

KS₂ SATS 2017



KS2 SATS Guidance for Parents
Autumn 2017

KS2 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 began to study the new national curriculum.
- KS1 (Year 2) and KS2 SATs (Year 6) will reflect the new curriculum for the second time this year.

Assessment & Reporting

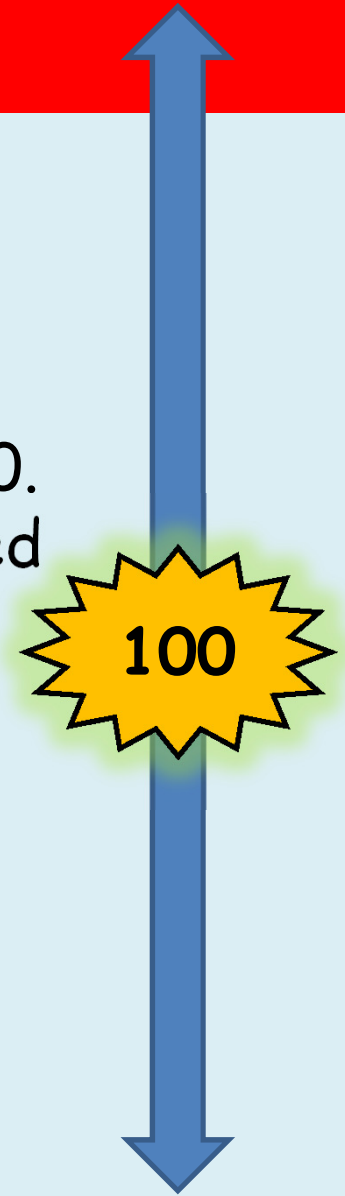
- 'Old' national curriculum levels (e.g. Level 3, 4, 5) have now been abolished, as set out in the government guidelines.
- In 2016, test scores were reported as 'scaled scores'.
- This means it is very difficult to compare the assessment of a previous year with the current year.
- Your child will still 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 2015.

Each pupil registered for the tests will receive:

- a raw score (number of raw marks awarded)
- a scaled score
- confirmation of whether or not they attained the national standard

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'.



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!

KEY POINTS

The 'new' curriculum is more challenging and has an increased focus on developing children's subject knowledge and skills.

The new 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**

"These (test) materials are designed to give teachers an indication of how the new curriculum will be assessed from 2016. It reflects areas of the curriculum that have changed, therefore the questions may be unfamiliar or more challenging."

DfE Guidance 2016 key stage 2 mathematics: sample test materials, mark schemes and test administration instructions.

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

WHAT WILL BE ASSESSED?

ASSESSED BY TESTS *(marked externally)*

READING

ONE PAPER

Reading booklet
and associated
answer booklet.

SPaG

Paper 1, short
answer questions.

Paper 2, spelling.

MATHS

Paper 1, arithmetic

Paper 2, reasoning

Paper 3, reasoning

** No Calculator Paper*

CONTINUOUS TEACHER
ASSESSMENT

WRITING

CONTINUOUS TEACHER ASSESSMENT or TEST
SAMPLING SELECTED SCHOOLS

SCIENCE

READING 2017

PAPER 1

60 minutes

- This test consists of a reading answer booklet and a separate reading booklet.
- Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose: e.g. working through one text and answering the questions before moving on to the next.
- The least-demanding text will come first with the following texts increasing in level of difficulty.

(marked externally)

****High-achieving children – there is no longer a Level 6 test paper***

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)
 - Understanding, describing, selecting or retrieving information, events or ideas from texts and using quotation and reference to text.
 - Deducing, inferring or interpreting information, events or ideas from texts.
 - Identifying and commenting on the structure and organization of texts, including grammatical and presentational features at text level.
 - Explaining and commenting on the writers' use of language, including grammatical and literary features at word and sentence level.
 - Identifying and commenting on writers' purposes and viewpoints, and the overall effect of the text on the reader.

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 a library - it's free!

