



Key Stage 2 SATs

27th September, 2018

Darlinghurst
ACADEMY

Assessment and reporting

- As of 2014, the 'old' national curriculum levels (e.g. level 3, 4, 5) were abolished as set out in government guidelines.
- The 2014 curriculum is rigorous and sets noticeably higher expectations than previous curricula, which is why all schools have had to work hard to meet and adapt to it since its introduction.
- Since 2016, test scores have been reported as 'scaled scores'.



Scaled scores

What is meant by 'scaled scores'?

- Each pupil 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.
- 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.



High 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 2018

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)
-
- As in recent years, writing will be teacher assessed internally.
 - There are no tests to be administered in science this year.
 - All tests are externally marked.



Reading paper

- One paper
- 50 marks
- Three unrelated texts (fiction, non-fiction and sometimes poetry)
- Texts escalate in complexity, 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.



Reading

- At Darlington, our reading lessons are planned to incorporate the skills children will need to respond to the reading paper
- We practice different types of questions such as
 - **Retrieval** = locating and copying words or phrases
 - **Inference** = understanding a hidden meaning in a text
 - **Explanation** = show understanding and justify the reasons for answers, using evidence from the text to support their explanations



15 (a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1. _____

2. _____

2 marks

5 ...they crossed the glassy surface of the lake.

Give **two** impressions this gives you of the water.

1. _____

2. _____

2 marks

11 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Two families fought for the throne.		
Maria's family symbol was the lion.		
The monument was for a prince.		
It was hot on the island.		

1 mark

Questions 1–11 are about *The Lost Queen* (pages 4–5)

1 Look at the paragraph beginning: *Glancing nervously...*

Find and **copy one** word meaning relatives from long ago.

1 mark



How to help your child with reading

- Avoid admitting you're not great at reading or don't enjoy it – you are the most powerful role model
- We encourage our children to read a wide range of texts including different genres, different cultures, non-fiction
- Read a little at a time but often, rather than rarely and for long periods of time
- Discussion is the key: talk about the story before, during and afterwards – discuss the plot, the themes, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- Amazon, Ebay



Achievement ★ **Belonging** ★ **Confidence** ★ **Determination** ★ **Excellence**

Grammar, punctuation and spelling (GPS)

The grammar test has two papers

Paper 1: 45 minutes

Questions: grammar, punctuation and vocabulary

Marks: 50

Paper 2: approximately 15 minutes.

Questions: 20 spellings

Marks: 20

Overall mark 70: spelling is important 28%



GPS paper format

Paper 1: a collection of short questions.

Questions may be multiple choice; one word or short written answers.

Others may take the form of completing a sentence, correcting a sentence or filling missing information in a table.

Paper 2: a spelling task. The spellings will be read within the context of a sentence and repeated three times. Children will have to identify homophones within the sentences' context.



• Multiple choice:

1 Tick the sentence that must end with a **question mark**.

Tick one.

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

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.



Completing sentences:

6 Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

Writing sentences:

38 Write a sentence using the word point as a **verb**.
Do not change the word.
Remember to punctuate your sentence correctly.

1 mark

Write a sentence using the word point as a **noun**.
Do not change the word.
Remember to punctuate your sentence correctly.

1 mark

15

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		



How to help your child with writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters/emails to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- **Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).**
- Show your appreciation: praise and encourage, even for small successes!



Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
1. Using paragraphs to organise ideas	10. Creating atmosphere, and integrating dialogue to convey character and advance the action	19. Managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
2. Describing settings and characters	11. Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly	20. Selecting verb forms for meaning and effect
3. Using some cohesive devices within and across sentences and paragraphs	12. Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs	21. Using the full range of punctuation taught at KS2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.
4. Using different verb forms mostly accurately Simple past, simple present, past and present progressive, past and present perfect	13. Using passive and modal verbs mostly appropriately	
5. Using co-ordinating and subordinating conjunctions	14. Using a wide range of clause structures, sometimes varying their position within the sentence.	
6. Using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly	15. Using adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision.	
7. Spelling most words correctly from Y3 and 4 curriculum	16. Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens	
8. Spelling some words correctly from Y5 and 6 curriculum	17. Spelling most words correctly, including common exception words from the Y5 and 6 curriculum	
9. Producing legible joined handwriting.	18. Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	
All criteria in this column must be highlighted for the pupil to be assessed as ‘Working at the expected standard’		

New Curriculum Spelling List Years 3 and 4



accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Spelling lists

New Curriculum Spelling List Years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition

conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
equipped
equipment
especially
exaggerate
excellent

existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous

muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme

rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Maths

- Paper 1 Arithmetic: 30min test - 40marks.
 - Assesses pupils' confidence with a range of mathematical operations. Multiplication, division, addition, subtraction, fractions and percentages. Focussing on specific formal written methods.
- Paper 2 and 3 Reasoning Papers: 40min tests – 70marks (35each).
 - Mathematical understanding, solving real life problems and demonstrating mathematical reasoning.
- Total marks = 110
- Equipment: pencil, rubber, ruler, protractor, mirror. No calculator, no tracing paper



Sample questions

14	$3.005 + 6.12 =$		<input type="checkbox"/>
			1 mark

32	$43 \overline{) 1118}$		<input type="checkbox"/>
Show your method			2 marks

4	$\begin{array}{r} 2376 \\ \times 15 \\ \hline \end{array}$		<input type="checkbox"/>
Show your method			2 marks

2	$1\frac{1}{7} - \frac{3}{7} =$		<input type="checkbox"/>
			1 mark

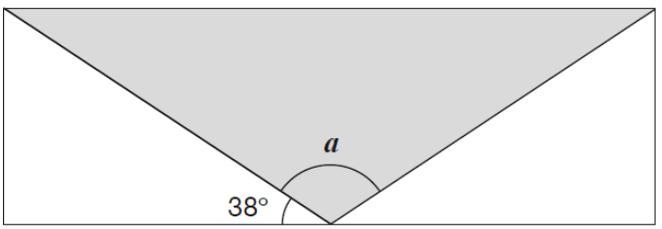


Reasoning sample questions

9

15

A shaded **isosceles** triangle is drawn inside a rectangle.



Not to scale

Calculate the size of angle *a*.

Show your method

Grid area for showing the method. A box at the bottom right contains the text: *a* is °

2 marks

6 pencils cost £1.68



3 pencils and 1 rubber cost £1.09



What is the cost of 1 rubber?

Show your method

Grid area for showing the method. A box at the bottom right is empty for the answer.

