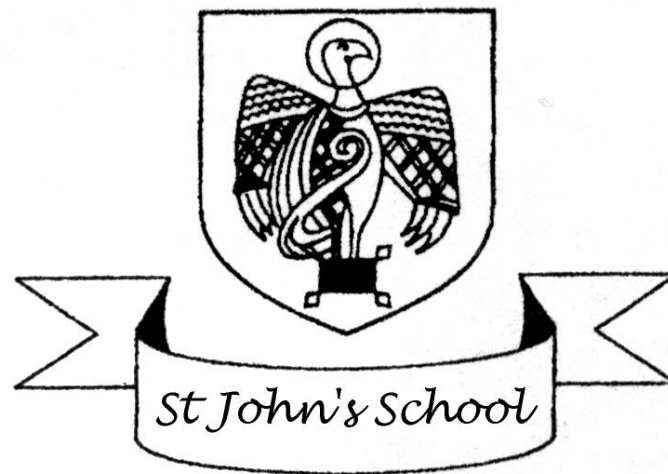


*St John the Evangelist C E Aided Primary School*



**End of Key Stage 2  
National Curriculum Tests**

**Parent Information Pack**

In the summer term of 2016, children in Year 2 and Year 6 will be the first to take the new SATs papers. These tests in English and maths will reflect the new national curriculum, and are intended to be more rigorous. There will also be a completely new mark scheme to replace the existing national curriculum levels.

At the end of Year 6, children will sit tests in:

- Reading
  - Maths
  - Spelling, punctuation and grammar
- 
- Writing will continue to be teacher assessed

These tests will be both set and marked externally, with the results being used to measure the school's performance (for example, through reporting to Ofsted and published league tables).

Your child's test marks will be used to decide if your child has met the required standard in reading, maths, spelling punctuation and grammar. In addition teacher assessments will be submitted to give a broader picture of their attainment.

The test outcomes and teacher assessment are shared with secondary schools, who use the data to continue to track the progress of your child. Future targets are generated at Secondary school informed by previous attainment, current assessment and national expectation.

# Reading

The reading test will be 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.'

## Assessment Criteria

In order to reach the expected standard in reading, your child will meet the criteria given below:

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.

# Sample Questions

## 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."

27

How does the first paragraph suggest that the characters are in a 'lost world'?

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1 mark

35

The mood of the characters changes throughout the extract.

- (a) **Find** and **copy** the group of words on page 9 where Lord John's mood changes.

---

1 mark

- (b) How does Lord John's mood change?

---

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1 mark

## How can you help?

- Read with your child every day for 10-15 minutes.
- Discuss the passage or text. Use the question prompts below.
- Encourage your child to find evidence from the text to support their points.
- In addition to daily reading your child could complete comprehension tasks. Similarly discuss the exercise and mark it together.

Here are some questions you can ask your child about their reading; choose a few each night to engage in conversation with your child about their nightly independent or shared reading:

### **Before reading:**

Looking at the title, cover and illustrations/pictures, what do you think will happen in this book? What makes you think that?

What characters do you think might be in the book? Do you think there will be problem in the story? Why? What do you already know about the topic of this book? Does the topic or story relate to you or your family? How?

Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

### **During reading:**

What has happened so far in the story? What do you predict will happen next? How do you think the story will end?

Why do you think the character did \_\_\_\_\_? What would you have done if you were the character? How would you have felt if you were the character?

When you read, what pictures did you see in your head? How did you imagine it looked like? What are you wondering about as you read? What questions do you have?

Think about the predictions you made before reading; do you still think the story will go that way? Why or why not?

What is the atmosphere/mood like?

How does the author create this feeling/mood?

### **After reading:**

Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?

Were your predictions correct? Where did you have to change your prediction as you read?

Why do you think the author wrote this?

What is the most important point that the author is trying to make in his/her writing? What was your favourite part? Why?

If you could ask the author a question, what would you ask?

Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?

Does this book remind you of another book you know?

Does it remind you of something you've experienced in real life?

Did you enjoy this? Why?

What did you like/not like about..?

Which part did you enjoy most? What is the most important part? What is the main event?

Why do you think the author wrote..? What effect was the writer trying to achieve? What is this paragraph/chapter about? Can you summarise? What does the writer want us to think? Are you convinced that...? Why?

# Grammar, Punctuation and Spelling

The grammar, punctuation and spelling test will consist 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 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.'

## Assessment Criteria

### **Grammar**

- Pupils should have a broad vocabulary
- Different genres of writing
- Word types and the grammatical functions of words, including: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and articles.
- The features of different types of sentence, including statements, questions and commands, and how to use them.
- the grammar of complex sentences, including clauses, phrases and connectives.
- the purpose of paragraphs, and how ideas can be linked.
- How to proof read to check for spelling and punctuation errors, omissions and repetitions.

### **Spelling**

- To sound out phonemes
- To understand syllables
- Standard spelling conventions
- Common spelling patterns
- Prefixes and suffixes
- Word families, roots and origins of words
- Terminologies such as: vowel, consonant, homophone and syllable

### **Punctuation**

- How to proof read to check for spelling and punctuation errors, omissions and repetitions.
- Correct use of punctuation including colons, semi colons, brackets, dashes and apostrophes to mark possession and omission.

# Sample Questions

41

Complete the sentence below so that it uses the **subjunctive form**.

If I \_\_\_\_\_ to have one wish, it would be for good health.

\_\_\_\_\_   
 1 mark

42

Circle all the **determiners** in the sentence below.

Two apple trees screened the open windows on one side.

\_\_\_\_\_   
 1 mark

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

\_\_\_\_\_   
 1 mark

46

Complete the sentence below with a **possessive pronoun**.

