End of KS2 National Curriculum Assessments

Information for parents

End of KS2 National Curriculum Assessments

➢Overview of maths, reading and GPS papers

➢What we are doing in school

➢What support can be given from home

➢How writing is assessed

➢The timetable for the week of the assessments

Key information…

➢ SATS Week – 11th May 2020

➢ The tests will result in a final score that is given as a scaled score for each subject; the range of scaled scores available for each KS2 test is between 80 and 120.

➢ A scaled score of 100 will always represent the expected standard on the test.

Mathematics

Test papers
Arithmetic- 40 marks
Reasoning paper- 35 marks
Reasoning paper 2- 35 marks

All 3 papers assess different year group objectives from Years 3 to 6.
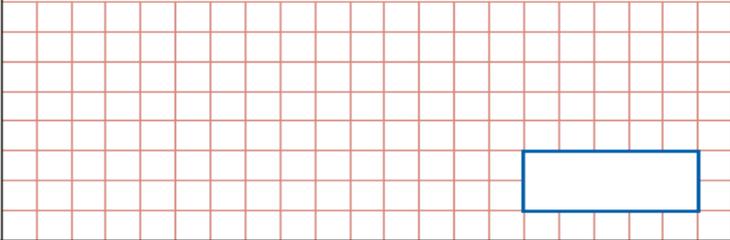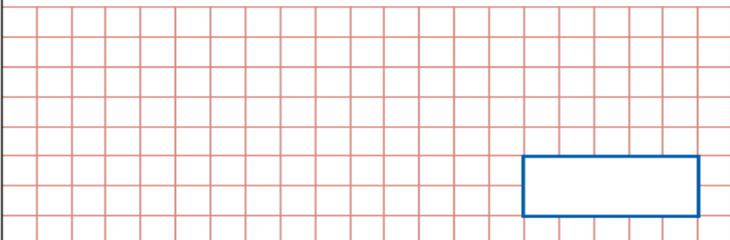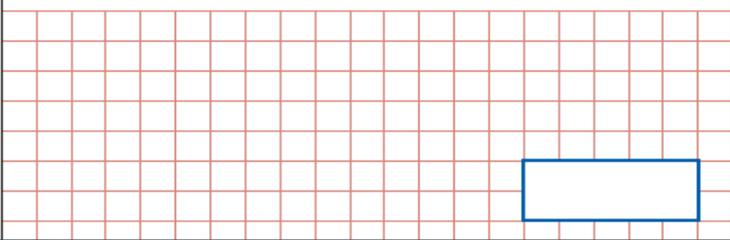
To achieve the expected standard in mathematics pupils need to:

- Be competent in their **number skills** and use formal written calculation methods
- Secure their understanding of **fractions, decimals and percentages**
- See **connections** and **relationships** between numbers and calculations
- Be confident in answering **multi-step 'show your method' questions**
- Demonstrate good **problem and reasoning skills** to solve a variety of problem-solving questions
- Understand **mathematical terminology** and know key mathematical facts to recall and use

Arithmetic paper
36 questions in 30 minutes.

1   987 + 100 =

1 mark

2   46 + 304 =

1 mark

3   326 ÷ 1 =

1 mark

16   15.98 + 26.314 =

17   125.48 − 72.3 =

18   122,456 − 11,999 =

31 $1\frac{4}{5} + \frac{3}{10} =$

1 mark

32

Show your method

$4\ 3\ \overline{)\ 1\ 1\ 1\ 8}$

2 marks

Reasoning papers-
40 minutes each

➤ Start simply and work up to more demanding questions

➤ At Key Stage 2 there is no significant difference between Papers 2 and 3 in terms of either content or demand

Sample Questions

19 $33{,}630 = 354 \times 95$

Use this multiplication to complete the calculations below.

$354 \times 9.5 =$ [ ]

$3{,}540 \times 95 =$ [ ]

$3{,}363 \div 95 =$ [ ]

Sample Questions

11 A packet contains 1.5 kg of oats.
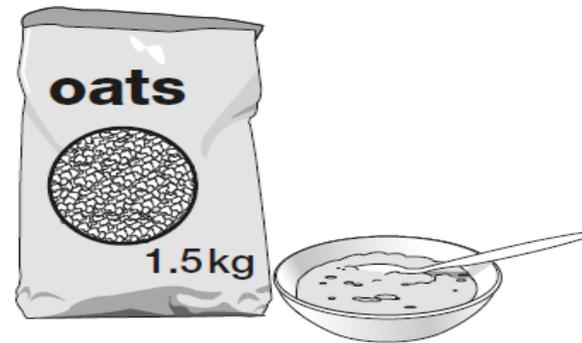
Every day Maria uses 50 g of oats to make porridge.

How many days does the packet of oats last?

