

Welcome to St Mary's
School



SATs Information
Evening

Agenda:

1. To share important information about the tests.
2. To share ideas about how to help your child at home.
3. 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

⌚ 60 minutes

☑ 50 marks

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

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.

☐

1 mark

21

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

Scrap suggests that it is tiny and fragile. 'Emerald' tells us that it is a shimmering green.

2 marks

2b – Retrieval

2

25

Circle the correct option to complete each sentence below.

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

smaller.

bigger.

faster.

slower.

1 mark

3

(d) The ferns here were spaced...

regularly.

randomly.

carefully.

equally.

1 mark

26

How far into the forest did the stream become a *considerable bog*?

4

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

34

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

29 The iguanodons are described as *inoffensive brutes*...

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

1

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

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

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. _____

2 marks

Grammar, Punctuation & Spelling: KS2


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 _____.
9. Karen went on a _____ ride in Lapland.
10. Misha ate a _____ chocolate pudding.




Paper 1: GP&V


 45 minutes

 50 marks

Grammar questions first

Paper 2: Spelling

 Approximately 15 minutes

 20 marks

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

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.'

31

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

The chef said the pasta was uncooked.

This means that the pasta _____

The chef said the pasta was undercooked.

This means that the pasta _____

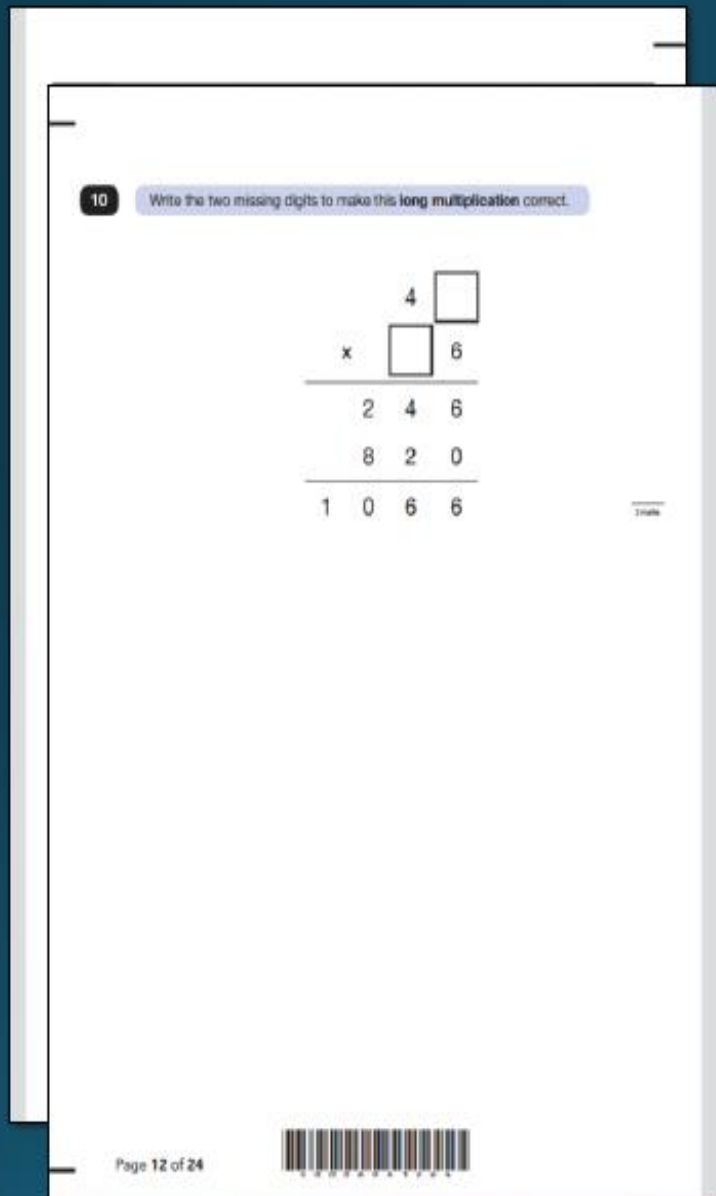
1 mark

New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Mathematics tests: KS2



Paper 1: Written arithmetic

⌚ 30 minutes

✓ 40 marks

Approximately 36 questions

Some 2-mark questions requiring specific methods.