SPaG 2017

English - Spelling, Punctuation and Grammar

PAPER 1

45 minutes to complete the test, answering the questions in the test paper.

PAPER 2

This component consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator.

Pupils will have approximately 15 minutes to complete the test (not strictly timed), by writing the 20 missing words in the answer booklet.

(marked externally)

****High-achieving children – there is no longer a Level 6 test paper***

English Grammar, Punctuation and Spelling

Sample questions

2

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

☐

1 mark

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.

↑	↑	↑	↑
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

English Grammar, Punctuation and Spelling

Sample questions

14

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick **one**.

as a preposition phrase

☐

as a relative clause

☐

as a main clause

☐

as a noun phrase

☐

1 mark

English Grammar, Punctuation and Spelling

Sample questions

23

Draw a line to match each word to its correct **antonym**.

Word

meandering

sympathetic

evade

plausible

Antonym

confront

unfeeling

unbelievable

straight

1 mark

24

Rewrite the sentence below, adding a **subordinate clause**.
Remember to punctuate your answer correctly.

The children played on the swings.

1 mark

MATHS 2017

MATHS *(marked externally)*

PAPER 1

Arithmetic - lasts for 30 minutes.

PAPER 2

Reasoning - lasts for 40 minutes.

PAPER 3

Reasoning - lasts for 40 minutes.

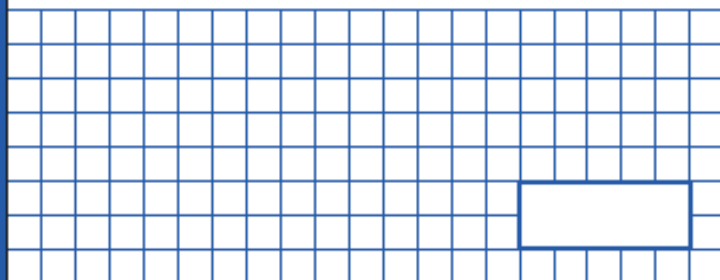
The tests have questions of 1, 2 or 3 marks and children are given marks for working out if they finish the task, but get the answer incorrect.

NO CALCULATORS are allowed.

