Key Stage 2 SATs Workshop 28th February 2019

Aims of the session

Participants will have the opportunity:



- to consolidate their knowledge of the newer aspects of the national curriculum
- to learn how their child's attainment and progress will be measured using assessment without levels;
- to understand the organisation and rationale of the new Key Stage Two examinations (KS2);
- to explore learning resources and ways to help their child

Assessment and Reporting

- As of 2014, the 'Old' national curriculum levels (e.g. Level 3,4,5) were abolished, as set out in the government guidelines.
- The 2014 curriculum is rigorous and sets noticeably higher expectations than previous curricula, which s why all schools have had to work hard to meet and adapt to it since its introduction
- Your child will still be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.
- Since 2016, test scores have been reported as 'scaled scores'.

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.
- Using the scaled score, the lowest a child can score is 80, with the highest being 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.
- Each child receives:
- 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.
- If a child's score is between 110 -120 they 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

- In the past, Key Stage 2 tests were aimed at children achieving levels 3-5 (with a national expectation to reach at least level 4).
- This meant that additional level 6 tests were produced for children who demonstrated higher than expected attainment (above level 5).
- Under the new system, there are not any separate tests for the most-able children.
- Instead, each test will have scope for higher-attaining pupils to show their strengths.
- This means that some questions towards the end of the tests may be more difficult for many children but they should be encouraged to attempt as much of the test as they are able to

The Tests

- Key Stage 2 SATs take place nationally in the week commencing 13th May 2019
 Statutory tests will be administered in the following subjects:
- Punctuation, Vocabulary and Grammar (45 minutes)
- Spelling (approximately 15 minutes)
- Reading (60 minutes)
- Mathematics

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- Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
- Paper 3: Reasoning (40 minutes)
- The biennial science sampling tests will take place in June 2018, but only selected schools will be involved.
- All tests are externally marked.
- As in recent years, writing will be teacher assessed internally. The revised 'pupil can' statements for English writing place a greater emphasis on composition and the statements that relate to the more 'technical' aspects of English writing (grammar, punctuation and spelling) have been made less prescriptive.

SATs Week: Week Beg 8th May

Date/ Day	Test Paper Am	Test Paper Am
Monday 13 th May	Punctuation, Grammar and Vocabulary (45 minutes)	Spelling (approximately 15 minutes)
Tuesday 14 th May	English Reading Test (60 minutes)	
Wednesday 15 th May	Maths Paper 1; Arithmetic (30 minutes)	Maths Paper 2: Reasoning (40 minutes)
Thursday 16 th May	Maths Paper 3: Reasoning (40 minutes)	

What we are doing now -Preparation

- Building confidence
- Having a go at practice tests
- Addressing gaps in learning
- High quality Teaching and learning from experienced staff
- Interventions in class, home learning, class teacher and TA support additional learning opportunities, and catch up time etc
- CGP Home Learning
- Focus lessons on Spellings, Reading, Maths and Writing

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.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.

KS2 Reading

There will be a selection of question types, including:

- Ranking/ ordering, e.g. 'Number the events below to show the order in which they happen in the story'
- Labelling, e.g. 'Label the text to show the title of the story'
- Find and copy, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- Short constructed response, e.g. 'What does the bear eat?'
- Open- ended response, e.g. 'Look at the sentence that begins Once upon a time. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

KS2 Reading

- We have been practising these skills in class- Reading lessons take place daily
- We will have done plenty of SATs papers by May
- These skills are the focus of our reading sessions.

<u>AT HOME</u>

- Read with your child: get your child to read aloud to you, and then ask them questions such as the examples given.
- Encourage your child to read often and widely! Newspapers, books, magazines, internet.
- Read aloud to your child whilst your child follows the text: listening is an important part of reading; it will help your child learn the importance of punctuation and reading with expression.

Sample KS2 Reading Texts



In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

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What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

> Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.





In 2006, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

Anousheh's Space Blog

September 25th

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? (Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rines your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.

Sample KS2 Reading Texts

The purpose of page 5 is to



Some questions will ask children to find answers directly from the reading booklets they are given. The advertisement is designed to attract people to Daveley Dale.

Why does it include quotations from visitors?

		25 2 marke
Write down w	er spoke to Lisa's mother too. hat you think she would have said about Lisa, using what d in the interview.	
	e Lisa was a child, I always knew she'd do g like caving because she	
		14 2 marka

Others will require the children to deduce answers by using words or phrases as evidence Explain what makes the writer feel scared. Use what you have read in the whole article.

Think about:

- what the writer is doing
- what he thinks might happen.



 Look at the text on page 10, starting from And I was struck by the beauty ... to the end of the article.

