Key Stage 2 SATs

A Presentation to Parents

Brewood CE Middle School

26th January 2016

Information and Guidance on the Changes and Expectations for 2015/16
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 are expected to now study the new national curriculum.

• KS1 (Year 2) and KS2 SATs (Year 6) will reflect the new curriculum for the first time this year.

• If your child is in Year 6 this year, they will be the first 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 last year.
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 2016 for the first 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.
On publication of the test results in July 2016:
• 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 Key Stage 2 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.

• From this year, there won’t be any separate tests for the most able children.

• Instead, each test will have scope for higher attaining pupils to show their strengths.
Key Stage 2 SATs take place nationally in the week commencing 9th 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, Physics and Chemistry. 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.
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.
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 landing at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

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 Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where a couple 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.

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.
Giants

How would you like it—
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail—
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun
Of seeing you snatch them suddenly in
And cower, quivering back
Into your pitiful shell, so brittle and thin?
Would you think it was fun then?
Would you think it was fun?

And how would you like it,
Supposing you were a frog,
An emerald crap with a pale, trembling throat,
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scramble, tumble, fall,
In graceless, shivering dread,
Back into the trampled reeds that were grown so tall?
Would you think it a joy then?
Would you think it a joy?

Lydia Pender

Star spotters’ guide to seeing shooting stars

1. Find out when a meteor shower is due and arrange to go star spotting with an adult (they don’t have to be an expert).
2. Wear warm clothes and equip yourself with a blanket, a pillow and a torch.
3. You do NOT need a telescope or binoculars.
4. Go outside and find somewhere that is far away from town lights.
5. When you have found your spot, lie down on your blanket, switch OFF your torch and stare up at the sky.
6. Allow some minutes to pass. The longer you look, the more stars you will see as your eyes get used to the darkness.
7. Wait for the shooting stars to appear!
I looked at my comrades. The two professors were in silent ecstasy.

"What will they say in England of this?" Professor Summerlee cried at last.

"They will say that you are a liar," said Professor Challenger, "exactly as you and others said of me."

"In the face of photographs?"

"Faked, Summerlee! Clumsily faked!"

"Who's to blame them? For this will seem a dream to ourselves in a month or two," said Lord John. "What were they?"

"Iguanodons," said Summerlee. "England was once alive with them when there was plenty of good lush green-stuff to keep them going."

"I don't know what anyone else thinks, but this place makes me feel very uneasy..."

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shaggy foliage, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be—ready to pounce upon us from their lair among the rocks or brushwood?
1. Look at the introduction.
   Why is space tourism impossible for most people?

2. How would you get from the spacecraft to the space hotel?

   According to the text, what could you do on your space holiday?
   Give two examples:
   1. 
   2. 

4. How much did the first space tourist pay to go into space?

5. Look at Anousheh's blog entry for September 27th.
   Explain how Anousheh felt about being in space that day.

6. Match the events below to the year in which they happened.
   - Anousheh Ansari went to space.
   - The first man stepped on the Moon.
   - Dennis Tito went to space.
   - The International Space Station was built.
   - 1999
   - 1998
   - 2001
   - 2008
...in a flash... (page 6)

What does this tell you about the burning of rocks in space?

Find out when a meteor shower is due and arrange to go star spotting with an adult...

In this sentence, the word arrange is closest in meaning to...

Tick one.

set out. [ ]

meet. [ ]

pack up [ ]

plan. [ ]

Questions 16–24 are about Giants (page 7).

16
(a) What does the 'giant' do to frighten the snail?

(b) What does the 'giant' do to frighten the frog?

1 mark

17
Gentle, and small, and frail
Which part of the snail do these words describe?
Circle the part of the snail in the picture below.

1 mark

13
Gentle, and small, and frail
How do these words make the reader feel about the snail?

1 mark
The iguanodons are described as inoffensive brutes...

Look at the paragraph beginning: I do not know how long... (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both inoffensive and brutes.

Use evidence from the text to support your answer.

(a) Find and copy the group of words on page 9 where Lord John's mood changes.

(b) How does Lord John's mood change?

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.
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.
Sample Questions

Which sentence has been punctuated correctly?

Tick one.

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

---

1 mark

8
Tick the sentence that must end with a question mark.

Tick one.

Next week, I’ll ask about joining the library

Please ask the librarian if you need any help

I asked for a joke book, but there were none

This is the book you asked for, isn’t it

---

1 mark
### Sample Questions

#### Question 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.

![Diagram with boxes to tick]

1 mark

#### Question 15

Tick one box to show how the modal verb affects the meaning of the sentence.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Modal verb indicates certainty</th>
<th>Modal verb indicates possibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>It will be very cold tomorrow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John might have missed the train.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ann can speak six languages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You could finish your work by the end of the lesson.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 mark
Sample Questions

Tick one box in each row to show whether the underlined word is an adjective or an adverb.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is a direct flight to Spain.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I hate arriving late.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The door opened wide.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>That is the wrong spelling.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 mark
Sample Questions

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
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 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.
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.
The Mathematics tests 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 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

Maths Paper 1: Arithmetic

24

15.4 – 8.88 =

25

133016

Show your method

1 mark

2 marks
Here is a number pyramid.

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

Write the missing numbers.
Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

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

£
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.bbc.co.uk/schools/ks2bitesize/
• www.woodlands-junior.kent.sch.uk/revision/index.html
• www.ictteachers.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

- Listening to your child read can take many forms.
- 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.
- Visit the local library - it’s free!
How to Help Your Child with Writing

- Practise and learn weekly spelling lists – 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