

Key Stage 2  
2016 SATs  
&  
New Curriculum Expectations



# Key Stage 2 SATs Timetable



Date	Activity
Monday 9 May 2016	Key stage 2 English reading test, reading booklet and associated answer booklet.
Tuesday 10 May 2016	Key stage 2 English grammar, punctuation and spelling test, Paper 1, short answer questions. Key stage 2 English grammar, punctuation and spelling test, Paper 2, spelling.
Wednesday 11 May 2016	Key stage 2 mathematics, Paper 1 arithmetic test. Key stage 2 mathematics, Paper 2 reasoning.
Thursday 12 May 2016	Key stage 2 mathematics, Paper 3, reasoning.
Weeks commencing 6 and 13 June	Key stage 2 science sampling test period.

# In the last 10 years, Key Stage 2 SATs have changed dramatically



## SATs 2006

- 2 Science Papers, 45minutes each
- 1 Reading Paper, 15mins reading then 45 mins to answer
- 1 Spelling Paper (20 words, untimed)
- 2 Writing Tasks (30mins & 45mins)
- 1 Mental Maths Paper
- 1 Maths Non-Calculator Paper (45mins)
- 1 Maths Calculator Paper (45mins)

## SATs 2016

- 1 Reading Paper, 1hour to read and answer
- 1 Spelling Paper (20 words, untimed)
- 1 SPaG Paper (45mins)
- 1 Maths Arithmetic Paper (30mins)
- 2 Maths Reasoning Papers (40mins)

# Reporting Results



- First and foremost, LEVELS NO LONGER EXIST! Children will no longer be assessed as 'Level 3 / 4 / 5'
- The new curriculum and the SATs tests that the children will sit are designed and written so children can demonstrate that they are 'Working in line with National Expectations'. This judgement will then be broken down into 'below' or 'working towards' national expectations, and 'above' national expectations.
- Pupils' papers will be marked and scored, then all scores across the country will be 'scaled'. Someone somewhere will select a base score which will be judged as the national expectation which will receive a scaled score of '100'. Raw scores above and below this will be given a scaled score above or below 100 accordingly....

# Reporting Results



....so we are *expecting* it will work something like this.

**IF** the national average score is 65%,

So pupils scoring 65% on the paper will receive a scaled score of 100

66% is only a little above the national average score,

So pupils scoring 66% on the paper will receive a scaled score around 101

90% is well above the national average score,

So pupils scoring 90% on the paper will receive a scaled score around 110

64% is only a little below the national average score,

So pupils scoring 64% on the paper will receive a scaled score around 99

40% is well below the national average score,

So pupils scoring 40% on the paper will receive a scaled score around 90

Etc!

(But we really have no idea where they will set the bar!)

# New Maths testing for 2016



Last year saw the removal of a calculator Maths paper from SATs, but this year sees another revamp as the maths papers have changed again.

The Mental Maths Paper has been removed and replaced with an 'Arithmetic' paper, which is supported by 2 'Reasoning' papers. These are very similar to the original Maths papers which previous year groups have worked through.

Reasoning Papers will require the pupils to use their knowledge and understanding of number, place value, calculations, geometry and statistics in a range of real life situations.

Let's look at some examples...

# Paper 1: Arithmetic



24

$$15.4 - 8.88 =$$

1 mark

25

1 3 | 3 0 1 6

Show  
your  
method

2 marks

# Paper 2: Reasoning 1

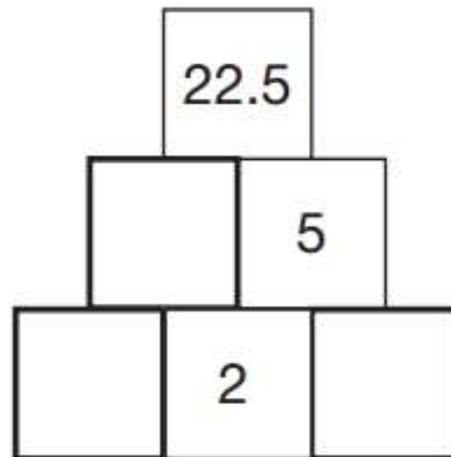


14

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



# Raised Expectations



Last year the government introduced a new curriculum for Years 1,3,4&5 which Years 2 & 6 started following this year.

Essentially (and this is a very sweeping statement!) a lot of things have moved down a year group and some things have been omitted. Meaning that Year 6 now have to cover some areas which have previously been studied by Year 7.

