

Key Stage 2 SATs

A PRESENTATION TO PARENTS

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Key Stage 2 SATs Changes

In 2014/15 a new national curriculum framework was introduced by the government for Years 1, 3, 4 and 5

- However, Years 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 were expected to now study the new national curriculum.

▶ The new national curriculum is now tested at the end of KS2.

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 are now reported as 'scaled scores'.**
- ❖ **This means it is very difficult to compare the assessment of a previous year with the current year or Key Stage.**
- ❖ **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 to work hard to meet.**

Scaled Scores

What is meant by 'scaled scores'?

- **A scaled score of 100 represents the 'national standard'.**
- **Each pupil's raw test score (the amount of marks they actually got) is converted into a number on a scale, either at, above or below 100.**
- **A child who achieves the 'national standard' (100 or more on the scale) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.**
- **When you read results sometime in July, you will be given: a raw score (The number of marks that your child scored in the test); a scaled score (how that converted to the national average) and confirmation of whether or not they attained the national standard.**

How many points does my child need?

- ▶ Child a: 2018 tests

- ▶ Reading

- ▶ Raw Score 27 Scaled score 99

- ▶ Maths

- ▶ Raw Score 60 Scaled score 99

- ▶ Grammar

- ▶ Raw Score 37 Scaled score 99

- ▶ Child b: 2018 tests

- ▶ Reading

- ▶ Raw Score 28 Scaled score 100

- ▶ Maths

- ▶ Raw Score 61 Scaled score 100

- ▶ Grammar

- ▶ Raw Score 38 Scaled Score 100

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:**

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)

- **All tests are externally marked.**
- **Writing will be 'Teacher Assessed' but checked by advisors from Havering.**

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 or explanation.**

Types of questions

SECTION 1

Kilimanjaro — Judith's Story

These questions are about *Kilimanjaro — Judith's Story*

Choose the best word or group of words to complete each statement. Put a ring around your choice.

- Judith sets off on her journey with a team of
1. **three** **four** **six** **five** 1 mark
- other people. She is there in early June, which is
2. **the dry season.** **a busy time of year.** **the rainy season.** **a quiet time of year.** 1 mark
- On the second day, she is surprised when she sees
3. **a mongoose.** **the top of Kilimanjaro.** **a storm coming.** **Mussin's sister.** 1 mark
- On day three, Judith needs to get used to the altitude of the mountain, so she
4. **eats a lot.** **reads her book.** **doesn't go far from the camp.** **walks very slowly.** 1 mark
- At the end of day four, she feels
5. **light-headed.** **awful.** **excited.** **weak.** 1 mark

Deserts

2. Very few animals and plants can survive in such a hostile environment. What does the word *hostile* mean in the sentence above? 1 mark
3. What place on Earth receives the least rainfall? 1 mark
4. ...the viscacha (which looks similar to a rabbit)... Explain how comparing the viscacha to a rabbit helps the reader understand what a viscacha looks like. 1 mark
5. Give one difference between Antarctica and the Arabian Desert. 1 mark

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**

34. Put a letter in each box to show which **word class** the words belong to.

noun A	verb B	adjective C	adverb D
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The new choir sang brilliantly at the weekend.

1 mark

35. Look at the table below. Put a tick in each row to show whether the words in bold make up a **phrase** or a **clause**.

Sentence	Phrase	Clause
I put the cat on the tablecloth .		
Caroline grew some criss on the windowsill.		
I woke up early so I could open my presents .		
We looked out across the purple heather .		

2 marks



Set A: Grammar & Punctuation 2

There are **11 questions** in this test. Give yourself **10 minutes** to answer them all.

1. Read the sentence below and underline the **conjunction**.

You can have dinner now, or you can eat at seven.

1 mark

2. Read the sentence below. Using the verb in the brackets, complete the sentence in the **present progressive** tense.

I a biscuit. (to eat)

1 mark

3. The children ignored the alarm.

Rewrite the active sentence above in the **passive** form.

.....

.....

1 mark

Writing

As mentioned previously, writing will be teacher assessed.

The new framework contains a number of 'pupil can' statements. To demonstrate a pupil has met a standard, the teacher will need to have evidence that a pupil can independently demonstrate attainment of all of the statements within that standard and all statements in the preceding standard.

Working towards...

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.**

Working at...

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...

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.**

Maths

- 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 for 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.

Sample Questions

31 $\frac{1}{2} - \frac{1}{8} =$

1 mark

32 $(12 \div 4) + 7 \times 5 =$

1 mark

33

$$\begin{array}{r} 3235 \\ \times 24 \\ \hline \end{array}$$

Show your working

2 marks

12

These are the prices of cheese in a shop.



Cheddar cheese
82p for 100 grams

Edam cheese
66p for 100 grams

Cottage cheese
45p for 100 grams

Mina buys **200g** of Cheddar cheese and **150g** of Edam cheese.
How much does she pay altogether?

Show your working

£

12a

12a

2 marks

Seb buys some cottage cheese for £1.35
How many grams of cottage cheese does he get?



g

12b

1 mark

How to Help Your Child

- **First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!**
- **Ensure your child has the best possible attendance at school.**
- **Support your child with any homework 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!**

How to Help Your Child

Useful Websites:

- www.topmarks.co.uk/
- www.woodlands-junior.kent.sch.uk/revision/index.html
- www.icteachers.co.uk/children/children_home.htm
- Or, just search Key Stage 2 SATs

And Apps • I Am Learning English (£1.49) • KS2 SATs English (£1.49) • IED KS2 English (£1.49) • SPaG: Upper KS2 (£3.99)

Or search your relevant App store looking for KS2 or Key Stage 2 revision. Try searching for English, grammar, spelling, punctuation, times tables, arithmetic or maths. If you find something really useful, please share.

How to Help Your Child with Reading

First and foremost, focus developing an enjoyment and love of reading.

- **Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.**
- **Read a little at a time but often, rather than rarely but for long periods of time!**
- **Talk about the story before, during and afterwards – discuss the plot, 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.**
- **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.**

How to Help Your Child with Writing

Practise and learn given spellings – make it fun!

- **Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or 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, punctuation).**
- **Show your appreciation: praise and encourage, even for small successes!**

How to Help Your Child with Maths

Play times tables games

- **Play mental maths games including counting in different amounts, forwards and backwards**
- **Encourage opportunities for telling the time**
- **Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping**
- **Look for numbers on street signs, car registrations and anywhere else!**
- **Look for examples of 2D and 3D shapes around the home**
- **Identify, weigh or measure quantities and amounts in the kitchen or in recipes**
- **Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess**