

# KS2 SATS 2018

Wednesday 24th January 2018

# Remember what is important

- All we ask is for your child to do their very best and approach everything with a 'can do' attitude.
- We want children to leave Hunwick Primary School with: a love of learning and curiosity about the world; to have respect for others; resilience and perseverance when the going gets tough; and empathy towards others. We want them feeling good about themselves, knowing how good it is to be them!

# KS2 SAT Week: Monday 14<sup>th</sup> May – Thursday 17<sup>th</sup> May

WEEK BEGINNING 14.5.18	TESTS
MONDAY	English Paper 1: Spag Short Answer Questions English Paper 2: Spelling
TUESDAY	English Reading Paper
WEDNESDAY	Maths Paper 1: Arithmetic Paper Maths Paper 2: Reasoning Paper
THURSDAY	Maths Paper 3: Reasoning Paper

# Reading

- The reading test is out of 50.
- There will now be a greater focus on fiction texts.
- The reading test is a single paper with questions based on three passages of text. **Your child will have one hour, including reading time, to complete the test.**
- Questions become progressively harder.
- 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.'

# Trends last year in reading

- There was a greater focus on inference.
- The expectation on children's perseverance and reading stamina was greatly raised.
- Mark schemes were very specific in what they would accept as a correct answer.
- Now it's your turn!!

# Trends last year in reading

- There was a greater focus on inference.
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- Now it's your turn!!

7

Write down **three** things that you are told about the oak tree on the island.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_  
3 marks

9

Look at the paragraph beginning: *Maria led Oliver...*

(a) Why did Oliver find it difficult to read the inscription on the monument?

\_\_\_\_\_

\_\_\_\_\_  
1 mark

(b) What did he have to do in order to read the inscription?

\_\_\_\_\_

\_\_\_\_\_  
1 mark

17

What evidence in the text is there that warthogs can be dangerous?

Give **two** examples.

1. \_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_  
2 marks





## Content domain reference

- |           |   |
|-----------|---|
| <b>2a</b> | give / explain the meaning of words in context  |
| <b>2b</b> | retrieve and record information / identify key details from fiction and non-fiction                     |
| <b>2c</b> | summarise main ideas from more than one paragraph   |
| <b>2d</b> | make inferences from the text / explain and justify inferences with evidence from the text              |
| <b>2e</b> | predict what might happen from details stated and implied   |
| <b>2f</b> | identify / explain how information / narrative content is related and contributes to meaning as a whole |
| <b>2g</b> | identify / explain how meaning is enhanced through choice of words and phrases                          |
| <b>2h</b> | make comparisons within the text  |

# Grammar, Punctuation and Spelling Test

- This test was introduced in 2013
- The grammar, punctuation and spelling test consists of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and a **spelling test of 20 words**, lasting around 15 minutes. **The spelling test is marked out of 20.**
- 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.' **This test is marked out of 50.**
- **Fussy marking!**
- Spelling has become more prominent with almost one third of the marks gained from this part of the test.
- The whole test is scored out of 70.

# Spelling Test for Parents!!!

## Answers:

1. produces
2. disruptive
3. strength
4. umbrellas
5. variety
6. familiar
7. physically
8. substantial
9. occupancy
10. pronunciation

# Mathematics

- Children sit three papers in maths:

