



S.A.T.s

May 2018





KEY STAGE 2 NATIONAL CURRICULUM TESTS 2018



KS2 NC TESTS TIMETABLE

Monday 14th – Thursday 17th May 2018

MONDAY 14TH MAY	TUESDAY 15TH MAY	WEDNESDAY 16TH MAY	THURSDAY 17TH MAY
<p data-bbox="59 729 455 979">English Grammar, Punctuation and Spelling Paper 1 Short answers</p> <p data-bbox="112 1065 407 1315">English Grammar, Punctuation and Spelling Paper 2 Spelling</p>	<p data-bbox="633 943 780 1043">English Reading</p>	<p data-bbox="1006 851 1344 951">Mathematics Paper 1 Arithmetic</p> <p data-bbox="1012 1036 1338 1136">Mathematics Paper 2 Reasoning</p>	<p data-bbox="1483 972 1812 1072">Mathematics Paper 3 Reasoning</p>

What are SATS and Standards?

End of Key Stage 2 SATS (Standard Assessment Tests) tests are given at the end of Year 6. They are used to show your child's progress compared with other children across the country. The tests take place in May and are far more formal than at Key Stage 1.

The tests which are taken in Year 6 cover Reading , Grammar and Mathematics. Writing will be assessed through Teacher Assessment (which could be externally moderated).

The test papers will be sent away to be marked and returned to school in July 2018. These are first checked by teachers for errors and any papers with marking discrepancies returned for re-marking. Following this, you will receive a report showing the teacher assessment (i.e. at which standard the teacher thinks your child is working at) and the test results.

The tests match the curriculum changes since 2014. A scaled scores will be used: a score of 100 will represent the 'national standard', scores below 100 will represent working towards the 'national standard' and scores above 100 will represent working above the 'national standard'.

The reports will also indicate whether a child is working towards the expected standard or working at the expected standard (in some areas it might also report working at greater depth).

Government information...

Last year, the government produced a video and leaflet for the parents of Year 6 (and Year 2) parents. You can see them by following this link:

<https://www.gov.uk/government/publications/2017-national-curriculum-tests-for-key-stages-1-and-2-information-for-parents>

ENGLISH

In the English SATs, the children's results are based on reading and grammar tests. They will also be given a teacher assessed writing standard. The teacher's assessment will be based on writing throughout the whole year but will largely focus on the most recent writing.

ENGLISH SAT

The English test is made up of several aspects. They are shown below:

Reading Test

Grammar and Punctuation Test

Spelling Test

READING

The reading test takes 1 hour and covers information gathering from texts, inference and deduction, and commenting on a writer's use of grammatical features, vocabulary choices and stylistic features.

The children are given selections of texts to read with a number of questions to answer relating to the texts. The texts and questions get increasingly difficult as the test goes on.

The following slides give examples of the types of questions that children will be asked to answer. They appear in different forms: circling one of multiple answers, drawing lines to link ideas, one word answers, copying sections of text, one or two sentence answers and several sentence answers. The space given for children to answer in, as well as the possible mark for the answer, allows the children to decide how much detail they need to give in their answers.

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 parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people 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.

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



Who has already had a holiday in space?

In 2006, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

Anousheh's Space Blog

September 25th

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.



Questions 1–15 are about *Space Tourism* (pages 4–6).

Look at the introduction.

Why is space tourism impossible for most people?

1 mark

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

1 mark

Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1. _____
2. _____

2 marks

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

1 mark

Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

2 marks

Match the events below to the year in which they happened.

Anousheh Ansari went to space.	1969
The first man stepped on the Moon.	1998
Dennis Tito went to space.	2001
The International Space Station was built.	2006

1 mark

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A beast?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.



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..." said Lord John.

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 shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, 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?

Questions 25–36 are about *The Lost World* (pages 8–9).

25 Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

Professor
Summerlee.

Lord John.

Malone.

Professor
Challenger.

_____ 1 mark

(b) At the start of the extract the men entered the forest...

carefully.

quickly.

fearfully.

noisily.

_____ 1 mark

(c) There, they came to a patch where the stream was...

smaller.

bigger.

faster.

slower.

_____ 1 mark

(d) The ferns here were spaced...

regularly.

randomly.

carefully.

equally.

_____ 1 mark

26 How far into the forest did the stream become a *considerable bog*?

_____ 1 mark

29 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.

_____ 3 marks

WRITING

As stated previously, writing is being continually assessed throughout the year, whenever children write.

Children are expected to show a variety of sentence forms, accurate grammar and punctuation, appropriate structure, and imaginative and interesting ideas and vocabulary which are appropriate for the reader and task. The objectives being assessed are on the following slide.

A sample of our writing evidence could be externally moderated to ensure that the standards awarded for writing are consistent across schools nationally.

Working towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
describing settings and characters	creating atmosphere (setting, weather, time of day, description using the senses, character description...)	
	integrating dialogue to convey character and advance the action	
	selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly	managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
using paragraphs to organise ideas		
using some cohesive devices (determiners, pronouns, conjunctions, adverbs and ellipsis), within and across sentences and paragraphs	using a range of cohesive devices (determiners, pronouns, conjunctions, adverbs and ellipsis), within and across sentences and paragraphs	
using different verb forms mostly accurately	using passive and modal verbs mostly appropriately	selecting verb forms for meaning and effect
using co-ordinating and subordinating conjunctions	using a wide range of clause structures, sometimes varying their position within the sentence	
	using adverbs, preposition phrases (in bed, after the party...) and expanded noun phrases effectively to add detail, qualification and precision	
capital letters used mostly correctly	capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes used mostly correctly	capital letters, full stops, question marks, exclamation marks, commas in a list and apostrophes used correctly
full stops used mostly correctly		
question marks used mostly correctly		
exclamation marks used mostly correctly		
commas for lists used mostly correctly		
apostrophes for contraction used mostly correctly		
	inverted commas used mostly correctly	using inverted commas, commas, dashes and brackets almost always correctly
	commas for clarity used mostly correctly	
	punctuation for parenthesis used mostly correctly	
	semi-colons sometimes used correctly	
	dashes sometimes used correctly	
	colons sometimes used correctly	
	hyphens sometimes used correctly	
		semi-colons to mark the boundary between independent clauses mostly correctly
		colons to mark the boundary between independent clauses mostly correctly
spelling most words correctly* (year 3 and 4)		
spelling some words correctly* (year 5 and 6)	spelling most words correctly* (year 5 and 6)	
producing legible joined handwriting.	maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	

