of a range of sentence features to clarify or emphasise meaning, e.g. fronted adverbial Level 6: A range of sentence features are used to give clarity or emphasis of meaning, e.g. fronted adverbials, complex noun phrases, prepositional phrases Level 6: A range of punctuation is usually used correctly to clarify meaning for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens spelling most words correctly, including common exception words* (years 5 and 6) Level 6: Pupils use a range of sentence structures and varied vocabulary to create effects Level 6: Pupils use a range of sentence structures and varied vocabulary to create effects Level 6: A range of sentence features to clarify or emphasis of meaning, e.g. fronted adverbial Level 6: A range of punctuation is usually used correctly to clarify meaning Level 6: Semi-colons, not always accurate Level 6: Semi-colons, not always	using passive and modal verbs mostly appropriately	
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	spelling most words correctly, including common exception	
maintaining legibility, fluency and speed in handwriting Level 4: Handwriting style is fluent, joined and legible.	words* (years 5 and 6)	
000000000000000000000000000000000000000	maintaining legibility, fluency and speed in handwriting	Level 4: Handwriting style is fluent, joined and legible.
through choosing whether or not to join specific letters.	through choosing whether or not to join specific letters.	

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, subheadings, 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.

Writing 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

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely toenhance meaning and avoid ambiguity.

[There are no additional statements for spelling or handwriting]

Will my child have support?

- Any child can ask an adult to read a question for them in the Maths and SPaG tests.
- Some children will qualify to have all the questions read to them.
- Some children will qualify for additional time.
- Some children will qualify to have their writing transcribed.
- Some children will take their tests in additional rooms.

Should I be doing something to help my child?

- Help them to keep everything in perspective.
- Make sure they get enough sleep
- Make sure they have a good breakfast
- Encourage them to complete their homework.
- Explain to them that SATs are a way of showing off what they can do.
- Encourage them to ask for help we are available every lunchtime every day!
- Practise times tables for quick recall.
- Read with them and discuss meanings of words as well as themes and characters.
- Purchase the study guides (optional) eg Rising Stars
- Use BBC Bitesize .
- Practise enables your child to feel more confident and less anxious.
- Contact us if you have any concerns.

'What if?'

What if my child feels "nervous" on the day?

 Every child will also be given a teacher assessment that shows what level your child is working at in school

What if my child is ill?

• If your child is well enough to take the test they should be in school. If a test is missed your child will not receive a level for that test. However there is a time frame within which the test can be sat under specific circumstances.

What if my child is late to school?

• The SATs usually start after 9.15am to allow for any late arrivals.

Receiving Results: 2019

- Levels have been replaced by scaled scores
- The expected standard will be a score of 100. Scores of above or below 100 will show pupils exceeding or failing to meet the expected standard.
- Each pupil registered for the tests will receive:
- A raw score
- A scaled score
- Confirmation of whether or not he/she attained the expected standard

•Any questions?