

Understanding KS2 SATs

What you need to know...



When are they taking place?

In 2017, the SATs will take place in the week beginning Monday 8th May.

Date	Activity
Monday 8 May 2017	English reading
Tuesday 9 May 2017	English grammar, punctuation and spelling Paper 1: questions
	English grammar, punctuation and spelling Paper 2: spelling
Wednesday 10 May 2017	Mathematics Paper 1: arithmetic
	Mathematics Paper 2: reasoning
Thursday 11 May 2017	Mathematics Paper 3: reasoning



What do SATs tests show?

The tests tell us what pupils have learnt and retained during their time in KS2.

The tests help teachers, in both the present school and their future secondary, learn more about the strengths and weaknesses of what your child understands about a subject.

Your child cannot fail a SATs test!

It is important that children understand they are not going to 'pass' or 'fail' the test - it will just show what they have learned and what they can do.



Changes to the National Tests



NO MORE LEVELS

As of last year, SATs results were no longer given using 'levels'.

Scores are now used instead. These are scaled for each subject, with 100 representing the 'expected standard'.



What is a scaled score?

From the DfE:

A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly.

The range of scaled scores available for each KS2 test is the same for each subject:

- 80 is the lowest scaled score that can be awarded
- 120 is the highest scaled score

A pupil awarded a scaled score of 100 or more has met the expected standard in each test.

A pupil awarded a scaled score of 99 or less has not met the expected standard in the test.



Writing

- Teachers will assess children's writing throughout the year; your child's result for English writing will be a judgement of their work across the whole of year 6.
- The government have provided us with a framework that describes in detail the skills the a child must show in their writing to be reported as either working towards the expected standard, working at the expected standard or working at greater depth within the expected standard.

In June last year, the Local Authority moderation agreed with all of the judgements provided by St. John of Beverley primary school.



What does your child need to be able to do?

Through teacher assessment, all different aspects of writing are assessed.

These include:

- sentence structure
- punctuation
- organisation (paragraphs)
- imaginative, interesting and thoughtful style
- vocabulary
- spelling
- handwriting



What does your child need to be able to do?

Working towards the expected standard:

- 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 some words correctly, including common exception words
- producing legible joined handwriting.



What does your child need to be able to do?

Working at the expected standard:

In addition to all previous targets for working towards.

- 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, including common exception words
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.



What does your child need to be able to do?

Working at greater depth within the expected standard:

In addition to all previous targets for working towards and working at.

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.



What are children tested on?

1. Spelling, Punctuation & Grammar
2. Reading
3. Maths



Spelling, punctuation & grammar

Consists of two papers:

- 20-word spelling test

The sample test examples range from 'discover' to 'drawer' and 'possessions' (words that frequently trip adults up!)

- separate test on grammar, punctuation and vocabulary (45 minutes)



Which sentence has been punctuated correctly?

Tick **one**.

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

Write the **contracted form** of the underlined words in the box.

That decision does not seem fair.



Complete the sentence with an **adjective** formed from the verb create.

The artist was very _____ and produced many original works.



Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick **one**.

as a preposition phrase

as a relative clause

as a main clause

as a noun phrase

Label the boxes with **V (verb)**, **S (subject)** and **O (object)** to show the parts of the sentence.

Nadia ate strawberries.

↑ ↑ ↑
□ □ □

Circle all the **conjunctions** in the sentences below.

Once Harry had checked the weather forecast, he set off on his walk.

Whilst climbing up the mountain, he was unaware of the dangers ahead.

He needed to turn back immediately since a storm was coming.



Tick to show which sentence uses the past progressive.

Tick one.

After Ali finished his homework, he went out to play.

Gemma was doing her science homework.

Jamie learnt his spellings every night.

Anna found her history homework difficult.

Explain how the use of **commas** changes the meaning in the two sentences.

Mangoes, which are grown in hot countries, taste delicious.

Mangoes which are grown in hot countries taste delicious.



Reading

Children have an hour to read a booklet (three or four texts not linked by a theme) and answer questions.

The paper will be scored out of 50 with final raw scores being converted into a scaled score, with 100 representing the expected standard.

There will be no extension (i.e. Level 6 equivalent) paper.