2 marks

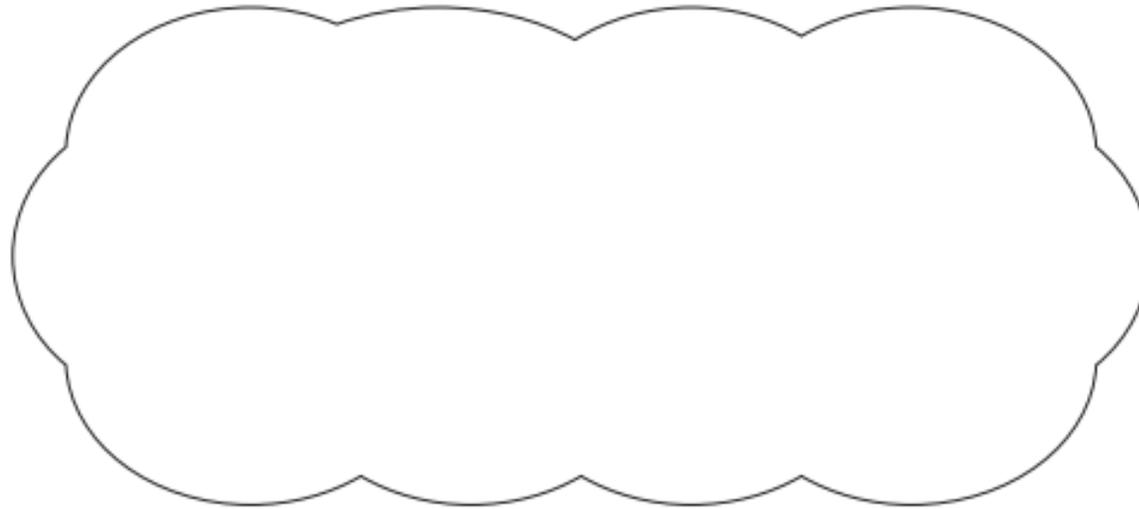


Sample questions

21

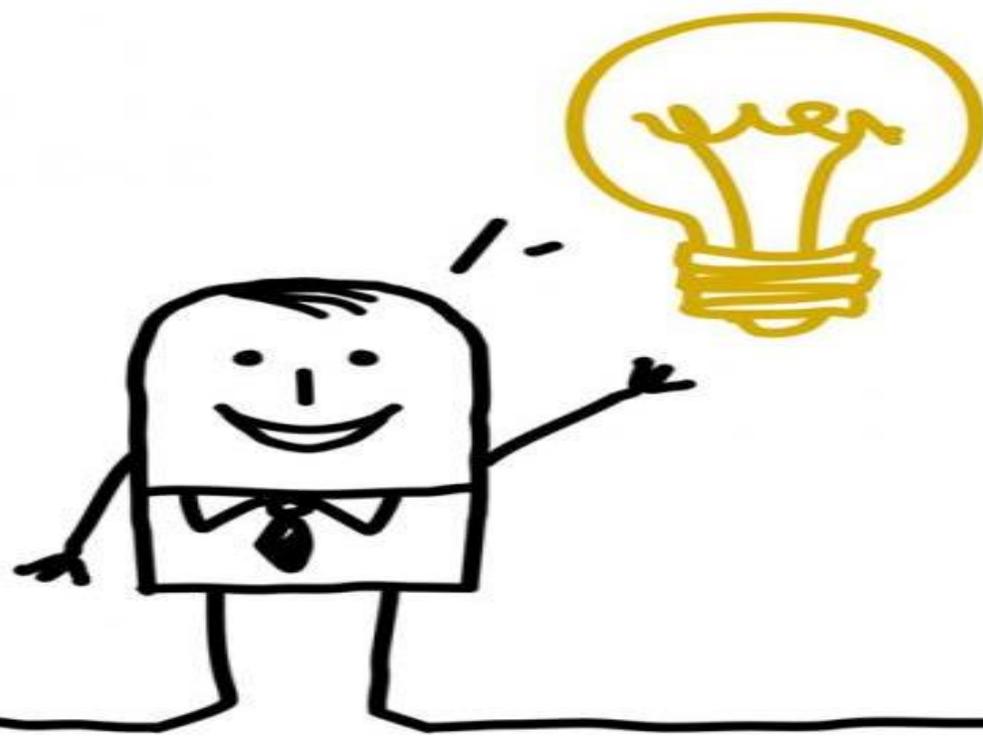
$$5,542 \div 17 = 326$$

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



1 mark



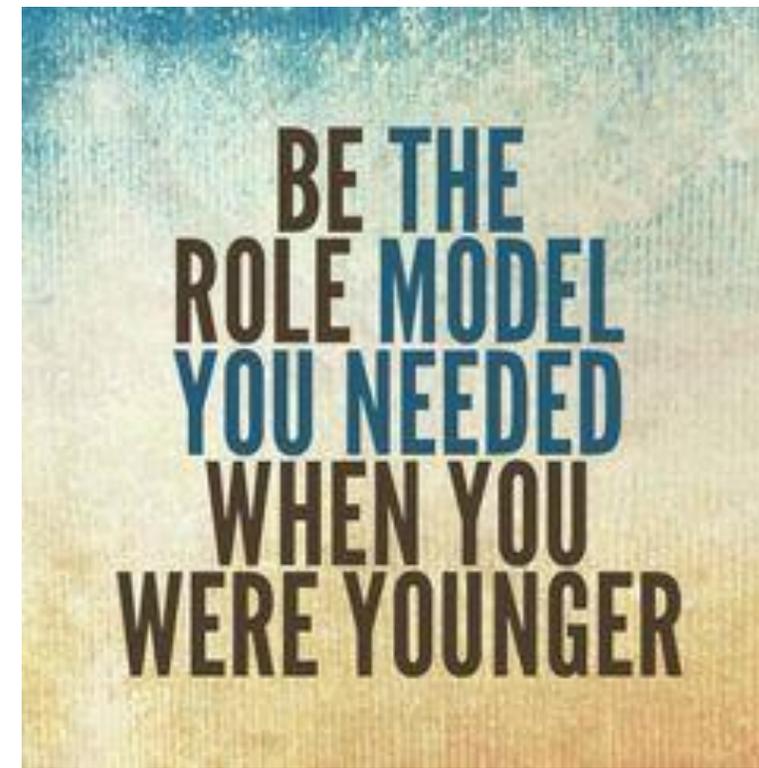


Top 10 tips to support your child through their Key Stage 2 tests



Achievement ★ Belonging ★ Confidence ★ Determination ★ Excellence

1. Being a role model
2. Help them set goals
3. Keep them active
4. Healthy eating
5. Time out
6. Sleep patterns
7. Unplugging
8. Staying cool & calm
9. Belief
10. Be supportive



Achievement ★ Belonging ★ Confidence ★ Determination ★ Excellence

English

Maths

Try to help your child to improve their **reading speed** by reading an extract from a suitably challenging text. Time them. Repeat. Can they beat their time? Ask a couple of questions about the extract to check their understanding.

Hunt for ... give your child timed challenges when reading. For example, how many adverbs/adjectives can you find in 2 minutes?

Play games to develop their **vocabulary and spelling**. Try games like: Scrabble, Boggle, Pictionary and Taboo. What does the word mean? Can they spell it? Can they use it in a sentence?

At Home



Use the receipt from your **shopping** to ask questions e.g. what is the total of the fruit and vegetables? What change would I get from £50? While unpacking the shopping, guess the weight of items then weigh them. What is the difference in weights?

