



# Key Stage 2 SATs Workshop

13<sup>th</sup> February 2017

# 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



# Key Stage 2 SATs Changes?

- In 2014/15 a new curriculum framework was introduced by the government for Years 1,3,4 and 5.
- However, Year 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.
- As your child is in Year 6 this year, they will be the second year for pupils to receive the new tests and the first to receive the new style of reporting results.

# 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 the year.

# 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.
- 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 2017 for the second 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 2017:

- 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 KS2 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 are no separate tests for the most able children.
- Instead, each test will have scope for higher attaining pupils to show their strengths.

# When are they?

- SATs take place nationally in the week commencing 8<sup>th</sup> 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, Chemistry and Physics. 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.



# SATs Week: Week Beg 8<sup>th</sup> May

<b>Date/ Day</b>	<b>Test Paper Am</b>	<b>Test Paper Am</b>
Monday 8 <sup>th</sup> May	English Reading Test (60 minutes)	
Tuesday 9 <sup>th</sup> May	Punctuation, Grammar and Vocabulary (45 minutes)	Spelling (approximately 15 minutes)
Wednesday 10 <sup>th</sup> May	Maths Paper 1; Arithmetic (30 minutes)	Maths Paper 2: Reasoning (40 minutes)
Thursday 11 <sup>th</sup> 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
- ◉ Interventions – in class, home learning, class teacher and TA support additional learning opportunities, lunchtime club 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.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response of explanation.
- Last year a score of 21 or above equalled expected standard

# 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

## IN SCHOOL

- We have been practising these skills in class- Reading lesson is every Monday
- We will have done plenty of SATs papers by May
- These skills are the focus of our daily guided reading sessions.

## AT HOME

- 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

## Space Tourism

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?

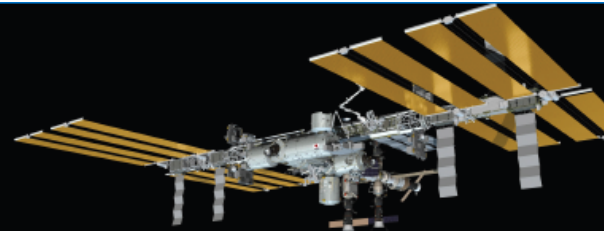
In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the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

### 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.



### Who has already had a holiday in space?

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 rinse 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

introduce you  
to the whole  
booklet

explain difficult  
words

encourage you  
to visit Daveley  
Dale caves

provide  
pictures

4

☐

1 mark

and it also helps you to

go rock  
climbing.

find the  
information in  
the booklet.

understand  
the other texts  
in the booklet.

find your way  
to Daveley  
Dale caves.

5

☐

1 mark

**Some questions  
will ask children  
to find answers  
directly from the  
reading booklets  
they are given.**

text

pages

the introduction

6-7

an interview

4

a personal experience of caving

5

important facts

8-10

1

☐

1 mark

The advertisement is designed to attract people to Daveley Dale.

Why does it include quotations from visitors?

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25

☐

2 marks

The interviewer spoke to Lisa's mother too.

Write down what you think she would have said about Lisa, using what you have read in the interview.

Ever since Lisa was a child, I always knew she'd do something like caving because she ...

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14

☐

2 marks

**Others will  
require the  
children to  
deduce answers  
by using words  
or phrases as  
evidence**



21. 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.

21  
9 marks

22. 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.

22  
9 marks  
Total

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

# 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 (70 marks)
- Last year a score of 44 or above equalled expected standard

# KS2 Grammar, Punctuation and Spelling

The grammar and punctuation test will include two sub-types 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 after lunch
- ◉ 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.

# Sample Questions

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

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.

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1 mark

# Spelling Task

The paper looks like this:

The teacher reads this:

1. We sat at the table to eat our \_\_\_\_\_.
2. The ducklings walked in a line, \_\_\_\_\_ their mother.
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**.

# Teacher Assessment of Writing

- ❖ Teacher assessment replaced a writing test 5 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.



**Why is handwriting important?**: *“Where pupils are physically able to write and meet all of the statements except for being able to produce legible handwriting, **they may be awarded the ‘expected standard’** but **cannot be awarded the ‘greater depth’ standard.**” (ITAF guidance)*

## **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.

In order to achieve 'Working at the expected standard', you must achieve everything in the 'Working towards' standard.

### **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.

## 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.]

- ❖ In order to achieve working at greater depth, you must achieve all bullet points in the at expected standard.
- ❖ It has recently been changed that pupils do not need to join their handwriting in order to achieve 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 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 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**
  - **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 Teacher 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
- Maths Revision during Half Term (Easter)

## AT HOME

- 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

# Sample Questions

24

$15.4 - 8.88 =$

☐

1 mark

25

1 3 3 0 1 6

Show  
your  
method

☐

2 marks

$6.1 + 0.3 =$

$5 \times 4 \times 7 =$

$4^2 =$

$\frac{1}{9} + \frac{4}{9} =$

$1,440 \div 12 =$

$630 \div 9 =$

$1,034 + 586 =$

$20\% \text{ of } 1,500 =$

$2.5 + 0.05 =$

$\frac{4}{5} - \frac{1}{5} =$

$24 \times 3 =$

$100 \times 100 =$

$48 \div 6 =$

$1.28 \times 100 =$

\_\_\_\_\_

£





\_\_\_\_\_

Write the two missing digits to make this long multiplication correct.

3 months

Here is a number written in Roman numerals.

CXV

Write the number in figures.

Page 10

1 mark

20

On Saturday Lara read  $\frac{2}{5}$  of her book.



On Sunday she read the **other** 90 pages to finish the book.

How many pages are there in Lara's book?

Show  
your  
method

pages

pages

2 marks

# 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.
- ❖ Words on a test paper can be transcribed where a marker may not be able to read a child's answer.

# 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 [www.gov.uk](http://www.gov.uk)
- ❖ 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 will be 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



# Preparation and Practice

