



# SATs meeting



- To explain what the SATs will be testing.
- To explain what the Maths and English papers will be like in more detail – see papers
- To show how we shall be supporting the children leading up to SATs
- To help you understand how you can support your child in the run up to the tests

# **What is being tested?**

2 subjects tested - Maths and English

Reading and SPAG will be tested, with writing assessed throughout the year

# **When are the tests?**

Week beg May 13th – until Thursday 16th

Date Time	Monday 13 May	Tuesday 14 May	Wednesday 15 May	Thursday 16 May
Before morning break	English Grammar, and Punctuation test (SPAG)  45 minutes	Reading test  1 hour	Arithmetic test Paper 1  30 minutes	Mathematics reasoning test Paper 3  40 minutes
After morning break	spelling test (SPAG)  20 minutes		Mathematics reasoning test Paper 2  40 minutes	

## **Who will be tested?**

All pupils in the current Year 6 will take the tests unless they are working below the level of the tests

## **Does teacher assessment also count?**

Teacher assessments will be passed to High Schools but Maths / Reading no longer recorded alongside SATs

## **When do we get the results? Early July**

## **What happens to the results?**

Passed to High Schools – informs setting in Year 7  
Results published online (Analyse School Performance / school league tables etc)

## **What happens if my child does not attend school that week?**

Full attendance required, as by missing a part of the test, no score can be registered. However, timetable modification can be arranged in cases where a child unable to attend on a particular day.

If ill / injured, it should be possible for a child to take the test up to a week later, under test conditions.

Results of tests will be based on a **scaled score** (80 – 120), with **100** as the expected standard.

If a child is awarded a scaled score of 99 or less they won't have achieved the expected standard in the test (Reading, SPAG and Maths)

- 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).

## Expected progress from KS1-2 (rough guide)

KS1 (age 7)	KS2 (age 11)
Level 1	Working towards expected level
Level 2	Working at expected
Level 3	Working at greater depth

Some children may not make this, whilst others are targeted to exceed this amount of progress

# Maths

The Mathematics test consists of:

- One arithmetic paper, lasting 30 minutes  
(Paper 1 – 40 marks)
- Two reasoning papers, both lasting 40 minutes  
(Papers 2 and 3 – 35 marks each)



# Key aspects of the KS2 tests

- Key skills are fundamental for all children – times tables, number understanding, place value, 4 number operations etc.
- The tests are aimed at children being able to apply their skills and problem solve.
- Although there is no longer a separate mental maths test the learning of mental maths skills is still vitally important in order to answer these questions efficiently.

# The focus of the papers

- Paper 1 – Arithmetic

This will consist largely of one-mark questions using context-free calculations. There will be some 2-mark questions where children have to give the correct answer to for long multiplication and long division calculations.

Eg

24	$15.4 - 8.88 =$	
		<input type="text"/>
		1 mark

25	133016	
Show your method		<input type="text"/>
		2 marks

# Paper 1 Arithmetic

Children will be given 2 marks for a correct long multiplication or division answer but they may still gain a mark if they use a correct formal method.

We are regularly practising long multiplication and division methods and are reminding the children to practise all times tables whenever they get a chance to help with this!

# Paper 2 and 3 Reasoning

These will involve a number of question types, including:

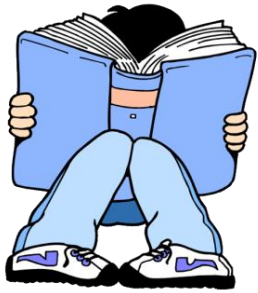
- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem

# Preparation so far.....

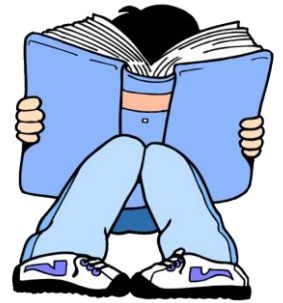
- We have been covering all aspects of the Maths curriculum during lessons, to include:
- Mental maths skills, including times tables
- Number operations/ longer written methods
- Problem solving.
- Example questions.
- Reasoning and explaining Mathematical thinking.

# What you can do to support your child at home.....

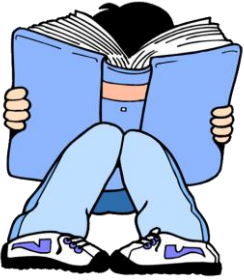
- Times tables – both  $\times$  and  $\div$  facts
- Number bonds
- 4 number operations  $- + \times \div$
- Read questions with your child and get them to explain what the key information is, what the operation is and what they need to do.
- Encourage them to show workings/jottings and check their answer.
- Ask your child how they worked out the answer (explain their thinking)
- Encourage your child to do their homework.



# 2019 Reading Paper



- The children have 60 minutes to gain up to 50 marks.
- There are 3 texts to read of increasing difficulty.