Use the **Times Table app** (see Toolbox section) to practise times tables daily. Can your child recall their facts instantly? Compete against themselves or others to improve their speed!

Newspaper maths – use league tables or weather charts to ask questions e.g. what is the difference between the temperature in London and Moscow? What is the mean (average) of the points scored in the Premier League?



English

Maths

Listen to the lyrics of songs on the **radio**. Can they identify the adjectives? Can they give a synonym (a word with a similar meaning) or antonym (opposite meaning) for one of the words?

Look at objects and places they pass while travelling. Pick out a word and play 'Just a Minute' – explain what the object is without using the word itself and without hesitating or repeating themselves.

Telling a story. Give the first line of a story and take it in turns to continue it. Begin each sentence with a conjunction e.g. next, after that, some time later, finally ...

On the Move



Number plates – look at the numbers on number plates and create questions based on them e.g. subtract the number from 1000 or multiply/divide the number by 10/100 or 1000.

Sequences. Choose a starting number and a rule. Take it in turns to say the next number in the sequence e.g. start with 19 and add/subtract 8. How far can you take the sequence before an error is made? Try decimals too.

Odd one out. Give your child four numbers and ask them which is the odd one out and why e.g. 12, 19, 18 and 21. 19 is the odd one out because it is the only prime number.