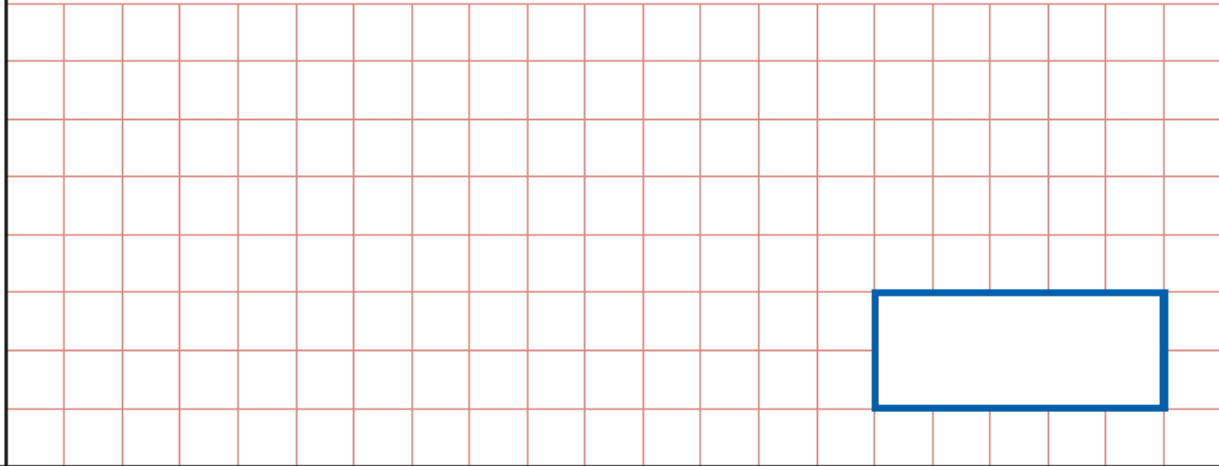
Paper 1: **arithmetic**, 40 minutes to answer 36 questions.

Papers 2 and 3: **reasoning**, 40 minutes per paper

- Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Papers 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
- There is now no calculator paper.
- There is a strong focus on number skills.

**35**

$$1\frac{1}{4} - \frac{1}{3} =$$



1 mark

**34**

$$\frac{2}{5} \times 140 =$$



1 mark

**29**

$$15\% \times 440 =$$

A large grid of red lines for working out the calculation. The grid is 20 columns wide and 10 rows high. A blue rectangular box is drawn on the grid, spanning 5 columns and 2 rows, positioned in the lower right area of the grid.

A blue rectangular box for the answer, spanning 5 columns and 2 rows of the grid.

1 mark

# Writing

- Writing is still teacher assessed.
- Children work in school across all subjects to create a writing portfolio. Children are given many opportunities to write across subjects.
- Writing is heavily moderated in school, with schools in the cluster and at County meetings with other year six teachers.



Year 6	COMPOSITION		TRANSCRIPTION	
	V.G.P	Writing Process	Spelling	Handwriting
Emerging	<ul style="list-style-type: none"> <li>identifies the <u>subject</u> and <u>object</u> within a sentence</li> <li>uses <u>colons</u> to introduce a list and <u>semi colons</u> within lists</li> <li>understands how words are related by meaning as <u>synonyms</u> and <u>antonyms</u></li> </ul>	<ul style="list-style-type: none"> <li>notes and develops initial ideas, drawing on reading and research where necessary</li> <li>uses further organisational and presentational devices to structure texts and guide the reader</li> <li>describes settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar</li> <li>suggests changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>assesses the effectiveness of their own and others' writing</li> </ul>	<ul style="list-style-type: none"> <li>homophones and other words that are often confused</li> <li>uses a thesaurus efficiently and effectively</li> </ul>	
Developing	<ul style="list-style-type: none"> <li>knows the difference between the <u>active</u> and <u>passive</u> voice</li> <li>varies length, structure and subject of sentences to extend meaning and interest the reader</li> <li>punctuates <u>bullet points</u> consistently</li> <li>uses <u>hyphens</u> to avoid ambiguity</li> <li>uses <u>expanded noun phrases</u> to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>writes making conscious links to reading</li> <li>links ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as, <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis</li> <li>integrates dialogue to convey character and advance action</li> <li>précises longer passages</li> <li>evaluates own and others writing and edits as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>words with the ending /shus/ spelt <i>-cious</i> or <i>-tious</i></li> <li>words with the ending /shul/ spelt <i>-cial</i> or <i>-tial</i></li> <li>words with the endings <i>-ant</i>, <i>-ance/-ancy</i>, <i>-ent</i>, <i>-ence/-ency</i> adding suffixes beginning with vowel letters to words ending in <i>-fer</i> (the r is doubled if the <i>-fer</i> is still stressed when the ending is added. The r is not doubled if the <i>-fer</i> is no longer stressed)</li> </ul>	
Secure	<ul style="list-style-type: none"> <li>uses the passive voice to effect the presentation of information in a sentence</li> <li>uses colons, semi colons and dashes to mark boundaries between independent clauses</li> <li>uses a full range of punctuation appropriately and effectively to vary pace/create atmosphere including <u>ellipsis</u></li> <li>demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situations and recognises the subjunctive form</li> <li>makes appropriate choices of grammar and vocabulary to clarify meaning including use of a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>writes for a range of purposes and audiences</li> <li>uses suitable forms with appropriate features for different text types</li> <li>introduces, develops and concludes paragraphs appropriately</li> <li>ensures the consistent and correct use of tense throughout a piece of writing</li> <li>uses drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning</li> <li>précises longer passages appropriately</li> <li>proof reads writing for wider audience to ensure accuracy of spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>spells words from the National Curriculum word list for Years 5 and 6</li> <li>uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately</li> <li>words using a hyphen to link a prefix to a route word</li> <li>words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</li> </ul>	<ul style="list-style-type: none"> <li>writes legibly and fluently and with increasingly efficient speed</li> <li>knows which letters join and which writing implement is best suited to a task</li> </ul>

