



FILLEIGH
COMMUNITY PRIMARY SCHOOL



Devon Moors
Federation

National Curriculum Tests 2018



Key stage 2 framework:

For English writing pupils will be grouped into 4 categories:

- ▶ working towards the expected standard
- ▶ working at the expected standard
- ▶ working at greater depth within the expected standard or
- ▶ a category for pupils who do not meet the ‘working towards the expected standard’

For English reading, mathematics and science pupils will be grouped into 2 categories:

- ▶ working at the expected standard *or*
- ▶ a category for pupils who do not meet the standard

KS2 SATS

- ▶ Set week across the country Week beginning 14th May 2018
- ▶ Reading paper
- ▶ Grammar and punctuation paper
- ▶ Spelling test
- ▶ Arithmetic paper
- ▶ 2 Reasoning maths tests
- ▶ No higher paper but more challenging questions in all 3 subjects.
- ▶ Science –Teacher assessment but random sampling Science tests take place every 2 year. 2018 is a sample year, schools or children receive their score.

Timetable:

Date	Activity	
Monday 14 May	English grammar, punctuation and spelling papers 1 and 2	1 hour
Tuesday 15 May	English reading	15minutes and 45 minutes
Wednesday 16 May	Mathematics papers 1 and 2	30minutes and 40 minutes
Thursday 17 May	Mathematics paper 3	40 minutes

The tests will be administered in the order of the timetable and on the date shown. There is no testing on the Friday.

Sitting the tests

- ▶ Most children will sit the tests in the classroom. This is done so that the children are comfortable and familiar with their surroundings and so that they can be spaced out appropriately.
- ▶ Some children will have their tests administered in other parts of the school, such as the library. This might be done under the access arrangements if this affects your child you will be notified in advance.
- ▶ Each room will have enough staff to ensure the correct administration of the test and the staff involved will have been given training on test format and style, their role and what they may or may not read to a pupil in a particular test including any subject specific issues that might occur. During the Reading test, no part of the test may be read to a student.

Reading:

- ▶ The reading test is a single paper with questions based on three passages of text. Your child will have one hour, including reading time, to complete the test.
- ▶ There will be a selection of question types, including:
 - ▶ Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in the story'
 - ▶ Labelling, e.g. 'Label the text to show the title of 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 Once upon a time. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

Reading:

- ▶ The number marks for each question is given beside the question indicating how compressive the answer should be.
 - ▶ Children will need to refer back to their reading, using the reading to evidence their work.
 - ▶ The reading booklet contains three different texts and text types. Last year the paper contained 39 questions. Many children nationally did not complete the paper.
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Reading: following the instructions

Short answers

Some questions are followed by a short line or box. This shows that you need only write a word or a few words in your answer.

Several line answers

Some questions are followed by a few lines. This gives you space to write more words or a sentence or two.

Longer answers

Some questions are followed by a large box. This shows that a longer, more detailed answer is needed to explain your opinion. You can write in full sentences if you want to.

Selected answers

For some questions you do not need to write anything at all and you should tick, draw lines to, or circle your answer. Read the instructions carefully so that you know how to answer the question.

READING : the National Curriculum

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.

Book talk at home is a great way to support children.

Spelling, punctuation and grammar:

The grammar, punctuation and spelling test consists of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes. The spellings are given as a word, then in a context sentence and the word again. This part is not strictly timed but should take around 15 minutes.

The grammar and punctuation test will include two sub-types of questions:

Selected response, e.g. 'Identify the adjectives in the sentence below'

Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

- Need to punctuate every answer fully
- Children are tested on:

–Grammatical terms and word classes: pronouns, determiners, nouns, adjectives, verbs, prepositions, modal verbs, subordinating conjunctions, coordinating conjunctions, full list:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf

- Functions of sentence: statement, question, command, exclamation.
- Phrases and clauses: relative clause, main clause, subordinate clause.
- Verb forms and tenses.
- Punctuation: apostrophes, commas, question marks, examination marks, inverted commas, semi-colons (see NC appendix 2).
- Vocabulary: suffix, prefixes, antonyms, synonyms (see NC appendix 2)
- Active and passive voice.
- Subjunctive

Mathematics:

Children sit three papers in maths:

Paper 1: arithmetic, 30 minutes

Papers 2 and 3: reasoning, 40 minutes per paper

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations: Mental calculations, using times tables, column addition and subtraction, place value calculations, long division, short division, long multiplication, fractions

Papers 2 and 3 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. Children often enjoy this paper more but find it harder as they have to work out what they are being asked first.

Scoring:

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).

The range of scaled scores available for each KS2 test is:

80 (the lowest scaled score that can be awarded)

120 (the highest scaled score)

The expected standard for each test is a scaled score of 100 or more. If a child is awarded a scaled score of 99 or less they won't have achieved the expected standard in the test.

Reporting:

Teacher assessment as well as a test result in maths and reading.

Teacher assessment only in writing.

Children can only be greater depth in writing

Results reported to parents with end of year report

Scaled score

100 is expected

120 maximum scaled score (110 scaled score + denotes high achieving)

As a school we support our children through the SATs. We want them to do the best that they can and we support them to do this in every way.

We want them to take it seriously but not to become stressed by it.

Supporting at home:

Regular reading and book talk

Mental maths games

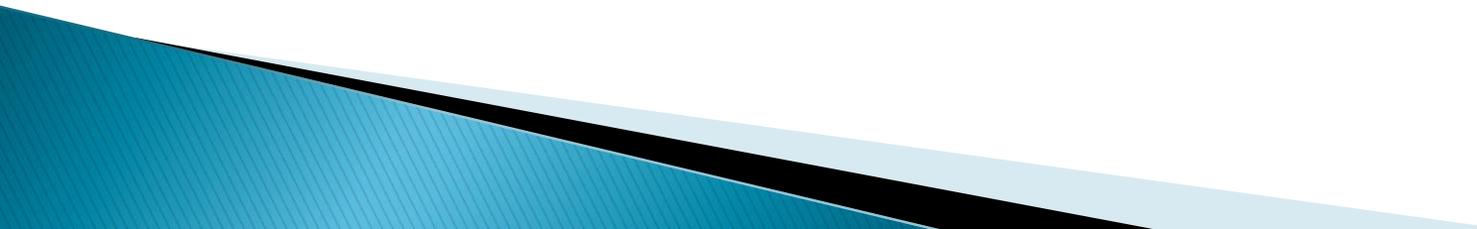
Discussion on learning

Ask them what they would like to check/work on

Encourage a balance of play and work

Good sleeping routine, exercise and eating well

CGP books



Past papers: <http://www.primarytools.co.uk/pages/pastpapers.html> (take care 2016 samples onwards only are new curriculum)

Grammar definitions: http://grammar-monster.com/grammar_terms_and_definitions.htm

English support: <https://www.theschoolrun.com/> (lots of free content but some subscribed content)

Maths explanations and questions: <https://www.mathsisfun.com/>

Reasoning with mathematics: <https://nrich.maths.org/primary-upper> (lots of content, can be hard to navigate but lots of good stuff (great countdown game <https://nrich.maths.org/6499>)).

Whole curriculum examples games and quizzes: <https://www.bbc.com/education/levels/zbr9wmn>

Dictionaries: <https://www.oxforddictionaries.com/schools>





KEEP
CALM

AND

DO WELL IN YOUR
SATS