



Key Stage 2 SATs

Presentation for parents – Thursday 28th April 2016 at 5.00pm

Information and guidance on the changes and expectations for 2015/16

Key Stage 2 SATs Changes

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text

- In 2014/15 a new national curriculum framework was introduced by the government for Years 1, 3, 4 and 5
- However, Years 2 and 6 (due to statutory testing) continued to study the previous curriculum for one further year.
- In 2015/16 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) will reflect the new curriculum for the first time this year.
- If your child is in Year 6 this year, they will be the first pupils to receive the new tests and the first to receive the new style of reporting results.

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Assessment and Reporting

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- '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.

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Scaled Scores

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- 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.
- 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 2016 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.
 - A Teacher Assessed outcome.

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Scaled Score Examples

On publication of the test results in July 2016:

- 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.
- From this year, 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.

The Tests

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- 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 and G.J.S has not been selected.
- All tests are externally marked.
- Writing will be 'Teacher Assessed' internally, as in recent years.

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The Tests

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Monday 9th May	9.15 English Reading Test	
Tuesday 10th May	9.30 English Grammar, Punctuation and Spelling 1	11.30 English Grammar, Punctuation and Spelling 2
Wednesday 11th May	9.50 Paper 1 Arithmetic Test	11.00 Mathematics Paper 2 Reasoning
Thursday 12th May		11.00 Mathematics Paper 2 Reasoning
Friday 15th May		11.00 Writing

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years.

Reading

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- The Reading Test consists of a single test paper with three unrelated reading texts which become progressively more challenging.
- 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.

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Spelling, Punctuation and Grammar

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- 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.

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National Curriculum Spelling Objectives

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Year Six

Long Term Plan for Spelling



Objective	Overview	Examples	Resources
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.	co-ordinate, re-enter, co-operate, co-own	Rising Stars - Skills Builders SB5:p32-33 KS2 English SAT Buster Spelling p.14 CPG Targeted Question Book Y6 p.51
Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling	SB6: p22-23 KS2 English SAT Buster Spelling p.34 CPG Targeted Question Book Y6 p.88
Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought, bought, thought, nought , brought, fought, rough, tough, enough, cough though, although, dough, through thorough, borough, plough	SB5: p22-23 (ough) SB5: p24-25 (-ght) SB5TB: p52-53 KS2 English SAT Buster Spelling p.8 CPG Targeted Question Book Y6 p.90
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight	SB5: p30-31 SB5TB: p48-49 KS2 English SAT Buster Spelling p.37 CPG Targeted Question Book Y6 p.92

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Statutory Spellings

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Year 6 Statutory Spelling Word List

+	accommodate accompany according amateur appreciate available category cemetery committee communicate correspond	curiosity definite desperate dictionary embarrass environment especially exaggerate familiar foreign government	immediate immediately individual lightning marvellous mischievous muscle necessary occupy occur opportunity	parliament persuade physical prejudice privilege queue recommend rhyme rhythm sacrifice secretary	stomach sufficient temperature thorough variety vegetable vehicle
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Sample Questions

Grammar, Punctuation and Spelling Paper 1

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

The diagram shows the sentence 'The table which is made of oak is now black with age.' with brackets underneath. There are four arrows pointing upwards from four empty square boxes to the following parts of the sentence: 'The table', 'which is made of oak', 'is now black', and 'with age'.

1 mark

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Sample Questions

Grammar, Punctuation and Spelling Paper 1

14

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

1 mark

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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

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Writing

- Writing will continue to be Teacher Assessed.
- A number of schools (25%) are selected by the Local Authority to be externally assessed. External moderation is to ascertain whether schools are assessing to the correct standard.
- Your child will be reported as working:
 - Pre-key stage growing development
 - Working towards the expected standard
 - Working at the expected standard
 - Working at greater depth within the expected standard

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Writing

There in front of me was... a rusty, creaky, dusterbing lift. Inside there was a huge, red button, wich seemed to be screaming my name, so I pused it. As fast as lightning, the old lift whent down and down and down. I could feel the wind in my face: it was about to blow my eyes out of their socits. Sudently the lift holdt and a defaning bang whent of. The doors opend. Slowly, there was just about enoth room for me to squeez through. Now there was a brite room (wich was blinding) me) in front of my body. As I began to see agin, I saw a teach room, no it was a spy hedquaters!

There were men working on computers with giant ma, on trying to locate something. Nervous, I took a couple of steps forword to see a glass box.

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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.

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Writing

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.

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Writing

Working at greater depth within the expected standard

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

- 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.

[No additional requirements for spelling or handwriting.]