# Types of question.

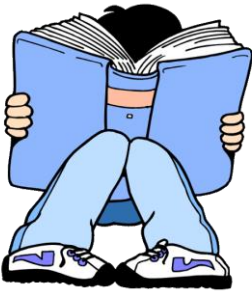
The questions are:

- shorter, closed response items (such as multiple choice and matching questions);
- shorter, open response items; and longer, open response items that require children to explain and comment on the texts in order to demonstrate a full understanding. **It is really important that the children use words and phrases from the text within their answer.**
- Questions are worth 1, 2 or 3 marks.

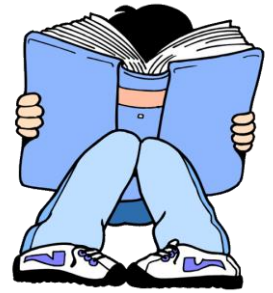


## Typical types of Reading questions

- Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in 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 the second paragraph (p6) How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'



# How you can help at home



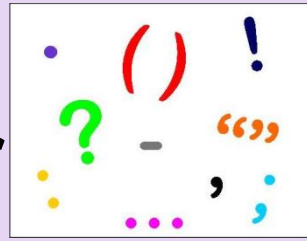
Listen to your child read as much as possible, ask questions about what they have read and discuss any unknown vocabulary.

Eg.

- WHY do you think Stanley acted that way?
- WHAT might Stanley have been thinking and why?
- WHAT do you think *this* character might have thought about what Stanley did?
- Which words or phrases in the text tell you how Stanley is feeling?



# Punctuation & Grammar



- A 45 minute test to gain up to 50 marks.
- The children will be asked lots of different questions some will require matching, drawing lines, adding punctuation or underlining certain types of words.
- From 2016, the test has required the children to know far more vocabulary.

Which **pair of verbs** correctly completes the sentence below?

Pluto \_\_\_\_\_ now called a dwarf planet, but once it \_\_\_\_\_ classified as a planet.

Tick **one**.

was      is

was      was

is      is

is      was

Write the **contracted form** of the underlined words in the box.

That decision does not seem fair.



Circle the two words in the sentence below that are **synonyms** of each other.

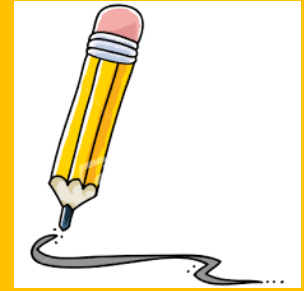
He was lucky to win first prize – he knew it was fortunate that his closest rival had decided not to take part.

Tick one box in each row to show whether the word after is used as a **subordinating conjunction** or as a **preposition**.

<b>Sentence</b>	<b><u>after</u> used as a subordinating conjunction</b>	<b><u>after</u> used as a preposition</b>
He moved here <u>after</u> the end of the war.		
Entry is free <u>after</u> 5pm in the evening.		
I went to the cinema <u>after</u> I had eaten my dinner.		



# Writing



- No test
- We have been continually assessing the children's writing since September
- We look at their topic books
- Their personal targets are areas they need to work on to improve.
- The children are expected to show their grammar and punctuation skills within their writing.



# How can you help ?



- Encourage your child to use the correct grammar and punctuation in their homework.
- Encourage your child to use joined tall handwriting.
- If they ask for a spelling ask them to have a go first.
- Encourage them to use different vocabulary and a variety of sentence structures.
- Ask them to read their work aloud when they have finished, so they can check it makes sense.





# Spelling



- The children will be tested on letter patterns that they have been receiving as spelling tests since September.
- The children will listen to 20 sentences from which a targeted word will be left out. They will be given time to fill in the missing word on their sheet.



How can you help ?



- Help your child to learn their spellings each week.
- Try to find other words with the same letter pattern.
- Write out their spellings within an exciting sentence.

# What will happen between now and SATs?

- Teacher assessments - on-going
- Past papers / new style papers – formal assessment / gaps filled in
- Sharing of targets at parents' evening – February
- Groups for targeted support in Maths and English
- Existing targeted groups eg guided reading, will focus on SATs papers much more
- Booster programme – Tuesday / Thursday pms and at other times for specific groups; this benefits all pupils, not just a few
- Relevant revision homework / Testbase / test questions and problems / Revision books and materials (Maths / SPAG)
- Extra support for individuals – TAs and teachers
- Homework – Maths to be set by Booster teachers

**We have high expectations of what the pupils can achieve**

**We have every confidence in them and want them to feel confident approaching all aspects of their work.**

**SATs are only one part of the children's school experience. We continue to deliver a rich, varied and stimulating thematic curriculum which engages and enthuses all pupils.**

**Please see us if you have any concerns.**