

Key Stage 2 SATs

A School Presentation to Year 6 Parents

SATS Week – 8th to 12th May

Information and Guidance on Year 6 SATS
and High School Transition



Key Stage 2 SATs Changes

- In 2014/15 a new national curriculum framework was introduced by the government for Years 1, 3, 4 and 5
- Children in all years at Key Stage 1 and 2 are expected to now study the new national curriculum.
- KS1 (Year 2) and KS2 SATs (Year 6) reflect the new curriculum

Assessment and Reporting

- 'Old' national curriculum levels (e.g. Level 3, 4, 5) have now been abolished, as set out in the government guidelines
- From 2016, test scores will be reported as 'scaled scores'
- This means it is very difficult to compare the assessment of a previous year with the current year
- Your child will still be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years
- The new curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet since the beginning of last year
- Year 6s have to cover a whole years curriculum between September to May and also revise previous concepts as well as practise papers!

Scaled Scores

- What is meant by 'scaled scores'?
- It is planned that 100 will always represent the 'national standard'
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100
- The scale will have a lower end point somewhere below 100 and an upper end point above 100 (this year it was 80 – 120)
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests
- In July for the first publication of test results, each pupil will receive:
 - A raw score (number of raw marks awarded)
 - A scaled score in each tested subject
 - Confirmation of whether or not they attained the national standard

Scaled Score Examples

On publication of the test results in July:

- 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 more than 100 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age

Higher Attaining Pupils

- Previous Key Stage 2 tests were aimed at children achieving Levels 3-5 (with a national expectation to reach at least Level 4)
- In the past, additional Level 6 tests were produced for children who demonstrated higher than expected attainment, above Level 5
- There won't be any separate tests for the most able children
- Instead, each test will have scope for higher attaining pupils to show their strengths which will be reflected in their overall score and scaled score
- A child awarded a scaled score of over 110 is judged to have exceeded the national standard and performed above expectation for their age

The Tests

- Key Stage 2 SATs take place nationally in the week commencing 9th May 2016
- Statutory tests will be administered in the following subjects:
 - Reading (60 minutes)
 - Spelling (approximately 15 minutes)
 - Punctuation, Vocabulary and Grammar (45 minutes)
 - Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
- In addition, some schools will be required to take part in Science testing, consisting of three tests in Biology, Physics and Chemistry. Not all schools will take part in this sampling, which takes place on a later date
- All tests are externally marked
- Writing will be 'Teacher Assessed' internally, as in recent years

Reading

- The Reading Test consists of a single test paper with three unrelated reading texts
- Children are given 60 minutes in total, which includes reading the texts and answering the questions
- A total of 50 marks are available
- Questions are designed to assess the comprehension and understanding of a child's reading
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation

Sample Questions

Reading Paper – Part 1 (easiest text)

Questions 1–11 are about *The Lost Queen* (pages 4–5)

1

Look at the paragraph beginning: *Glancing nervously...*

Find and **copy one** word meaning relatives from long ago.

1 mark

Sample Questions

Reading Paper

4

Look at the paragraph beginning: *Oliver rowed...*

Find and **copy one** word that suggests that the summer afternoon was quiet.

_____ **1 mark**

5

...they crossed the glassy surface of the lake.

Give **two** impressions this gives you of the water.

1. _____

2. _____

_____ **2 marks**

Sample Questions

Reading Paper - Middle

16

...milled around in bewilderment (page 8)

Explain what this description suggests about the baby warthogs.


2 marks

Sample Questions

21

In what ways might Martine's character appeal to many readers?

Explain fully, referring to the text in your answer.



3 marks

Spelling, Punctuation and Grammar

- A Spelling test is administered containing 20 words, lasting approximately 15 minutes
- A separate test is given on Punctuation, Vocabulary and Grammar
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar

Sample Questions

Grammar, Punctuation and Spelling Paper 1

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

Sample Questions

Grammar, Punctuation and Spelling Paper 1

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

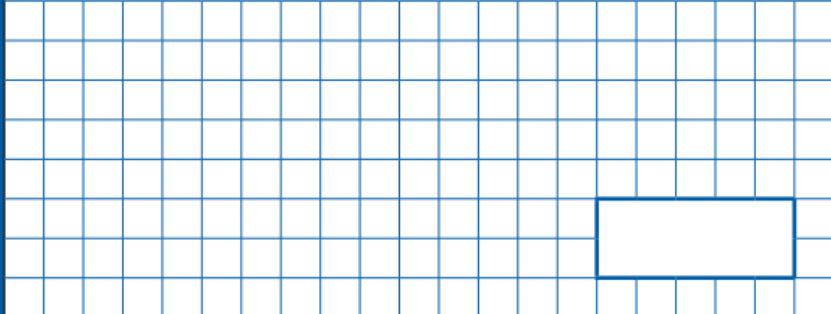
Mathematics

- Children will sit three tests: Paper 1, Paper 2 and Paper 3
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution
- No Calculators – No Tracing Paper!

Sample Questions

Maths Paper 1: Arithmetic

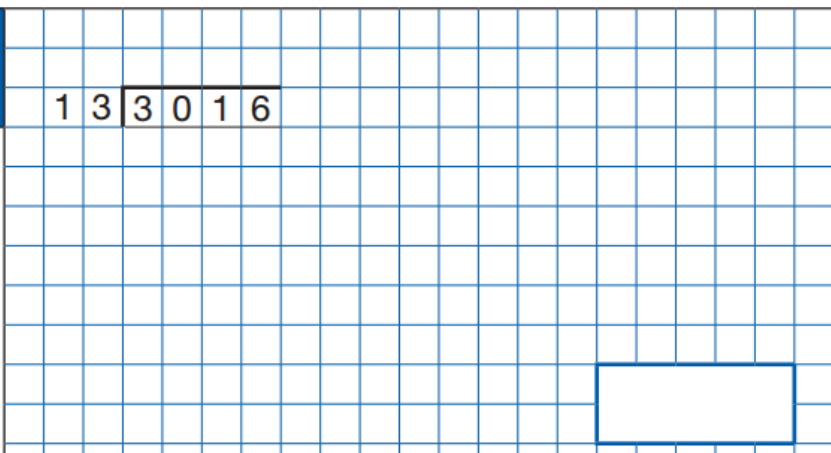
24 $15.4 - 8.88 =$



1 mark

25 $13 \overline{) 3016}$

Show your method



2 marks

Sample Questions

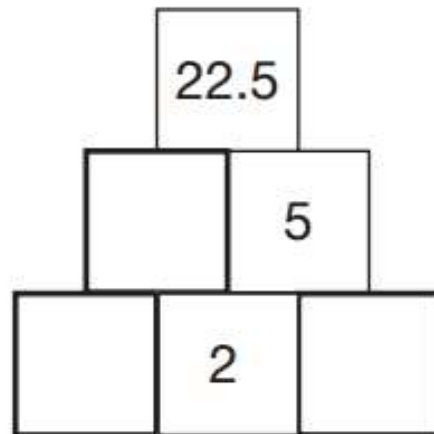
Maths Paper 2 / Paper 3 : Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show
your
method

A large grid for showing the method to solve the problem. A small box on the right side of the grid contains the symbol '£'.

2 marks

Writing

Writing is teacher assessed

Interim teacher assessment framework at the end of key stage 2 - writing

Working towards the expected standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly* (years 3 and 4)
- spelling some words correctly* (years 5 and 6)
- producing legible joined handwriting.

Writing

Writing is teacher assessed

Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- 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
- spelling most words correctly* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best
- Ensure your child has the best possible attendance at school
- Support your child with any homework tasks
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion). Explore new vocabulary
- Learn the Year 6 common exception words, practise spellings by applying rules
- Revision guides and practice books



How to Help Your Child with Reading

- Listening to your child read can take many forms
- First and foremost, focus developing an enjoyment and love of reading
- Children should be able to sit and read for 20 minutes without interruption (approx 10 pages of a novel)
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions
- Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet. Practise using in sentences orally and written
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides

How to Help Your Child with Writing

- Practise and learn weekly spelling rules– make it fun! Make sure they apply them
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems
- Stress the importance of accuracy of regularly spellings and punctuation
- Encourage independent use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation)
- Show your appreciation: praise and encourage, even for small successes!

How to Help Your Child with Maths

- Play times tables games and number bonds / complements
- Play mental maths games including counting in different amounts, forwards and backwards
- Encourage opportunities for telling the time and solving time problems - timetables
- Encourage opportunities for reasoning with money; finding amounts or calculating change when shopping, percentage increase and decrease, best value of items e.g. 2 for 1 or buying big
- Regularly practice all four operations including long division and multiplication with large number and fractions e.g. $\frac{3}{4} \times \frac{1}{2}$ or $2 \times \frac{3}{5}$
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes and convert between measures including metric and imperial
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess

High School Transition

Life After SATS!

The process has started...

- Applications to high school – deadline passed
- Currently completing references for private school candidates
- WHS SEND Team have been in to discuss children who might be vulnerable during the transition process or SEND
- All children have a transition form that is shared with new school and teacher assessment data, attitudes to learning, social skills etc disseminated accordingly
- Final Transition data is shared – SATS results and teacher assessment
- Transition meetings with staff from new school
- Transition days – visit to new setting

The process has started...

- Additional transition day for vulnerable children
- Transition curriculum – Year 6 curriculum continues until July for Y6 to Y7 transition work
- WHS - Y7 English books are started in summer term in July (Y6)
- Parents' meeting with new form teacher in summer term
- WHS – Y7 only day in Sept and meetings for new parents
- Year 6/7 Summer Camp at WHS (August)
- WHS Y7 Residential
- Y7 Test week (1st week in September)

Skills children need in High School ...

- Independence
- Ownership for their own learning and behaviour
- Self-motivation
- Maturity
- Organisational skills
- Responsibility
- Good study habits
- Concentration
- Listening skills
- Following instructions quickly
- Time management
- Commitment