Reading

- Mostly information retrieval and inference/ deduction questions
- some questions on authorial craft
- summarising text from more than one paragraph
- three-mark questions will require supporting evidence drawn from the text



What does your child need to be able to do?

Working at the expected standard:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.



Reading

6 Look at the paragraph beginning: *The tiny island...* to the paragraph ending: *...were cut into it.*

What impressions of the island do you get from these two paragraphs?

Give **two**.

14 What were Martine's grandmother's rules about riding the giraffe?

Tick **two**.

Ride only in daylight.

Don't show off.

Stay in the game reserve.

Keep to a slow speed.

No jumping.

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

Explain fully, referring to the text in your answer.

16 *...milled around in bewilderment* (page 8)

Explain what this description suggests about the baby warthogs.



Maths

NO MORE MENTAL MATHS TEST

Instead there will be an arithmetic paper.

- 35 - 40 questions (most worth one mark)
- + - \times \div
- Calculations - no words.
- Importance placed on standard written methods.
- TIME! 30 minutes to answer the questions: less than one minute per mark.



Maths – Arithmetic paper

More than $\frac{1}{3}$ of the overall marks from the test will come from the new 'Arithmetic' paper.

$$987 + 100 =$$

$$95 \div 5 =$$

$$\boxed{} = 936 + 285$$



$$3.005 + 6.12 =$$

$$879 \times 3 =$$

$$20\% \text{ of } 1,800 =$$

$$486 \div 3 =$$



30

$$\begin{array}{r} 6574 \\ \times 31 \\ \hline \end{array}$$

Show
your
method

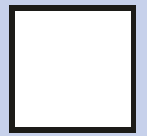
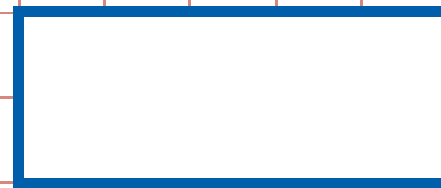
2 marks



32

4 3 1 1 1 8

Show
your
method



2 marks



Maths

As well as the Arithmetic paper, there will be 2 other papers:

- Each test is 40 minutes long.
- They cover mathematical fluency, solving problems and reasoning.
- Children have access to mirrors, tracing paper and protractors.
- They can have questions read to them at any point in the test.

There will be no extension (i.e. Level 6 equivalent) paper.



The papers will include questions on:

- Number, place value, approximation and estimation
- +, -, x and \div
- Fractions, decimals and percentages
- Ratio and proportion
- Algebra
- Measurement
- Geometry – properties of shapes
- Geometry – position and direction
- Statistics



What does your child need to be able to do?

Working towards the expected standard:

Write the three missing digits to make this addition correct.

All puts these five numbers in their correct places on a number line.

511 499 502 555 455

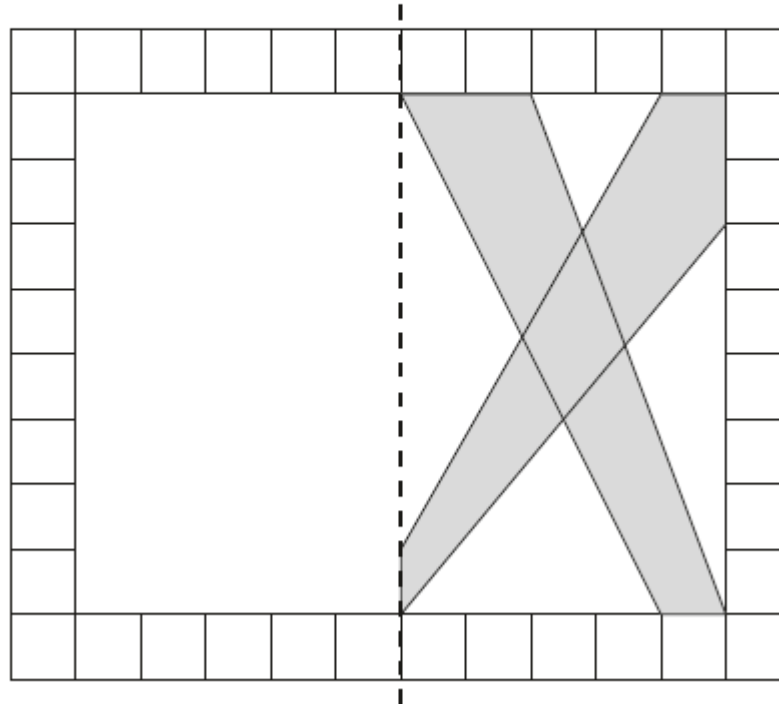
Write the number **closest** to 500

Write the number **furthest** from 500

This diagram shows a shaded shape inside a border of squares.