Papers 2 & 3: Reasoning

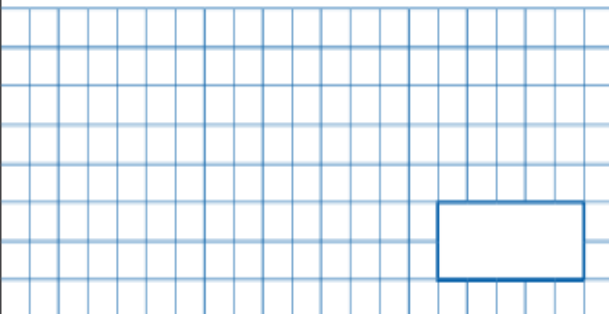
⌚ 40 minutes each

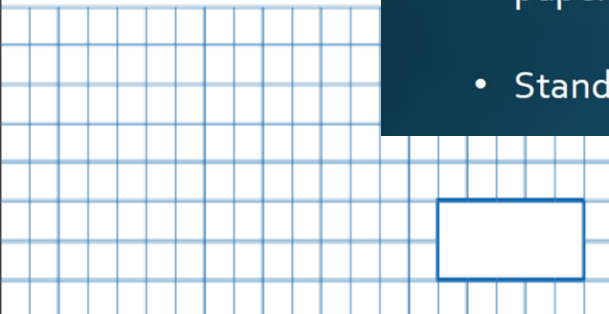
✓ 35 marks each

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

KS2 Written Arithmetic paper 1

- All questions have grids, even where it shouldn't really be needed.

1	$979 + 100 =$	<input type="text"/>	1 mark
			

2	$123 \times 2 =$	<input type="text"/>	1 mark
			

- One third of the marks on the arithmetic paper are for fractions questions.
- Standard written methods are expected.

Including long multiplication and long division.

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.

8

Maria bakes cakes and sells them in bags.



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

$$\text{Cost} = \text{number of cakes} \times 20\text{p} + 15\text{p for the bag}$$

How much will a bag of 12 cakes cost?

£

1 mark

Olivia buys a bag of cakes for £5.15

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

Show
your
method

cakes

2 marks

Writing Assessment

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

A rising tide...

Interim Framework	Old Attainment Targets (including APP or KS2 exemplification)
creating atmosphere, and integrating dialogue to convey character and advance the action	<u>Level 5: Content is balanced and controlled with some effective selection and ordering of text to engage the reader, e.g. placement of significant idea/event for emphasis; reflective comment; opinion; dialogue...</u>
selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly	<u>Level 5:</u> using a more formal style where appropriate <u>Level 6:</u> showing some adaptation of style and register to different forms, including using an impersonal style where appropriate.
using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs	<u>Level 5:</u> wider range of connectives used to clarify relationship between ideas <u>Level 5:</u> overall direction of the text supported by clear links between paragraphs <u>Level 5:</u> A range of cohesive devices used to develop or elaborate ideas both within and between paragraphs
using passive and modal verbs mostly appropriately	<u>Level 5:</u> Emphasis may be created through word order and accurate use of verb phrases, including the passive voice where appropriate <u>Level 4:</u> including the use of modals to express prediction, possibility, permission
using a wide range of clause structures, sometimes varying their position within the sentence	<u>Level 6:</u> 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	<u>Level 6:</u> confident use of a range of sentence features to clarify or emphasise meaning, e.g. fronted adverbial <u>Level 6:</u> A range of sentence features are used to give clarity or emphasis of meaning, e.g. fronted adverbials, complex noun phrases, prepositional phrases
using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens	<u>Level 6:</u> A range of punctuation is usually used correctly to clarify meaning <u>Level 6:</u> some use of semicolons, not always accurate <u>Level 5:</u> Range of punctuation used, almost always correctly, e.g. commas mark phrases and clauses, brackets, dashes
spelling most words correctly, including common exception words* (years 5 and 6)	<u>Level 6:</u> Spelling is generally accurate, including that of irregular words.
<u>maintaining</u> legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	<u>Level 4:</u> Handwriting style is fluent, joined and legible.

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.

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 to enhance 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?