# How are the tests marked?

- The previous [national curriculum levels](#) have been scrapped, and instead children are given scaled scores.
- **You will be given your child's raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the expected standard set by the Department for Education ('NS' means that the expected standard was not achieved and 'AS' means the expected standard was achieved). Raw scores will be converted to scaled scores when the government set a benchmark.**
- The range of scaled scores available for each KS2 test is:
  - 80 (the lowest scaled score that can be awarded)
  - A score of 100 means that your child has achieved the national expectation. However, those who score 99 may be only 1 mark away from passing.
  - 120 (the highest scaled score)
- **The expected standard for each test is a scaled score of 100 or more.** If a child is awarded a scaled score of 99 or less, they won't have achieved the expected standard in the test
- Children who perform better in tests will be awarded a score higher than 100.
- Children need to reach what is known as 'The National Standard'. This means they are secondary ready.
- Scaled scores and whether pupils met the National Standard, will be reported to parents.

# Conversion Tables 2017: raw to scaled score

English reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	81
6	83
7	84
8	85
9	86
10	87
11	88
12	89
13	90
14	91
15	91
16	92

English reading	
Raw score	Scaled score
17	93
18	94
19	94
20	95
21	96
22	97
23	97
24	98
25	99
26	100
27	100
28	101
29	102
30	103
31	103
32	104
33	105

English reading	
Raw score	Scaled score
34	106
35	107
36	108
37	108
38	109
39	110
40	112
41	113
42	114
43	115
44	116
45	118
46	119
47	120
48	120
49	120
50	120

Mathematics	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	80
6	80
7	81
8	82
9	82
10	83
11	84
12	84
13	85
14	86
15	86
16	87
17	87
18	88
19	88
20	89
21	89
22	89
23	90
24	90

Mathematics	
Raw score	Scaled score
25	91
26	91
27	91
28	92
29	92
30	92
31	93
32	93
33	93
34	94
35	94
36	94
37	94
38	95
39	95
40	95
41	96
42	96
43	96
44	96
45	97
46	97
47	97
48	97
49	98

Mathematics	
Raw score	Scaled score
50	98
51	98
52	98
53	99
54	99
55	99
56	99
57	100
58	100
59	100
60	100
61	100
62	101
63	101
64	101
65	101
66	102
67	102
68	102
69	102
70	103
71	103
72	103
73	103
74	104

Mathematics	
Raw score	Scaled score
75	104
76	104
77	104
78	105
79	105
80	105
81	105
82	106
83	106
84	106
85	106
86	107

Mathematics	
Raw score	Scaled score
87	107
88	107
89	108
90	108
91	108
92	109
93	109
94	109
95	110
96	110
97	110
98	111

Mathematics	
Raw score	Scaled score
99	111
100	112
101	112
102	113
103	114
104	114
105	115
106	116
107	117
108	118
109	120
110	120

