

KS2 SATS 2018



Parents and teachers working
together for the benefit of
the children.



What are SATS ?

Standard Assessment Tests

End of Key Stage measure of attainment and
pupil progress.

KS1 - Year 2

KS2 - Year 6 Promote the tests as positive - a chance to
show off the hard work they have done in KS2.

WHAT WILL BE ASSESSED?

ASSESSED BY TESTS *(marked externally)*

MATHS

PAPER A
PAPER B
PAPER C

** No Calculator Paper*

READING

ONE PAPER

SPaG

SPELLING

GRAMMAR &
PUNCTUATION

CONTINUOUS ASSESSMENT

CONTINUOUS ASSESSMENT

CONTINUOUS ASSESSMENT

WRITING

SPEAKING &
LISTENING

SCIENCE

MATHS 2018

MATHS *(marked externally)*

PAPER A

Lasts for 30 minutes. 36 Q

PAPER B

Two problem solving and reasoning papers. Lasts for 40 minutes. NO TRACING PAPER

PAPER C

The tests have questions of 1 and 2 marks and children are given marks for working out if they finish the task, but get the answer incorrect.

NO CALCULATORS ARE ALLOWED

SAMPLE QUESTIONS

24

$$15.4 - 8.88 =$$

☐

1 mark

25

1 3 | 3 0 1 6

Show
your
method

☐

2 marks

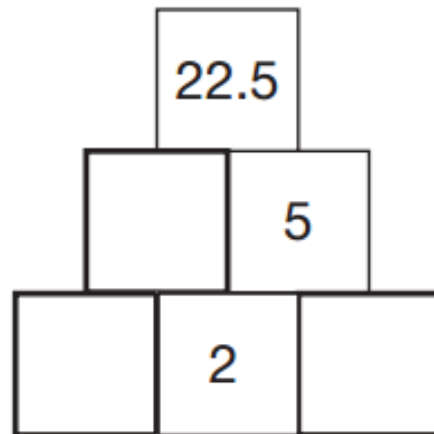
SAMPLE QUESTIONS

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

SAMPLE QUESTIONS

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show
your
method

A large grid for showing the method, with a small box for the final answer.

2 marks

READING 2018

PAPER

One paper based on reading comprehension of three to four different, un-linked texts, with a total of 35 to 40 questions. (Totalling 50 marks)

The least demanding texts will come first with the following texts increasing in level of difficulty. Questions worth 1,2,or 3 marks each.

*Lasts for 1 hour
(marked externally)*

READING SKILLS ASSESSED

The most crucial aspects of reading at the end of Key Stage 2 are:-

- Accuracy (decoding familiar and unfamiliar words correctly)
- Fluency (speed and confidence)
- Comprehension (drawing meaning from text)

The Great Plague, 1664–1666

What was the plague?

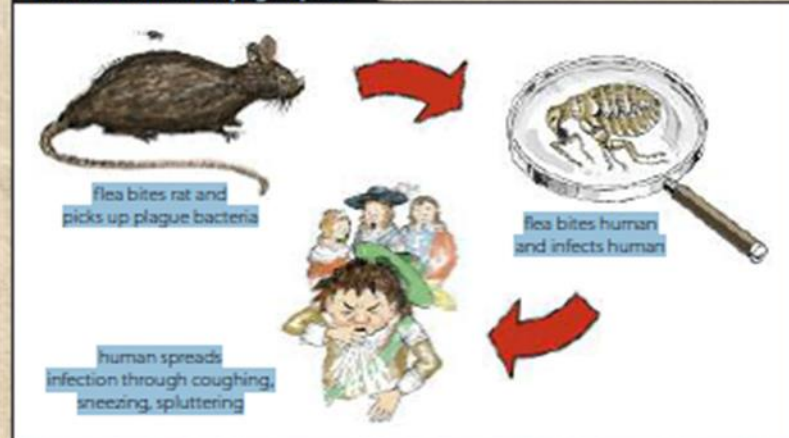
About 350 years ago, a terrible disease spread across parts of Europe. It was called the Great Plague. The worst year was 1665 when London was badly affected. By the end of that year, about 100,000 people had died.

The plague was terrifying because it killed people so quickly. Victims died within days of catching the illness, in agony, from fevers and infected swellings. It spread at a horrifying rate and could destroy the population of a town or even a city within weeks. There were no real cures so people used extreme methods to try to prevent the disease from spreading. 'Plague orders' were put on houses where people became ill. A large red cross was nailed to the door to warn others that the inhabitants were infected by the plague. The victims were shut inside, where they were often left to die.

What caused the plague?

Some doctors believed bad, poisonous air floated around, infecting all who breathed it. Others blamed farm animals for carrying the plague. In fact, the plague was caused by bacteria found on black rats. The bacteria were then passed on by fleas.