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Mathematics

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- The Mathematics tests have undergone the biggest change this year.
- 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.

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Sample Questions

Maths Paper 1: Arithmetic

24 $15.4 - 8.88 =$

1 mark

25 1 3 | 3 0 1 6

Show your method

2 marks

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Formal Methods

Addition and subtraction

789 + 642 becomes

$$\begin{array}{r} 789 \\ + 642 \\ \hline 1431 \\ \hline 1 \quad 1 \end{array}$$

Answer: 1431

874 - 523 becomes

$$\begin{array}{r} 874 \\ - 523 \\ \hline 351 \\ \hline \end{array}$$

Answer: 351

932 - 457 becomes

$$\begin{array}{r} 8 \quad 12 \quad 1 \\ \cancel{9} \quad \cancel{3} \quad 2 \\ - 4 \quad 5 \quad 7 \\ \hline 4 \quad 7 \quad 5 \\ \hline \end{array}$$

Answer: 475

932 - 457 becomes

$$\begin{array}{r} 1 \quad 1 \\ 9 \quad 3 \quad 2 \\ - \cancel{4} \quad \cancel{5} \quad 7 \\ \hline 5 \quad 6 \\ 4 \quad 7 \quad 5 \\ \hline \end{array}$$

Answer: 475

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Formal Methods

Short multiplication

24 × 6 becomes

$$\begin{array}{r} 24 \\ \times 6 \\ \hline 144 \\ 2 \end{array}$$

Answer: 144

342 × 7 becomes

$$\begin{array}{r} 342 \\ \times 7 \\ \hline 2394 \\ 21 \end{array}$$

Answer: 2394

2741 × 6 becomes

$$\begin{array}{r} 2741 \\ \times 6 \\ \hline 16446 \\ 42 \end{array}$$

Answer: 16 446

Long multiplication

24 × 16 becomes

$$\begin{array}{r} 2 \\ 24 \\ \times 16 \\ \hline 240 \\ 144 \\ \hline 384 \end{array}$$

Answer: 384

124 × 26 becomes

$$\begin{array}{r} 12 \\ 124 \\ \times 26 \\ \hline 2480 \\ 744 \\ \hline 3224 \\ 11 \end{array}$$

Answer: 3224

124 × 26 becomes

$$\begin{array}{r} 12 \\ 124 \\ \times 26 \\ \hline 744 \\ 2480 \\ \hline 3224 \\ 11 \end{array}$$

Answer: 3224

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Formal Methods

Short division

$98 \div 7$ becomes

$$\begin{array}{r} 14 \\ 7 \overline{) 98} \\ \underline{7} \\ 20 \\ \underline{14} \\ 6 \end{array}$$

Answer: 14

$432 \div 5$ becomes

$$\begin{array}{r} 86 \text{ r}2 \\ 5 \overline{) 432} \\ \underline{40} \\ 32 \\ \underline{30} \\ 2 \end{array}$$

Answer: 86 remainder 2

$496 \div 11$ becomes

$$\begin{array}{r} 45 \text{ r}1 \\ 11 \overline{) 496} \\ \underline{44} \\ 56 \\ \underline{55} \\ 1 \end{array}$$

Answer: $45 \frac{1}{11}$

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Sample Questions

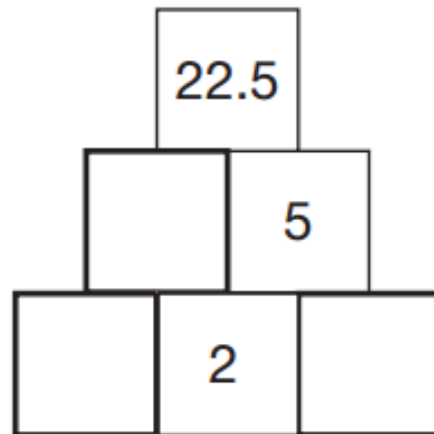
Maths Paper 2 / Paper 3 : Reasoning

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

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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

£

2 marks

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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. Praise and encourage! Please remind them that they can only do their best - and nobody expects more than that.
- 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).
- Make sure your child has a sleep and healthy breakfast every morning!



A final note...

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to see
all
text

- We want to make it explicit that we and your child could not have worked harder to reach the new Age Related Expectations.
- Against the new National Standards, it may appear that your child is working below or at expected when previously they were working above; it must be emphasised that they have not dipped. Standards have been raised significantly and this is a similar picture which is being seen across the country.
- When handing over to your child's secondary school, your child's current attainment will be reported in context of Greasby Junior School as well as nationally.
- We also want to emphasise that we are incredibly proud of how our children have risen to the challenge.



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