Explain the writer's thoughts and feelings.

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Some questions will ask the children to evaluate what they have read, again using the text to back up their answers

Grammar, Punctuation & Spelling

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes.
- A separate test is given on grammar, punctuation and vocabulary.
- 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 grammar, punctuation and spelling.

KS2 Grammar, Punctuation and Spelling

The grammar and punctuation test will include two subtypes of questions:

- Selected response, e.g. 'Identify the adjectives in the sentence below'
- Constructed response, e.g. 'Correct/ complete/ rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

Spelling, Grammar and Punctuation

IN SCHOOL

- We include grammar and punctuation in every English lesson and Topic lessons.
- Weekly spelling focus
- Focus on SATs spelling words
- Spelling focus every day
- Grammar and punctuation focus lessons

AT HOME

- Check and practice weekly spellings
- Practise SATs spellings (Hand Out)
- When reading to and/or with your child discuss the use of inverted commas to mark speech, the use of parenthesis (brackets) to add additional information, the use of capital letters etc.
- Revision Books. Unfortunately, the grammar paper relies on a child knowing the terminology e.g. subordinate clause, main clause, adjective, determiners, passive, active- and many more. We use these in daily teaching practice however, for additional support at home, use the CGP revision guides to help your child become familiar and fluent with the terms they will come across.

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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 and 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

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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

Spelling Task

The paper looks like this:

- 1. We sat at the table to eat our _____
- 3. Ali drew a _____ of his garden.

Spelling one: the word is dinner. We sat at the table to eat our dinner. The word is dinner.

Spelling two: the word is following. The ducklings walked in a line, following their mother. The word is following.

Spelling three: the word is picture. Ali drew a picture of his garden. The word is picture.

The teacher reads this:

Teacher Assessment of Writing

- Teacher assessment replaced a writing test 6 years ago.
- All the written work produced over the year is considered in making a judgement on a child's writing level.
- About a quarter of schools are moderated each year by the local authority to ensure assessments are accurate.

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

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

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]

- In order to achieve working at greater depth, you must achieve all bullet points in the at expected standard.
- Correct spelling is required in the grammar and punctuation paper in the majority of cases, especially:
- Verb forms
- Contractions
- Prefixes and suffixes
- Plurals

Mathematics

- The Mathematics test have undergone the biggest change last 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 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.

KS2 Mathematics

- **Paper 1** will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.
- **Paper 2 and 3** will involve a number of question types, including:
- Multiple Choice
- o True or False
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem

KS2 Mathematics

IN SCHOOL

- Daily Maths lessons
- Intervention groups with Teachers and Teaching Assistant
- Focus on Calculations
- Basic Skills Focus lessons
- Reasoning Focus lessons
- Maths CGP Books
- Online Maths Revision Guide
- TT Rockstars and Maths Rock Times Table Practise
- One to One Tuition for identified pupils

<u>AT HOME</u>

- Knowing their timetables- if you know your timetables children can use them accurately and quickly for multiplication and division.
- Formal method for the four operations practice: it is important your child can complete methods accurately. (Methods for year 6 child~; column addition, column subtraction, short multiplication, long multiplication, short division, long division including expressing remainders as fractions, decimals and remainder form
- Arithmetic speed practice

Maths Paper 1: Arithmetic





Maths Paper 2 / Paper 3 : Reasoning

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6 pencils cost £1.68



3 pencils and 1 rubber cost £1.09



What is the cost of 1 rubber?



2 marks

Maths Paper 2 / Paper 3 : Reasoning



$5,542 \div 17 = 326$

Explain how you can use this fact to find the answer to 18 x 326



What help can children have?

- In the reading test, children must read the text and questions by themselves, but MAY have help recording their answers, if this is done in a normal classroom situation.
- In maths, teachers can read questions to any child who asks. Some children will have the whole paper read to them, on a one to one basis.
- Teachers can encourage, but not guide or say that an answer is correct or incorrect.
- Some children can be given up to 25% extra time if they have identified learning needs. This has to be applied for in advance.
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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 try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school. Ensure they arrive on time, every day during SATs week.
- Support your child with their home learning 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 good sleep and healthy breakfast every morning!

Help and Support

- The DfE have released one set of sample papers for the new SATs.
 You can access these via <u>www.gov.uk</u>
- You can also access the free Year 6 SATs papers; these relate to the old SATs, so the content and format of the new papers will be different, but they are still useful to help your child familiarise themselves with exam technique.
- Use the CGP books as revision at home and to complete home learning tasks
- There is a 'Year 6 SATs Revision page' on our class page that will give helpful tips, revision websites etc for both parents and pupils.
- Use the Online Maths Guide on our Barley Class Page