They are \_\_\_\_\_.

\_\_\_\_\_   
 1 mark

48

Insert a **colon** in the correct place in the sentence below.

The school offered three clubs for its pupils art and craft, dance and chess.

\_\_\_\_\_   
 1 mark

## **How can you help?**

Work with your child to practice and improve their grammar and punctuation. Use the books provided and work through them methodically. During daily reading identify parts of the sentence, word types and uses of punctuation.

### **Useful links for grammar and punctuation:**

<http://resources.woodlands-junior.kent.sch.uk/literacy/index.htm>

[http://www.bbc.co.uk/bitesize/ks2/english/spelling\\_grammar/](http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/)

<http://www.bbc.co.uk/skillswise/english>

<http://www.topmarks.co.uk/Interactive.aspx?cat=46>

<http://www.funenglishgames.com/grammargames.html>

[http://grammar.ccc.commnet.edu/grammar/quiz\\_list.htm](http://grammar.ccc.commnet.edu/grammar/quiz_list.htm)

<http://www.schooljotter.com/showpage.php?id=55487>



# Maths

Children will 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, including long multiplication and division. 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

## Assessment Criteria

### 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;  $8.09 = 8 + 9 \text{ ? } ; 28.13 = 28 + + 0.03$ ).
- 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 using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as  $\frac{7}{21}$  and that this is equal to  $\frac{1}{3}$ ; 15% of 60;  $112 + 34$ ; 79 of 108;  $0.8 \times 70$ ).
- The pupil can substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).
- The pupil can calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05k m into m and then into cm).
- The pupil can use mathematical reasoning to find missing angles (e.g. the missing angle in an isosceles triangle when one of the angles is given; the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles)

## Sample Questions

<b>32</b>	$\frac{2}{5} \div 2 =$										<input type="text"/> 1 mark

<b>29</b>	$\begin{array}{r} 678 \\ \times 54 \\ \hline \end{array}$										<input type="text"/> 2 marks
	Show your method										

28

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



1 mark

34

3 7 2 3 3 1

Show  
your  
method


2 marks

10

Write the two missing digits to make this **long multiplication** correct.

$$\begin{array}{r}
 \phantom{0}4 \square \\
 \times \phantom{0}\square 6 \\
 \hline
 246 \\
 820 \\
 \hline
 1066
 \end{array}$$

2 marks

19

The area of a rugby pitch is 6,108 square metres.

A football pitch measures 112 metres long and 82 metres wide.

How much larger is the area of the football pitch than the area of the rugby pitch?

11

Here is a number written in Roman numerals.

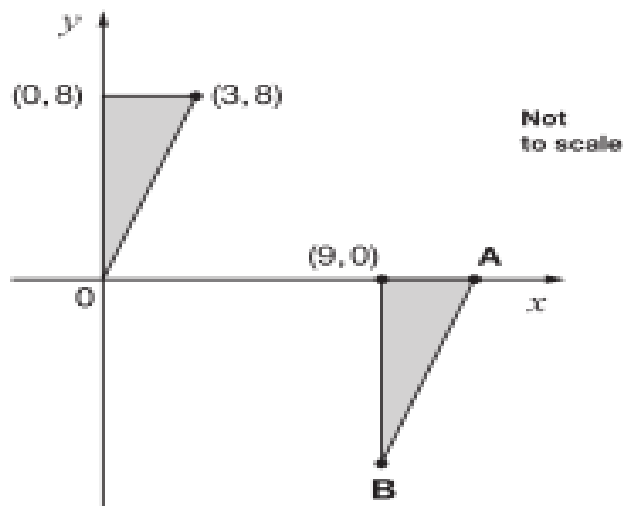
CXV

Write the number in figures.

1 mark

20

Here are two identical shaded triangles on coordinate axes.



Write the coordinates of points A and B.

$$A = ( \quad , \quad )$$

$$B = ( \quad , \quad )$$

2 marks

## How can you help?

- Continue to practice and secure the written methods for addition, subtraction, multiplication and division.
  - Know **ALL TIMES TABLES** up to  $12 \times 12$  by rapid recall
- Continued practice at using and applying (problem solving)  
Involving time, measures, shape, money...
- Practise mental arithmetic and number facts with your child. (times tables, multiplying and dividing by 10, 100 and 1000, number bonds)
- Encourage your child to read information sources such as timetables, TV schedules, bus timetables. Discuss and pose questions about the sources.
- Practise drawing and measuring shapes and angles.
- Practise converting weights and measures. E.g.  $17\text{kg} = 17000\text{g}$ ,  
 $2.05\text{l} = 2050\text{ml}$
- Revise weak and targeted areas using revision guides

**Some useful links (there are plenty of good maths websites, Apps and Revision Books):**

<http://www.bbc.co.uk/bitesize/ks2/maths/>

<http://www.mathsisfun.co.uk>

<http://resources.woodlands-junior.kent.sch.uk/maths/>

<http://www.topmarks.co.uk/Interactive.aspx?cat=29>

<http://www.everyschool.co.uk/maths.html>

## When will KS2 SATs take place in 2016?

The Year 6 KS2 SATs will be administered in the week commencing **9<sup>th</sup> May 2016**.

## How will Key Stage 2 SATs be marked?

The previous national curriculum levels have been scrapped, and instead children will be given scaled scores. **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 national standard.** The score needed to reach the national standard has yet to be announced but the DFE.

## Preparing for the tests

- Provide a working space which is away from distractions such as the television and computers
- Practise little and often
- Ensure your child has regular breaks and is rewarded for hard work and effort
- As long as they have tried their best, no-one needs to worry about their test results or be disappointed by them