****High-achieving children – there is no longer a Level 6 test paper***

26

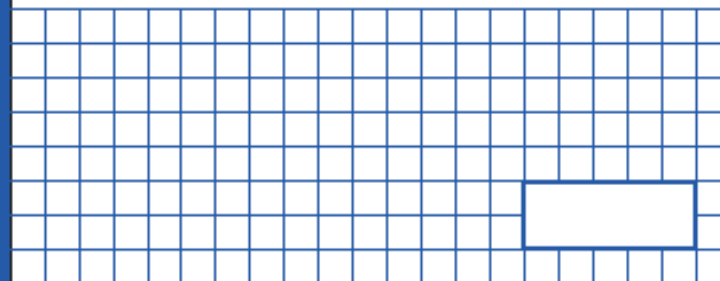
$$\frac{1}{4} \times \frac{1}{8} =$$



1 mark

19

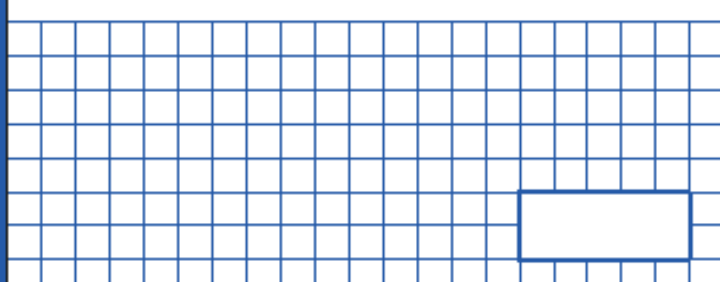
$$\frac{1}{9} + \frac{4}{9} =$$



1 mark

27

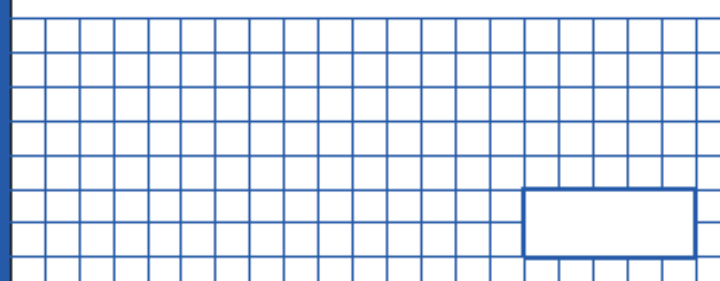
$$95\% \text{ of } 240 =$$



1 mark

20

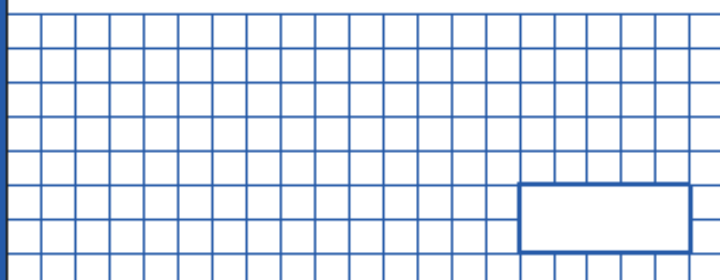
$$5,756 + 8,643 =$$



1 mark

28

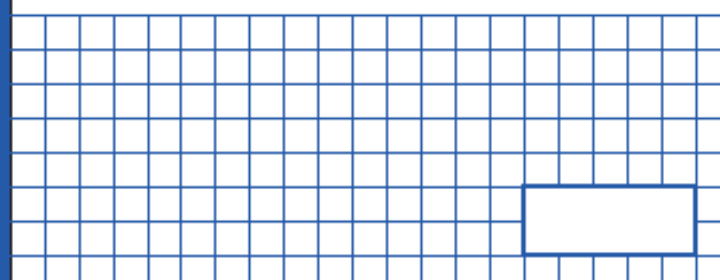
$$234,897 - 45,996 =$$



1 mark

21

$$7,505 \div 5 =$$



1 mark

Sample test activity

12

Two decimal numbers add together to equal 1

One of the numbers is 0.007

What is the other number?

1 mark

13

Here are four fraction cards.

$$\frac{3}{4}$$

$$\frac{5}{8}$$

$$\frac{6}{12}$$

$$\frac{7}{16}$$

Use any **three** of the cards to make this correct.

$$\boxed{} < \boxed{} < \boxed{}$$

1 mark

2

A pack of paper has 150 sheets.

4 children each take 7 sheets.

How many sheets of paper are left in the packet?

Show
your
method

2 marks

5

What is 444 minutes in hours and minutes?

hours

minutes

1 mark

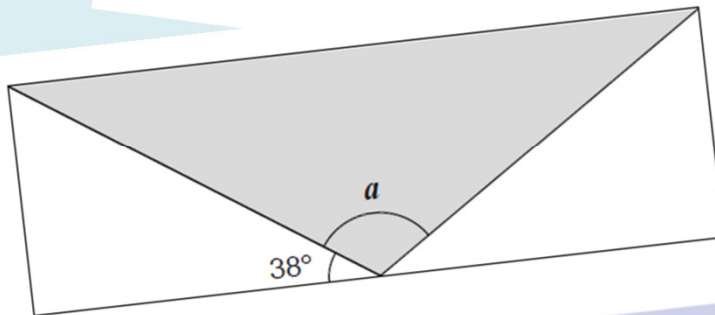
11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

1 mark



Not
to
scale

Calculate the size of angle a .

Show
your
method

a is

2 marks

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.

WRITING 2017

This year there is a greater focus on the progress children make throughout the school year, as opposed to a test-day snapshot of what they know.

DfE Guidance:- Teacher Assessment 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.
- Schools will moderate their judgements with other local schools and may be moderated by their Local Authorities too.