Obviously, the knock-on is that Year 5 now have to study areas which have come down from Year 6, and so on! (There are a few things which have moved from Y6 Maths UP to Key Stage 3.)

# Raised Expectations



## The New Curriculum in Year 6

### 2006 Framework

- Requirement to show details of problem solving processes.
- Calculator skills
- Rotation
- Probability
- Tests for divisibility
- Mode / Median / Range

### 2016 Curriculum

- Compare and order fractions
- Long division
- 4 operations with fractions
- Calculate decimal equivalents
- Understand and use BODMAS
- Plot co-ordinates in all 4 quadrants
- Convert miles to kilometres
- Name parts of a circle
- Use formulae for area & volume
- Areas of triangles and parallelograms
- Use letters to represent unknowns
- Generate & describe linear sequences
- Find solutions to unknowns in problems

# Raised Expectations



It's a similar story in Year 5 too!

## 2006 Framework

- Detail of problem-solving process and data handling cycle no longer required
- Calculator skills moved to KS3
- Probability moves to KS3

Several elements are now expected to be covered in lower KS2, e.g. decimals/fractions knowledge, points in the first quadrant; parallel/perpendicular lines

*Please notice this!!*

## 2016 Curriculum

- Understand & use decimals to 3dp
- Solve problems using up to 3dp, and fractions
- Write %ages as fractions; fractions as decimals
- Use vocabulary of primes, prime factors, composite numbers, etc.
- Know prime numbers to 20
- Understand square and cube numbers
- Use standard multiplication & division methods for up to 4 digits
- add and subtract fractions with the same denominator
- multiply proper fractions and mixed numbers by whole numbers
- deduce facts based on shape knowledge
- distinguish regular and irregular polygons
- calculate the mean average

# Raised Expectations



## KIRFs

Key Instant Recall Facts were introduced in Maths to bring forward key aspects of mental maths which are highly beneficial to allow the children to make maximum progress in the subject and to work as quickly and efficiently as possible.

**For each half term, the Year 6 KIRFs are:**

- (Autumn 1) I know the multiplication and division facts for all times tables up to  $12 \times 12$ .
- (Autumn 2) I can identify common factors of a pair of numbers.
- (Spring 1) I can convert between decimals, fractions and percentages.
- (Spring 2) I can identify prime numbers up to 50.

It is now just a general expectation that Year 6 pupils are able to do these things with minimal / limited support or teaching. It is therefore **essential** that Year 5 pupils complete their KIRFs in year 5 so that they are ready for the next steps.

# What can parents do for Maths?



## SATs

- Keep them calm and help them prepare in the weeks beforehand.
- Please don't take holidays in April or May! (or March, Feb, Jan, Dec, etc!!)
- Please don't book any dental, medical or hair appointments during school time in SATs week or the weeks leading up to it.
- Make sure they get a good night's sleep in those weeks. (No sleepovers!)

## New Curriculum

- We expect the children to have gaps in their knowledge, it happens! Please help them when they say they're unsure of something and talk them through it.
- Accept that this is what is expected and children will need to work a little harder to close the gaps.

## KIRFs

- Practise with them
- Challenge them
- Test them

## Key Skills

- Practise times tables
- Encourage them to think about real-life situations (money in the shop, telling the time, kitchen measures, spot shapes around you everyday)
- Practise using written methods daily

# New English testing for 2016



In the last couple of years, we have seen the loss of the writing tasks and introduction of a Spelling, Punctuation and Grammar paper for SATs, but this year sees another revamp as even this has changed already!

Firstly, it is now called a Grammar, Punctuation and Spelling paper (not a SPaG paper – no, we’re not sure of the difference either!)

Secondly, there is now a new aspect within the paper called ‘contextual questions’. The reason for having contextual questions in the GPS test is to provide a stimulus that engages pupils and relates the assessment of grammar and punctuation to ‘real’ writing.

# GPS Paper 1: Short Answers



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**

# GPS Paper 1: Short Answers



Rewrite the sentence below so that it begins with the **adverbial**.  
Use only the same words, and remember to punctuate your answer correctly.

We turned off the lights before we left.

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1 mark

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.

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1 mark

# GPS Paper 1: Short Answers



Explain how the **comma** changes the meaning in the two sentences below.

Are you coming to see, Ali?

Are you coming to see Ali?

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1 mark

# GPS Contextual Questions



## Squirrel Thief



**This section tells the story of Alison, who was having a picnic in the park with her mother when something strange happened. Read the passage below and answer the questions that follow.**

A squirrel appeared from nowhere and stole Alison's purse, right off her knee! Alison saw it all happen, yet she could not stop it.