English grammar, punctuation and spelling	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	81
5	82
6	83
7	84
8	85
9	86
10	87
11	87
12	88
13	89
14	89
15	90
16	90
17	91
18	92
19	92
20	93
21	93
22	94
23	94

English grammar, punctuation and spelling	
Raw score	Scaled score
24	95
25	95
26	95
27	96
28	96
29	97
30	97
31	98
32	98
33	99
34	99
35	99
36	100
37	100
38	101
39	101
40	102
41	102
42	103
43	103
44	104
45	104
46	105
47	105

English grammar, punctuation and spelling	
Raw score	Scaled score
48	106
49	106
50	107
51	107
52	108
53	108
54	109
55	109
56	110
57	111
58	112
59	112
60	113
61	114
62	115
63	116
64	117
65	118
66	119
67	120
68	120
69	120
70	120

# Science SATs

- **Not all children in Year 6 will take science SATs.** However, a number of schools will be required to take part in science sampling: a test administered to a selected sample of children thought to be representative of the population as a whole. Science sampling testing will take place in the weeks commencing Monday 4 June 2018 and Monday 11 June 2018.
- For those who are selected, there will be three papers:
- **Biology:** 25 minutes, 22 marks
- **Chemistry:** 25 minutes, 22 marks
- **Physics:** 25 minutes, 22 marks
- It sounds very intimidating, but these are 'questions in a physics/chemistry/biology context', for example:
- Biology: 'Describe the differences in the life cycle of an amphibian and a mammal'
- Chemistry: 'Group a list of materials according to whether they are solid, liquid or gas'
- Physics: 'Predict whether two magnets will attract or repel each other, based on where the poles are facing'

# Hunwick's results last year compared to national results

Y6 2017	Our % achieving expected standard	National % achieving expected standard	Our % achieving a high scaled score / working at greater depth	National % achieving a high scaled score / working at greater depth
Reading	86%	71%	25%	25%
Writing TA	89%	76%	18%	18%
Grammar, Punctuation, Spelling	93%	77%	39%	31%
Maths	89%	75%	25%	23%
Reading, Writing & Maths combined	82%	61%	11%	9%

# In School

- SAT weeks in school. Children are given feedback on their progress.
- Targets and expectations are shared with children.
- Extra tuition classes run in school time and before and after school . These are carefully planned so that children can progress and achieve their own personal targets.
- Access Arrangements: prompters, readers, rest breaks and additional time.



# How to help at home.

- Ensuring that homework is completed and that weekly spellings are learned. We are always here to help with homework but we do want children to have a go at all questions first – it is more beneficial if they attempt something but get the incorrect answer. We can then help with misconceptions.
- Making sure that your child is reading on a regular basis. In order to pass KS2 SATs, children need to have reading stamina and perseverance when tackling tricky tests. Ask questions to check your child's understanding eg. why does the character feel this way? Can you substitute this word for another synonym? Why did the author choose this word instead of another such as...?
- Discuss unknown words and how to work out the meaning by looking at context.
- Helping children to learn the different classes of words eg. verb, adjective, proper nouns.
- Working on arithmetic skills, for example, working on methods of calculation, finding percentages of numbers etc.
- Revision Books. Discounted price of £4.50 for three (retail price to the public: £10)

# Giving children their results

Results are published in early July. Some schools give their pupils their results on the day they are released. Hunwick Primary School, along with many others in County Durham, don't. There are a number of reasons for this:

- Mr Joyce and the Y6 staff go through the returned papers with a fine tooth comb to ensure that they have been fairly and/or correctly marked. Since children sit 6 papers in total and there are 19 children in the class, this is a considerable task!
- If there are any queries, we immediately ask for the paper to be remarked. For each question we dispute, a written explanation is needed.
- If a child is one or a matter of marks away from the 'pass rate', we feel that it is only fair we are able to explain this to the child and inform them of what we are doing.
- We prepare SAT result cards for each child. One by one we ask them into Mr. Joyce's office where we celebrate their successes.