What is the 'Expected Standard' in writing?



2016 KS2 English writing exemplification

Dear Darcy,

I can't believe it! My only daughter has disobeyed my wishes. She has gone and become a girlfriend to a Montague, that scrawny Romeo. Juliet doesn't want to get married to Count Paris. I feel distraught over this, how could she do this to me? If only I could change her mind.

I want her to get married to Paris because he is noble and a fine gentleman! He runs his own business, not like that dishcloth of a man Romeo. I think Romeo is a waste of time - a disgusting Montague and repulsive. Why does Juliet want to marry Romeo after he killed Tybalt?

I have spent months planning this wedding of the century. The church is booked and Juliet's dress has been made by the famous Mrs Sophia Capulet. It was 2,000 pounds! I have got the chef to make her a 5 layered cake that was 2 hundred pounds but now it will go to waste! Why would she do this to me?

If Juliet doesn't marry Paris then I'm going to send her out of Verona Square - I will not talk to her again! I don't care what happens to her. She will never be a part of this family again! She can die in the streets for all I care. Juliet is ungrateful, she is a selfish, stupid and evil girl.

The DfE have issued some guidance for schools.

Working at age expected includes:

- Paragraphs
- Mostly correct spellings
- Joined handwriting
- Inverted comma use
- Semi colons, dashes, colons and hyphens
- Engaging the reader with interesting vocabulary

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

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!

INTERIM TEACHER ASSESSMENT FRAMEWORKS

To help with teacher assessment the DfE has produced '*Interim Frameworks*'. These are for 2016 - 2017 and they set out the standards a pupil will be assessed against in *reading, writing, maths and science*.

The Interim Frameworks are only to be used as *a guide*, as they do not include full coverage of the content of the National Curriculum.

All of the criteria must be met for a child to attain the 'Expected Standard'.

These are for 2016 -2017 and they set out the standards a pupil will be assessed against in *reading, writing, maths and science*.

2016 national curriculum assessments

Working at the expected standard

The pupil can write for a range of purposes and audiences (including formal writing) and for a range of media (including digital media) and can:

- creating atmosphere, and integrating dialogue to convey the action
- selecting vocabulary and grammatical structures that are required mostly correctly
- using a range of cohesive devices*, including adverbials and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes within a sentence
- using adverbs, preposition phrases and expanded noun phrases to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation marks such as semi-colons, dashes

2016 national curriculum assessments

Interim teacher assessment framework at the end of key stage 2 - reading

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

Working at the expected standard

- The pupil can demonstrate an understanding of place value, including large numbers and decimals
(e.g. what is the value of the '7' in 276,541?;
find the difference between the largest and smallest whole numbers that can be made from using three digits;
 $8.09 = 8 + \frac{9}{100}$;
 $28.13 = 28 + \frac{13}{100} + 0.03$).
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation
(e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$;
 $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$;
 $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$).
- The pupil can use formal methods to solve multi-step problems
(e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55;
a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?;
a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities
(e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake).
- The pupil can calculate:
(e.g. knowing that 7 is 15% of 60;
 $1\frac{1}{2} + \frac{2}{3} = \frac{7}{6}$ of 108
 0.8×70).
- The pupil can substitute values into formulas
(e.g. perimeter of a rectangle).
- The pupil can calculate length, area and volume
(e.g. calculate length into m and the area into m² and the volume into m³).
- The pupil can use a protractor to draw angles and bisect a line at a point and draw a perpendicular line.

Interim teacher assessment framework at the end of key stage 2 - science

Working scientifically: this must be taught through, and clearly related to, the teaching of substantive science content in the programme of study.

- The pupil can describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.
- The pupil can ask their own questions about the scientific phenomena they are studying, and select and plan the most appropriate ways to answer these questions, or those of others, recognising and controlling variables where necessary - including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources of information.
- The pupil can use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate.
- The pupil can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- The pupil can present findings and draw conclusions in different forms, and raise further questions that could be investigated, based on their data and observations.
- The pupil can use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate their methods and findings.

