

St. James' Primary School
KS2 SATs 2020

**Year 6 Parent
Information Session**

Welcome

- ✓ The End of Year Assessment process – a 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

This year's Key Stage 2 tests are timetabled for Monday 9th May to Thursday 12th May 2022.

Key Stage 2 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.

Timetable

Monday 9th May 2022

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

Tuesday 10th May 2022

English: reading

Wednesday 11th May 2022

Mathematics Paper 1: arithmetic
Mathematics Paper 2: reasoning

Thursday 12th May 2022

Mathematics Paper 3: reasoning

Reporting Results

- ✓ 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 is 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 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.
- ✓ Along with the results, you will receive information from DfE explaining the scaled scores.

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.
- ✓ Secondary 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.

English

- ✓ **Reading Paper** - 50 marks – 1 hour
- ✓ **Grammar, Punctuation and Spelling Paper** – 50 marks – 45 minutes
 - Spelling Paper– 20 words – 15 minutes
- ✓ **Writing** - A Teacher Assessment of writing will be made in May/June 2019. This has been an ongoing assessment throughout this academic year.

Reading

- ✓ For this paper there will be one reading booklet and one answer booklet.
- ✓ There will be three texts to read which will be a mixture of fiction, non fiction and poetry. The texts will vary in difficulty.
- ✓ The allotted time of **one hour** includes reading time.
- ✓ There will be a total of 50 marks available through a mixture of multiple choice answers, short response questions and extended response questions.

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

Reading

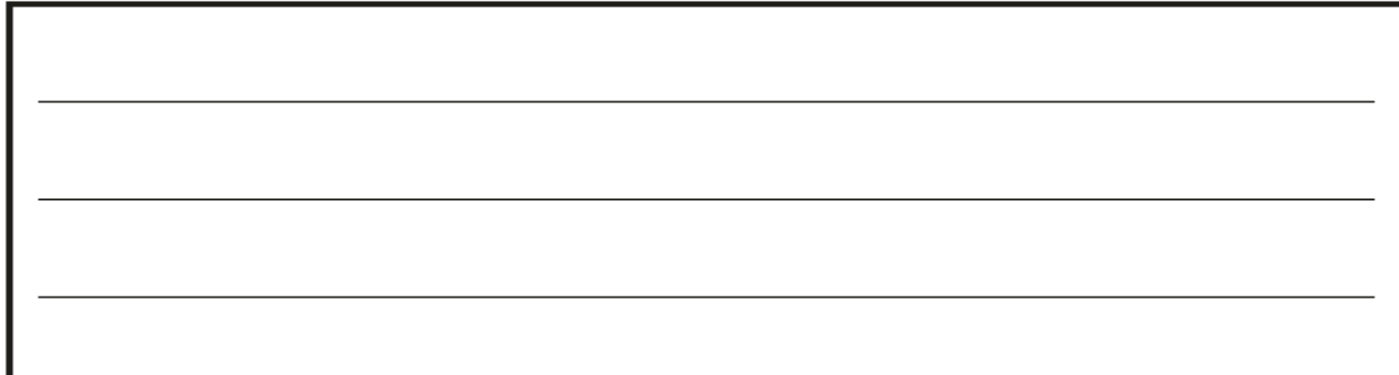
29

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.



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

Reading

25 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, Punctuation & Spelling

- ✓ For this paper 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 paper for grammar, punctuation and vocabulary and one paper for spelling.
- ✓ The grammar paper will last for **one hour** and there will be a total of 50 marks available. For the past 3 years these have all been 1 mark questions!
- ✓ In the grammar test, there will be a mixture of multiple choice questions and questions requiring pupils to write more extended answers.

Grammar and Punctuation

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

They bought new jumpers for themselves and a warm scarf
for Dad.

1 mark

Tick one box to show the correct place for a **colon** in the sentence below.

Tom needed to think carefully about his homework it

looked very difficult.

1 mark

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 _____.

Writing

- ✓ Writing is assessed differently to all other areas. There is no writing SATs paper. 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

- ✓ 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

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

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

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 writing³ 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]

Maths

Arithmetic Test

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

Mathematical Reasoning Papers

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

The three totals are then combined to give an overall score in mathematics.

Maths

Questions in the **Arithmetic Paper** will cover:

- ✓ mental calculations
- ✓ straight forward addition and subtraction
- ✓ more complex calculations with fractions, percentages and decimals
- ✓ long division and long multiplication

Questions in the **Reasoning Papers** will allow children to demonstrate application of methods learnt.

Reasoning Paper Questions

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

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

2 marks

What is 444 minutes in hours and minutes?

hours

minutes

1 mark

How have we been preparing in school?

- ✓ Continuous Assessment through the year to identify gaps in learning and teaching to meet these needs.
- ✓ 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
- ✓ 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.
- ✓ 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!”
- ✓ Help children to relax and do things that are not related to school.
- ✓ **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.

Build up to SATs week

- ✓ 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

CGP Revision Guides

Oxford Owl

<https://www.oxfordowl.co.uk/for-home/at-school/assessment-at-primary-school/KS2-SATs/>

Useful information relating to anything SATs! Advice on how to prepare in the build up to SATs week.

ICT Teachers

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

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

Woodlands Junior School

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

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.

Literacy Bootcamp

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

Lots of useful activities and videos to support grammar revision.

Questions