Sample Questions
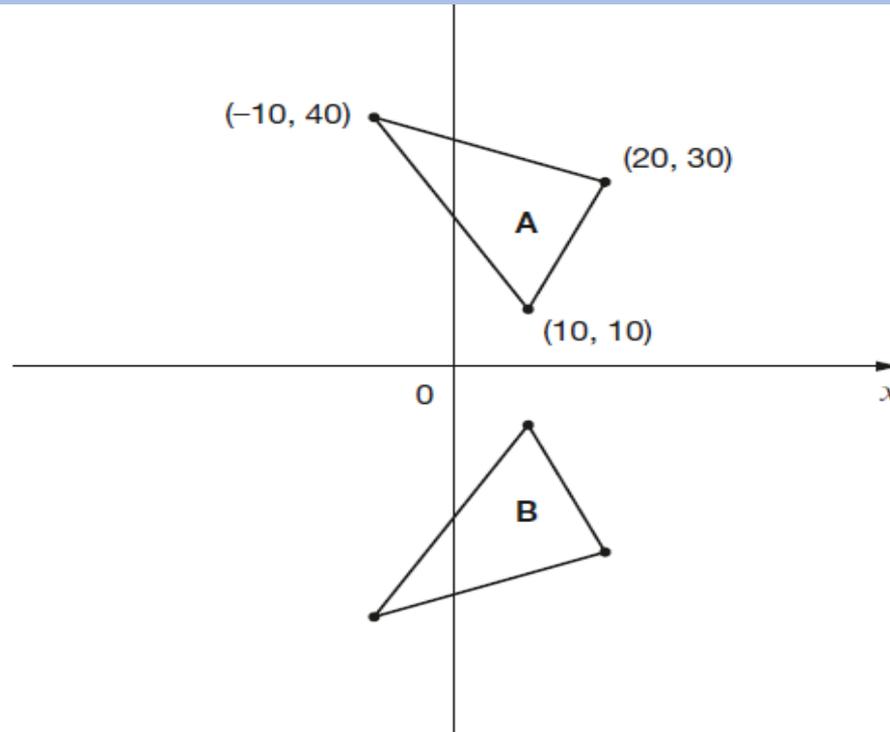
Triangle B is a reflection of triangle A in the x-axis.

Two of the new vertices of triangle B are (10, −10) and (20, −30).

What are the coordinates of the **third** vertex of triangle B?

Understanding mathematical terminology and knowing key facts

Mathematical terms and known facts that pupils needed to know	
Paper 2	Paper 3
• Equivalent fractions and decimals for $\frac{1}{4}$ • Inequality signs • Faces, vertices and edges • Translation • Improper fractions • Equivalence • Litre to millimetre conversion • Symmetrical • Mean • Estimate • Difference • Volume	• Sequence • Common factors • Metre to centimetre conversion • Square • Vertex • Kilogram to gram conversion • Sum of angles in a triangle • Equilateral triangle

What are we doing?

➢ **Fluent in Five** – developing both written methods and mental maths strategies

➢ **Extra maths sessions** focusing on building confidence and revisiting skills previously taught

➢ Teaching mathematics in a way which is designed to **develop conceptual understanding using concrete and pictorial representations**

➢ **Modelling** how to break down multi-step problems into a series of mini-calculations

➢ **Revisiting** key mathematical facts and terms from across KS2 not just Year 6

What can you do to support at home?

- Keep practising the tables and number bonds to 20.
- Try and get some maths into real life- 2 kilos of potatoes? How many grams is that?
- Do not panic when it's not the way you learned how to do it. Progression of skills and Calculation policy documents are available on the school website.
- Join us at homework club

Reading
1 hour

➢ There are 3 texts to read
➢ The texts are often a mix of fiction, non-fiction and poetry
➢ Retrieval, inference and evaluative questions
➢ 3 mark questions require children to find evidence and give explanation and reasons to support their answer

Key skills required of the children

The Year 6 reader is expected to be able to do the following:

- **explain** the meaning of words in context.
- **retrieve and record information** from fiction and non-fiction texts
- **summarise** main ideas from more than one paragraph.
- **make inferences** from the text and justify inferences with evidence from the text.
- **predict** what might happen from details stated and implied.

- **identify / explain** how information / narrative content is related and contributes to meaning as a whole.
- **identify / explain** how meaning is enhanced through author's choice of words and phrases.
- make comparisons within the text.

Give/explain the meaning of words in context

8 Look at the section headed: **Why are people concerned about the giant panda?**

Find and **copy one** word which shows that there are lots of things we do not yet know about giant pandas.

_____

1 mark

22 *She came. And I still **vividly recall**...*

What do the words *vividly recall* mean?

_____

2 marks

Retrieve and record information

1 According to the text, approximately how many giant pandas currently live in the wild?

_____

1 mark

17 How did the poet's grannie react when he behaved badly?

_____

1 mark

Summarise main ideas from more than one paragraph

14   Which statement is the **best** summary for the whole of page 5?

Tick **one**.