Science content:

- The pupil can name, locate and describe the functions of the main parts of the digestive, musculoskeletal, and circulatory systems, and can describe and compare different reproductive processes and life cycles, in animals.
- The pupil can describe the effects of diet, exercise, drugs and lifestyle on how their bodies function.
- The pupil can name, locate and describe the functions of the main parts of plants, including those involved in reproduction and transporting water and nutrients.
- The pupil can use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or in other ways.
- The pupil can construct and interpret food chains.
- The pupil can explain how environmental changes may have an impact on living things.
- The pupil can use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; and describe how fossils are formed and provide evidence for evolution.
- The pupil can group and identify materials, including rocks, in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties.
- The pupil can describe the characteristics of different states of matter and group materials on this basis; and can describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle.

Continued on the next page

rough choosing

2016 national curriculum assessments

SCIENCE 2017

SCIENCE SAMPLING - Every two years and will take place for selected schools in 2017.

- There are no formal science SATs in 2017.
- '**Science sampling**' has been reintroduced, it is taking place in 2017 and schools concerned will be contacted in early spring by the STA (Standards & Testing Agency)

Teachers will assess children's knowledge and understanding of science and will judge their scientific skills according to the National Curriculum Interim Framework for Science.

Children's results for science will be a judgement of their work throughout KS2.

WHEN ARE THE TESTS?

All KS2 SATs will be held in the week beginning 8th May 2017.
The tests must be taken on the scheduled days.

Monday 8 May	English reading test, reading booklet and associated answer booklet.
Tuesday 9 May	English grammar, punctuation and spelling test, Paper 1, short answer questions. English grammar, punctuation and spelling test, Paper 2, spelling.
Wednesday 10 May	Mathematics, Paper 1, arithmetic test. Mathematics, Paper 2, reasoning.
Thursday 11 May	Mathematics Paper 3, reasoning.

Absence during the test period - Pupils who miss one or more component of a test and do not qualify for a timetable variation will not be awarded a score for that test.

How are we preparing?

- Teaching the more challenging learning objectives set out in the National Curriculum 2014
- Continuous Assessment
- Focused Maths Lessons
- Focused Spelling Lessons
- Focused SPaG Lessons (Spelling, Punctuation & Grammar)
- Guided and Independent Reading
- Writing Assessments carried out regularly
- Practising previous SATS papers
- Teaching 'test techniques' and vocabulary
- Home Learning to support teaching & learning in school
- Target Setting
- Mentoring and support
- Keeping up to date with information provided by the DfE

HELPING AT HOME

- Try not to put pressure on your child.
- Support with homework and targets that have been discussed at Parents Evening.
- Read regularly and discuss a variety of texts - not just 'listening' to your child read.
- Short bursts of mental maths, times tables and problem solving etc.
- Use the previous test papers only if advised by school as they are used in school as assessment and practise for the children. Using the same papers at home makes it difficult to prepare the children adequately.

SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Some support can be given to children who have a Statement, or Educational Health Care Plan.

Requests for additional time will be made by teachers using their knowledge of children and the children's individual needs.

Children who are unable to sit and work for a long period because of a disability or because of behavioural, emotional or social difficulties may receive some support.

Children with English as an additional language and who have limited fluency in English may receive some support.

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.

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 Year 7 so the results can be used in planning for KS3 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 results and the results for school.
- Parents will also be given the national results from 2016.

WE RECOMMEND:-

Early nights and lots of sleep

100% attendance

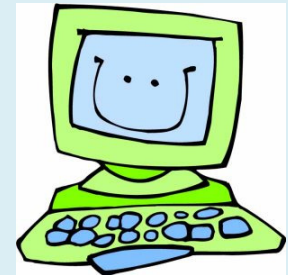
100% punctuality

A good breakfast

**LOTS OF PRAISE AND
ENCOURAGEMENT!**

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.



ANY QUESTIONS?