How we now know the plague spread.



READING SKILLS ASSESSED

These questions are about *The Great Plague, 1664–1666* (pages 4–5).

1. Which was the worst year of the plague?

1

1 mark

2. Look at the paragraph beginning: *The plague was terrifying because ...*
According to this paragraph, the plague caused which **two** of the following?

Tick **two**.

itching

☐

vomiting

☐

swellings

☐

fever

☐

fainting

☐

2

2 marks

3. What were the *plague orders* and how did they help to prevent the spread of the disease?

3

2 marks

SPaG 2018

English - Spelling, Punctuation and Grammar

PAPER 1

Comprises 40 to 50 short-answer questions covering grammar, punctuation and vocabulary.

PAPER 2

A spelling test with 20 questions.

Paper 1 - 45 minutes

*Paper 2 - approx 20 minutes
(marked externally)*

Sample questions

Sample Questions

1. Circle all the **adverbs** in the sentence below.

Open the drawers carefully and quietly when using the filing cabinet.

2. Tick one word to complete the sentence below.

Michael and Kate read their books _____ they ate their sandwiches.

Tick **one**.

while ☐

which ☐

between ☐

during ☐

3. Draw lines to match each sentence with the most likely final punctuation.

Sentence

Look out

How are you doing

January is the first month of the year

Punctuation

?

!

.

4. Circle the word that describes **how** William played on the field.

William played badly on the field.

5. Look at this sentence:

The shopping list said he should buy bread, butter, jam and tea.

- a) What is the name of the punctuation mark that is used after the words 'bread' and 'butter'?

- b) Why is this punctuation mark needed in the sentence above?

1 mark

Tick **one**.

to mark the start of a new clause ☐

to show that a word is missing ☐

to separate the items in a list ☐

to take the place of brackets ☐

6. The sentences below each have an error. The errors are underlined. Write the correction in the box, making sure the verb matches the tense. One has been done for you.

1 mark

had

Yesterday, I have the chance to play for my local team.

Our local café makes great cakes. We like to sit and ate them on a Saturday.

The children are going to a shopping centre tomorrow and they had bought some new toys.

I am putting on my shoes and I will have been for a walk in the park right now!

1 mark

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

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.

1 mark

Types of spellings

- | | |
|--------------|------------------|
| 1. sharp | 11. ravenously |
| 2. whiskers | 12. approached |
| 3. surveyed | 13. cautiously |
| 4. lying | 14. bristling |
| 5. rigid | 15. sensible |
| 6. intruder | 16. height |
| 7. scattered | 17. corridor |
| 8. enough | 18. proud |
| 9. females | 19. straightened |
| 10. doubt | 20. voice |

WRITING 2018

Focus on the progress children make throughout the school year, as opposed to a test-day snapshot of what they know.

DfE Guidance:- TA provides a rounded judgement that:

- is based on knowledge of how the pupil has performed over time and in a variety of contexts
- takes into account strengths and weaknesses of the pupil's performance
- Teachers will assess children's writing composition. Children's results for English writing will be a judgement of their work throughout Year 6.
- Children's grammar, punctuation and spelling skills will be assessed as part of their writing, but their creativity and writing style will also be evaluated. Greater emphasis this year on Composition and Effect.
- Schools will moderate their judgements with other local schools and may be moderated by their Local Authorities too.

What is assessed in writing?



- Composition and Effect
- Text Organisation
- Sentence structure and Punctuation
- Spelling and Handwriting

Children are expected to be able to write using a range of different genres including:

- | | |
|--------------------|---------------------|
| ■ Newspaper report | ■ Report |
| ■ Biography | ■ Recount |
| ■ Autobiography | ■ Balanced argument |
| ■ Diary Entry | ■ Advert |
| ■ Narrative | ■ Instructions |
| ■ Formal letter | ■ Playscript |
| ■ Informal letter | ■ Poetry |

Working towards the expected standard

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

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 correctly¹ (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 within the expected standard

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]

SCIENCE 2018

SCIENCE SAMPLING

- There are no formal science SATs in 2018.
- 'Science sampling' has been reintroduced and we find out later in the year if Reignhead will be part of the sample.

Teachers will assess children's knowledge and understanding of science and will judge their scientific skills according to the national curriculum attainment targets.

Children's results for science will be a judgement of their work throughout Year 6.

NO MORE LEVELS!

Children develop at different times and in individual ways, but at the end of Year 6 the DfE guidelines for English and maths are as follows:-

Children not meeting the **WORKING TOWARDS** 'Nationally Expected Standard' category for a pupil at the end of Year 6

WORKING TOWARDS the 'Nationally Expected Standard' for a pupil at the end of Year 6

WORKING AT the 'Nationally Expected Standard' for a pupil at the end of Year 6

WORKING AT GREATER DEPTH *within* the 'Nationally Expected Standard' for a pupil at the end of Year 6

For Science pupils will be grouped into 2 categories - Working at the expected standard, or a category for those pupils who do not meet the standard.