How the giant panda first got its name.   ☐

How charities raise money for giant pandas.   ☐

How people are working to save giant pandas.   ☐

How giant pandas' territory is changing.   ☐

1 mark

Make inferences from the text

3 Look at page 4.

Pandas *can grow up to 1.5 metres and weigh up to 150 kilograms*.

What else in the text tells us that giant pandas could be dangerous animals?

_____

1 mark

18 The poet describes his grannie as standing *mountainous between me and my fear*. This makes her sound big and powerful.

What other impressions do you get of his grannie in the same verse?

Give **two** impressions.

1. _____

2. _____

2 marks

What are we doing?

➢ Book Talk

➢ Teaching techniques such as how to answer the 3-mark question

➢ Skimming and scanning

➢ Discussion about texts – Class read, Book Talk, individual readers

➢ Your child is encouraged to read independently and to change books regularly – appropriate texts are recommended

➢ DEAR time

What can you do to support at home?

➢ Encourage your child to read a range of fiction, non-fiction and poetry.

➢ Discuss what your child is reading with them, asking them to share what they enjoy. Ask them to summarise what they have read.

➢ Keep a regular record of reading in your child's Reading Journal and encourage your child to independently update this on a regular basis.

➢ Join us at Homework Club

Grammar, Punctuation and Spelling
45 Minutes

- Spelling test - 20 marks
- Grammar - 50 marks

- Spelling rules and common exception word lists
- Accuracy of spelling is extremely important. Verb forms, contractions, prefixes, suffixes and plurals must be spelt correctly

Terminology

G1 Grammatical terms/ word classes		G2 Function of sentences	G3 Combining words, phrases and clauses	G4 Verb tenses and consistency
Nouns Verbs Adjectives Conjunctions Pronouns Possessive pronouns Relative pronouns Adverbs Adverbials Prepositions Determiners Subject and object Grammatical term		Statements Questions Commands Exclamations	Sentences Clauses Relative clauses Noun phrases Coordinating conjunctions Subordinating conjunctions Subordinate clauses	Simple past Simple present Verbs in the perfect form Modal verbs Present and past progressive Tense consistency Subjunctive verb forms Passive and active
G5 Punctuation			**G6 Vocabulary**	**G7 Standard English and formality**
Capital letters Full stops Question marks Commas in lists Apostrophes Commas to clarify meaning Commas after fronted adverbials Hyphens	Inverted commas Direct speech Brackets Dashes Commas to indicate parentheses Colons Semi-colons Single dashes Bullet points		Synonyms and antonyms Prefixes Suffixes Word families	Standard English Formal and informal vocabulary Formal and informal structures The subjunctive

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Grammar

20 Explain how the **modal verb** changes the meaning of the second sentence.

1) Yusuf and his sister go swimming with their dad.

2) Yusuf and his sister might go swimming with their dad.

_____

_____

31 What is the **word class** of each underlined word?

Josef has <u>beautiful</u> writing. _____

Josef writes <u>beautifully</u>. _____

39 What is the grammatical term for the underlined words in the sentence below?

My prize was <u>a fluffy green pencil case with a gold zip</u>.

_____

Punctuation

7   Insert a **pair of commas** in the correct place in the sentence below.

My father who works at the museum gave my class a
guided tour.

26   Jane wants to know if the band is playing at the festival.
Write the **question** she could ask to find out.
Remember to punctuate your sentence correctly.

_____

28   Write the name of punctuation that could be used instead of
commas in the sentence below.

Somehow, after much swaying and rocking, the tightrope walker
managed to regain his balance.

_____

Vocabulary

11 Draw a line to match each **prefix** to a word to make **four** different words.
Use each prefix only once.

Prefix	Word
im	correct
in	mature
en	fortune
mis	able

23 Complete the sentence below with a **noun** formed from the verb <u>invent</u>.

The engineer thought her latest _____ would solve the problem.

What are we doing?

➢ GPS is interwoven into Literacy lessons as we look at high-quality texts

➢ Spelling sessions using RWInc where we explicitly teach spelling rules

➢ Children's use of grammar, punctuation and spelling is a focus when marking their writing

➢ Homework club!

What can you do to support at home?

➢ Discuss author's choice of vocabulary when reading

➢ Help children find the meaning of new words and their word class

➢ Try to address any grammatical errors when talking with your child

Writing

➢ There are no writing assessments

➢ Teachers assess whether or not the children's writing is at the expected level by looking at their work from throughout the year

➢ External moderation of 25% of schools validates teacher assessment

Format for the week beginning 11th May 2020

➢ Tests will take place in the children's classrooms

➢ In some cases, individuals or small groups of children who are entitled to additional support, such as a reader or prompt, will take the tests in a separate room

➢ Each day will begin with breakfast club!

Timetable

Date	Activity
Monday 11 May 2020	English grammar, punctuation and spelling papers 1 and 2
Tuesday 12 May 2020	English reading
Wednesday 13 May 2020	Mathematics papers 1 and 2
Thursday 14 May 2020	Mathematics paper 3