English

Maths

When visiting somewhere, challenge your child to come up with '**Pointless adjectives**'. In other words, an adjective that no one else would think of e.g. a *monumental tree*, a *formidable* skateboarding slope.

How long? Select a starting and finishing point in the place. Estimate how many seconds/minutes it would take to walk the distance, then time it. What is the difference between the two times? Who was the closest?

Out and About

Practise Standard English by using the '**posh voice**'. Pretend you are a visitors' guide and explain the key highlights of the place using correct Standard English.



I-spy. Play the game by describing the properties of a shape which can be seen e.g. I-spy a quadrilateral with only one pair of parallel lines (*a trapezium*).

Select an object at the place and take it in turns to see how many **antonyms** or **synonyms** you can think of for the word e.g. an antonym of steep is *gentle*; a synonym could be *sheer*.

How much? Use entrance fees or a menu to create questions. How much would it cost for 2 adults and 2 children? What would be the change from £50?

Achievement ★ Belonging ★ Confidence ★ Determination ★ Excellence



Encourage your child to take plenty of **exercise**. Why not go out for a walk together after your evening meal? What about a bike ride at the weekend?

Try to make sure your child has a regular routine for going to bed and getting up.

Well-being

Breakfast is the most important meal of the day. Why not create some **healthy breakfast menus** together? Or try some of the healthy recipes from the 'Power to Perform' recipe booklet?



If they are working at home, a quiet place away from distractions is ideal. Try to encourage them to do a little and often and take regular breaks.

Device-free time – why not challenge your child to spend an hour each evening away from screens and electronic devices? What about a board game instead or going outside to play?

Try to encourage your child to do their best. Remind them about being resilient – keep on going!



English

Maths

10 weeks to go

Try to read daily with some careful questioning

Complete the 10-4-10 holiday challenges over Easter

Introduce a new word each day

Practise with the Quick Fire Recall cards

Countdown



10 weeks to go

Practise times tables for a short time each day

Complete the 10-4-10 holiday challenges over Easter

Practise with the Quick Fire Recall cards

Practise 5 questions for \times and \div by 10/100/1000 daily

Achievement ★ Belonging ★ Confidence ★ Determination ★ Excellence



English

Maths

The week before

Try to read daily with some careful questioning

Put sticky notes with key spellings and definitions around the house where your child will see them.

Practise 5 Quick Fire Recall cards each day

The week before

Practise times tables for a short time each day

Put sticky notes with key words and definitions around the house where your child will see them.

Practise 5 Quick Fire Recall cards each day

Countdown



The Test Week: May 13th, 2019

Try to encourage your child to have plenty of relaxation time – the work is done!

To avoid any last-minute anxiety, try to make sure they have everything ready for school the night before.

Countdown



Support your child by making sure they go to bed early.

Enjoy a healthy breakfast together. Why not walk to school if possible? This will energise your child.

Celebrate how much they have achieved!

Achievement ★ Belonging ★ Confidence ★ Determination ★ Excellence



On the day!

Get a good night of sleep!

Eat healthily

Breakfast –we will be organising breakfast to get everyone together and relax before school.

Get to school on time!

If you're poorly try and come in – you can always go home after the test.
If not – you must ring the office ASAP on that morning so we can make alternate arrangements.



How are results reported to parents?

Once the tests have been externally marked, the school will receive the results. Your child will be allocated a **raw score** (the number of marks they achieved in the test) and a **scaled score**. A scaled score of 100 represents the **expected standard** of the test. The range of scaled scores available are 80 (the lowest scaled score) and 120 (the highest scaled score). To recognise higher attainment in the KS2 tests, a **higher standard** grade may be awarded. This information will be provided along with your child's school report before the end of the school year.

	Raw score for expected standard 2018	Raw score for higher standard 2018
Reading	26 / 50	39 / 50
Maths	61 / 110	96 / 110
GPS	38 / 70	56 / 70





Thank You

Darlinghurst
ACADEMY