GRAMMAR

The example we have used includes a selection of questions based on writing, selecting or correcting sentences . Some examples follow:

3 Complete the sentences below using either **I** or **me**.

I wanted my mum to watch ____ in the school play.

After we went cycling, Emma and ____ were very tired.

The teacher asked Tim and ____ to collect the books.

1 mark

12 Find **one** word that can complete **both** sentences below.

Write the word in the box.

Tomorrow, we are going to watch a _____ at the theatre.

My friend Tomas is coming over to _____ tennis later.

1 mark

18 Which of the sentences below is punctuated correctly?

Tick **one**.

Mr Jones my (neighbour looks) after our cat when we go on holiday.

Mr Jones my neighbour (looks after our cat) when we go on holiday.

Mr Jones (my neighbour) looks after our cat when we go on holiday.

Mr Jones my neighbour looks after our (cat when we go on holiday).

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

27 Insert **three** commas in the correct places in the sentence below.

I need to pack a swimming costume some sun cream a hat sunglasses and a towel.

1 mark

How can I help my child's learning in English?

- Read stories together and discuss. Ask questions about meaning, choice of words, techniques, inferred meanings, predictions and so on.
- Look at the reading list on the school website and try to read a selection of books from the list.
- When reading to and/or with your child discuss they use of inverted commas to mark speech, the use of parenthesis (brackets) to add additional information, the use of capital letters etc.
- Read short stories and discuss plot – children may be able to use these ideas in their own stories.
- Read a range of non-fiction texts and discuss the features in the writing e.g. layout, organisation, style, sentence structure.
- Practise weekly spellings, check their meanings in dictionaries and practise writing them into sentences (in their best handwriting!)
- Use the internet to play literacy games with your children. There are a list of websites at the end of this presentation that you may find useful.
- Talk in different styles! Try holding formal discussions using language the children are learning in school or describe scenes using figurative language!

MATHEMATICS

MATHEMATICS

There are 3 mathematics papers:

•Paper 1 ~ Arithmetic	~	40
•Paper 2 ~ Reasoning	~	35
•Paper 3 ~ Reasoning	~	35
	Total Marks ~	110

MATHEMATICAL EQUIPMENT

- pen
- pencil
- ruler (cm/ mm)
- mirror
- angle measurer (protractor)

The school can provide the children with all this equipment.

N.B. Calculators are not allowed in any mathematics paper.

MATHEMATICS PAPER 2 AND 3

REASONING

The two written papers each consist of around 20 questions covering the following areas of mathematics:

- number – number and place value
- number ~ addition, subtraction, multiplication, division
- number – fractions (including decimals and percentages)
- ratio and proportion
- algebra
- measurement
- geometry – properties of shape
- geometry – position and direction
- Statistics

Questions are in a range of formats, and worth between 1 and 3 marks. The questions require children to solve or explain a problem or give their reasoning for an answer. Some examples follow:

9

The mass of a 10p coin is 6.5g.

The mass of a 5p coin is half the mass of a 10p coin.

What is the mass of these six coins **altogether**?



Show
your
method

g

15

Join dots on the grid to make a quadrilateral that has **3 acute** angles.



1 mark

How can I help my child's learning in mathematics?

- Practise number facts through games e.g. multiplication tables, number bonds, counting on and back and so on.
- Practise using the 4 number operations.
- Go SumDog.
- Discuss maths in every day life, e.g. paying for items and calculating change, measuring of weights, lengths and times.
- Ask some mental maths questions when your child gets home, when shopping, before spending time on their computers or games consoles, on a journey in the car etc.
- Use the internet to play maths games with your children. There are a list of websites at the end of this presentation that you may find useful.
- Try to have a go at some of the activities on the 'Fun Maths at Home' on the school website.
- This website has leaflets about most key mathematics' topics. Whilst they are linked to the old curriculum, they have some great activities :
http://webarchive.nationalarchives.gov.uk/20100612050234/nationalstrategies.standards.dcsf.gov.uk/primary/publications/mathematics/pri_ma_hcm0014208

How can I help my child's learning?

- 100% (or as close as!) attendance, please!
- Lots of sleep.
- Exercise.
- Eat well.
- Fun activities to consolidate key facts – games, quizzes etc – but no pressure!

Websites

- <http://www.counton.org/games/>
- http://www.echalk.co.uk/Maths/PrimaryNationalStrategy_Yr6/DfES-MathsActivitiesforyear6/index.html
- <http://www.primarygames.co.uk/>
- <http://www.bbc.co.uk/schools/scienceclips/>
- http://www.cgpbooks.co.uk/online_rev/ks2_choice.asp
- http://www.teachingtreasures.com.au/maths/Maths_more.html
- <http://resources.woodlands.kent.sch.uk/maths/index.html>
- <http://www.primaryhomeworkhelp.co.uk/literacy/>
- <http://www.topmarks.co.uk/Interactive.aspx?cat=20>
- <http://www.topmarks.co.uk/Interactive.aspx?cat=46>