It caught her by surprise: the flash of grey fur; the surprised shout from her mother; the overturned cup of juice.

# GPS Contextual Questions



2

Circle the **conjunction** in the sentence below.

Alison saw it all happen, yet she could not stop it.

1 mark

3

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

It caught her by surprise: the flash of grey fur; the surprised shout from her mother; the overturned cup of juice.

1 mark

# GPS Paper 2: Spellings



1. They were \_\_\_\_\_ the crates on a boat.
2. The world's oldest railway \_\_\_\_\_, built for steam locomotives, is Broad Green.
3. For breakfast we had \_\_\_\_\_ eggs.
4. Mary \_\_\_\_\_ the papers together.
5. In \_\_\_\_\_, lunch will be served an hour later.

# Raised Expectations: Writing



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 from the Year 5 & 6 word list.
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

# Raised Expectations: Reading



The paper no longer follows a theme but is still split into 3 or 4 texts with accompanying questions.

The paper will feature several unrelated topics in different genres and children will be given the texts and questions at the same time. They have an hour to complete the test. This includes reading and answering. They can have both books open throughout the whole hour.

There are 8 elements which are assessed and these are linked to the new National Curriculum programme of study for KS2. Together they form the content domain for the reading test

# Raised Expectations: Reading



## The Eight Elements

**2a: Give/explain the meaning of words in context.**

**2b: Retrieve and record information/ identify key details from fiction and non-fiction**

**2c: Summarise main ideas from more than one paragraph.**

**2d: Make inferences from the text/ explain and justify inferences with evidence from the text.**

**2e: Predict what might happen from details stated or implied.**

**2f: Identify/ explain how information or narrative content is related and how it contributes to meaning as a whole.**

**2g: Identify/ explain how meaning is enhanced through choice of words and phrases.**

**2h: Make comparisons within the text.**

**Total marks for test: 50**

**Expected National Standard: *We don't know!***

# Raised Expectations: Punctuation



- It is essential that children can identify, place and use a full range of punctuation in their own writing and in a given text. Most are a standard expectation, but a couple of forms of punctuation are to be firmed up in Year 5 & 6.
- Capital letters, full stops, question marks, exclamation marks and inverted commas are absolutely non-negotiable and fully expected as completely sound by the time children reach YEAR 5
- Commas for clauses, colons, semi-colons, brackets, dashes, ellipses, hyphens and asterixes for footnotes are developed through Years 5 & 6.
- In year 6 it really does have to be near perfect; even more so than in the past.
- Why? Punctuation, placed correctly, creates clarity and 'colour' to writing so it really is important to know how to use it properly.

# Raised Expectations: GPS



## Grammar & Punctuation

- Content and expectations for the 2016 paper have been raised, highlighting just how important it is for children to be secure in their knowledge in these areas on arrival in Y6.
- Determiners and modal verbs have been added to the word class list (verbs, adverbs, nouns, etc)
- Subordinating and Co-ordinating conjunctions need to be identified
- Relative clauses need to be identified

## Spelling

- Children in Y5 need to pay particular attention to the learning of spelling, since the weighting of it is now much higher in the SATs test.
- 20 spellings are tested which accounts for nearly 30% of the total GPS score. It used to be 7% of the writing assessment!
- All children will have covered the majority of rules for spelling throughout their KS1/ KS2 years. In Y6 we revise these in the first term and then work on extending vocabulary.

# What can parents do for English?



## Spelling

- Work with your child on their Y5/6 100 spellings. These are expected to be known as standard. Therefore it is essential that the children make an early start on the list in Year 5 (...and the Year 3/4 list goes without saying I'm afraid!)
- Work on any weekly spelling lists. The children are expected to know and use a range of prefixes, suffixes and patterns as standard.

## GPS

- Talk to your child about word types in texts and writing in the real world. Play games to spot a noun / verb / adjective / adverb around you.
- In any writing, encourage your child to talk about how their sentences are structured and how they have / can arrange the clauses and phrases they have used.
- Discuss punctuation in reading and writing.

## Reading

- Read a little at a time but often, rather than rarely but for long periods of time!
- 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.

**Please rest assured!**



**We cannot ignore the fact that SATs tests exist. We WILL work towards them, we WILL support the pupils through them and we WILL help them to do their absolute best.**

**BUT!**

**We strongly believe that an all round education is vital so, despite all this, we will continue to develop sports, arts, humanities and technologies!**