REMEMBER - ALL CHILDREN ARE DIFFERENT!

SCALED SCORES

- Tests at the end of KS2 will report in scaled scores.
- The 'expected standard' will always be set at 100.
- Raw scores in the test will be converted to scaled scores.
- The 'raw score' that equates to 100 might be different each year.
- Pupils who score 100 or more will have met the 'expected standard'.
- Pupils who score below 100 will not have met the 'expected standard'.



KEY POINTS

The National Curriculum does not have levels of attainment, but instead has 'expectations' children are required to meet at each banding (**EXPECTED STANDARD**).



No
levels



Scaled
Scores

***2016 Thresholds for
a scaled score of
100:***

- ***60/110 maths***
- ***21/50 in reading***
- ***43/70 GPS***

The 2017 tests will include reading, grammar, punctuation and spelling, arithmetic and reasoning.

SPECIAL EDUCATIONAL NEEDS

Some support can be given to children who have a 'statement of educational needs'. Requests for additional time will be made by teachers using their knowledge of children and the children's individual needs.

Unless there are exceptional circumstances, no help can be given with the reading tests

A teacher can help a child to read instructions on the grammar and maths test.

How are we preparing?

- Year 6 now working with two teachers every morning.
- Practising previous SATS papers
- Booster Classes
- Focused Maths Lessons
- Focused SPaG Lessons
- Assigning some children 1:1 mentors
- Group and Independent Reading
- Writing carried out regularly
- Continuous assessment and feedback
- Home Learning

Revision Guides

- To help children with their revision we are offering CGP revision books at the reduced price of £2.50 (rrp £4.95) each. There is a Maths study book and an English study book. These books have information on different topics and practice questions.
- Example books are on display
- If you wish to purchase please complete the order form and hand the money to a member of staff.

REPORTING RESULTS

- Children's progress, as well as their achievement, will be measured and reported on in school performance tables.
- Teacher assessments will be passed on to secondary schools so they can be used in planning for Year 7 teaching.
- The test results are available mid-end of July.
- Written reports are given at the end of the summer term along with your child's teacher assessments, test results and the results for school. Parents are also given the national results from 2018

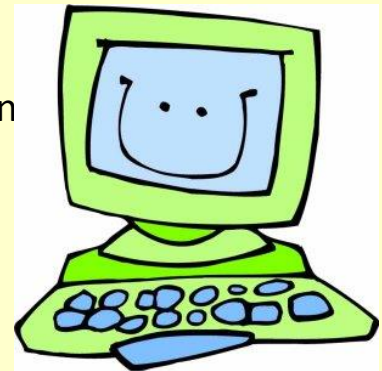
WHEN ARE THE TESTS?

All KS2 SATs will be held in the week beginning 14th May 2018.

Monday 14 May	<ul style="list-style-type: none">• English grammar, punctuation and spelling Paper 1: questions• English grammar, punctuation and spelling Paper 2: spelling
Tuesday 15 May	<ul style="list-style-type: none">• English reading
Wednesday 16 May	<ul style="list-style-type: none">• Mathematics Paper 1: arithmetic• Mathematics Paper 2: reasoning
Thursday 17 May	<ul style="list-style-type: none">• Mathematics Paper 3: reasoning

USEFUL WEBSITES

- <http://www.bbc.co.uk/schools/revision/>
- This is an excellent site, providing revision help for KS2, KS3, KS 4 and KS5. This covers all subjects through activities and tests.
- http://www.icteachers.co.uk/children/children_sats.htm
- A wide range of KS2 SATs questions, from both past papers and their own team of teachers.
- <http://www.woodlands-junior.kent.sch.uk/revision/index.html>
- Revision pages at Woodlands Junior School. These revision pages support the work they do at Woodlands Junior School. They have been put together for their students to help them with their revision. Included are some sample questions taken from past Key Stage 2 SATs papers, as well as a whole host of interactive tests/quizzes.
- <http://www.compare4kids.co.uk/maths.php>
- This links to lots of other websites which have games and activities on specific subjects
- <http://www.emaths.co.uk/index.php/4-students/past-papers/ks2-sat-papers>
- Over 10 years of past SAT papers for you to use
- (Please do not use papers after 2007 as these will be used in school during revision)
- <http://www.parkfieldict.co.uk/sats/>
- English and Maths revision activities and games.



WE RECOMMEND:-

Early nights and lots of sleep

Good attendance

Good punctuality

A good breakfast

**LOTS OF PRAISE AND
ENCOURAGEMENT!**

ANY QUESTIONS?