Draw the reflection of the shape in the mirror line.

Use a ruler.



$$\begin{array}{r} 1 \quad 5 \quad \square \\ + \quad 4 \quad \square \quad 4 \\ \hline \square \quad 1 \quad 5 \end{array}$$



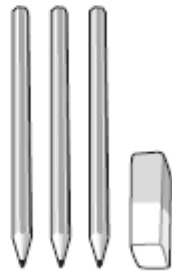
What does your child need to be able to do?

Working at the expected standard:

6 pencils cost £1.68



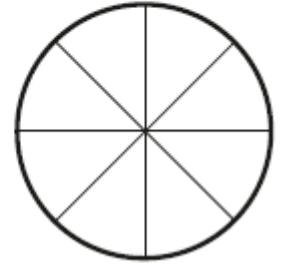
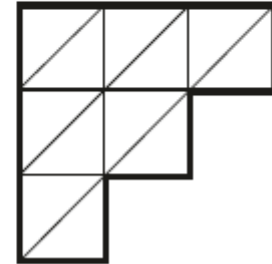
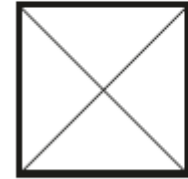
3 pencils and 1 rubber cost £1.09



What is the cost of 1 rubber?

Each diagram below is divided into equal sections.

Shade three-quarters of each diagram.



A packet contains 1.5 kg of oats.



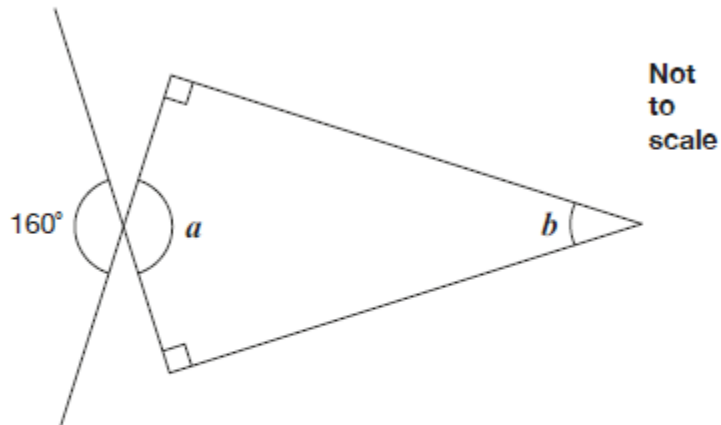
Every day Maria uses 50 g of oats to make porridge.

How many days does the packet of oats last?

What does your child need to be able to do?

Working at greater depth within the expected standard:

Calculate the size of angles a and b in this diagram.



$$a = \boxed{}^\circ$$

$$b = \boxed{}^\circ$$

Write the missing number.

$$70 \div \boxed{} = 3.5$$

Miss Mills is making jam to sell at the school fair.

Strawberries cost £7.50 per kg.

Sugar costs 79p per kg.

10 glass jars cost £6.90

She uses 12 kg of strawberries and 10 kg of sugar to make 20 jars full of jam.

Calculate the total cost to make 20 jars full of jam.

How do we help your children to achieve all this?

Starting in March, we will begin revision sessions to ensure all necessary areas have been re-visited.

Any children who experience difficulty with an aspect of maths will be identified and given extra time to work on these both at home and with a member of staff, if necessary.

Booster sessions may be run to provide extra help if required.



How can you help your child?

- Ensure your child reads a range of books regularly
- Talk about what they have read
- Encourage instant recall of times tables and basic number bonds
- Ensure homework is completed
- Use revision programmes, such as BBC Bitesize



Any Questions?

