

~~SATs Parents Meeting – Tuesday 23rd January~~  
~~2018~~

# Welcome



# parents

In the summer term of 2016, children in Year 6 at Elston Hall were the first to take the new SATs papers. These tests in English and Maths reflected the new national curriculum, and were much more rigorous than in previous years. These are now the standards the children in Year 6 will be facing again in the Summer term of 2018. There is also a completely new marking scheme to replace the existing national curriculum levels. The Year 6 KS2 SATs will be administered on the week beginning ~~14th May 2018~~.

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

- **Reading**
- **Maths**
- **Spelling, punctuation and grammar**

## ~~KS2 Reading Test~~

~~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 are 50 marks available.~~

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.'

Content domain reference	
<b>2a</b>	give / explain the meaning of words in context
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction
<b>2c</b>	summarise main ideas from more than one paragraph
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text
<b>2e</b>	predict what might happen from details stated and implied
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases
<b>2h</b>	make comparisons within the text

The language of the questions within the texts have changed somewhat, meaning children will need to understand the vocabulary in order to answer them.

### Word Level Questions (Approx 33% of total questions)

meaning..... ?  
that **infers/suggests** that .....

Look in the paragraph; find one word/phrase

that **shows** that .....?  
that tells you that .....

Give the meaning of the word .....in the sentence?

What does a particular word **suggest/infer** about a person/setting?

### Sentence/Phrase Level Questions (Approx 17 % of total questions)

What **impressions** do you get of a setting/a person from a sentence/phrase?

What does a particular phrase **suggest/infer** about a person/setting?

### Paragraph Level Questions ((Approx 33% of total questions)

What **impressions** do you get of a setting/a person from a paragraph?

What does a particular paragraph **suggest/infer** about a person/setting?

how can you tell

From the paragraph starting .... how do you know that a character felt/is a particular adjective?  
what evidence is there

What 1/2/3 things are you told

about a setting/character from one paragraph?

What can you **infer**

Look at the paragraph.....

Why did someone do/feel something?

Why is somewhere an adjective/noun phrase?

What did someone do in order to/as a result of .....

### Whole Text Level (Approx 17% of total questions)


Using information from the text, decide if the following **statements** are true or false?

**Do you think** that someone will do/act differently in the future?

In what ways might a character/a setting **appeal** to readers?

This story takes place in a huge grassland area in southern Africa. The grasslands there are called 'savannah'.

# Wild Ride



Dawn was casting spun-gold threads across a rosy sky over Sawubona Game Reserve as Martine Allen took a last look around to ensure there weren't any witnesses. She leaned forward like a jockey on the track, wound her fingers through a silver mane, and cried, 'Go, Jemmy, go.'

The white giraffe sprang forward so suddenly that she was almost unseated, but she recovered and, wrapping her arms around his neck, quickly adjusted to the familiar rhythm of Jemmy's rocking-horse stride. They swept past the dam and a herd of bubble-blowing hippos, past a flock of startled egrets lifting from the trees like white glitter, and out onto the open savannah plain. An early morning African chorus of doves, crickets and go-away birds provided a soundtrack.

For a long time Martine had only ever ridden Jemmy at night and in secret, but when her grandmother had found out about their nocturnal adventures she'd promptly banned them, on the grounds that the game reserve's deadliest animals were all in search of dinner after dark and there was nothing they'd like more than to feast on a giraffe-riding eleven-year-old. For a while Martine had defied her, but after several close calls and one terrible row with her grandmother, she had come to accept that the old lady was right. When lions were on the hunt, the game reserve was best avoided.

Another of her grandmother's rules was that Martine ride sedately at all times. 'No faster than a trot and, in fact, I'd rather you stuck to a walk,' she'd counselled sternly.

Martine had paid almost no attention. The way she saw it, Jemmy was a wild animal and it was only fair that he should have the freedom to do what came naturally, and if that meant tearing across the savannah at a giraffe's top speed of thirty-five kilometres per hour, well, there wasn't a lot she could do about it. It wasn't as if she had reins to stop him. Besides, what was the point of riding a giraffe if the most he was permitted to do was plod along like some arthritic pony from the local stables?

Jemmy clearly agreed. They flew across the grassy plain with the spring breeze singing in Martine's ears. 'Faster, Jemmy!' she yelled. 'Run for your life.' And she laughed out loud at the heart-pounding thrill of it, of racing a wild giraffe.

Continued on the next page

17 What evidence in the text is there that warthogs can be dangerous?

Give **two** examples.

1. \_\_\_\_\_

2. \_\_\_\_\_

2 marks

18 What helped Martine to get safely on Jemmy's back after the warthog's attack?

\_\_\_\_\_

\_\_\_\_\_

1 mark

20 Do you think that Martine will change her behaviour on future giraffe rides?

Tick **one**.

yes

no

maybe

Explain your choice fully, using evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 marks

## **KS2 Maths Tests**

### **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

Component	Description	Number of papers	Number of marks	Timing of component
<b>Paper 1:</b> arithmetic	arithmetic assesses pupils' confidence with the range of mathematical operations	1	40	30 minutes
<b>Paper 2 and Paper 3:</b> mathematical reasoning	mathematical fluency, solving mathematical problems and mathematical reasoning	2	70 overall 35 per paper	80 minutes 40 minutes per paper
<b>Total</b>		<b>3</b>	<b>110</b>	<b>110 minutes</b>

Content area Strand	Number of marks	Percentage of marks
<b>Number, ratio and algebra</b> Number, place value (N) Addition, subtraction, multiplication, division, calculations (C) Fractions, decimals and percentages (F) Ratio and proportion (R) Algebra (A)	83-93	75-85%
<b>Measurement, geometry and statistics</b> Measurement (M) Geometry – properties of shapes (G) Geometry – position and direction (P) Statistics (S)	17-27	15-25%

The majority of the marks in the end of key stage mathematics assessments are on objectives within number. Therefore, more time will be devoted to developing key number concepts. This will help build their fluency as number sense will affect their success in other areas of mathematics. Children who are successful with number are much more confident mathematicians.

**IMPORTANT NOTE:** We are preparing all children in all year groups and not just Year 6. Therefore we should be embedding skills within all of our young learners.



<b>4</b>	$468 - 9 =$	<input type="text"/>	1 mark

<b>14</b>	$3.005 + 6.12 =$	<input type="text"/>	1 mark

<b>29</b>	$15\% \times 440 =$	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> 1 mark
<div style="border: 2px solid blue; width: 150px; height: 40px; margin: 0 auto;"></div>		

<b>30</b>	$  \begin{array}{r}  6574 \\  \times 31 \\  \hline  \end{array}  $	<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> 2 marks
Show your method	<div style="border: 2px solid blue; width: 150px; height: 40px; margin: 0 auto;"></div>	

Paper 2 and 3: contextualised and applied questions.

3

Write the three missing digits to make this **addition** correct.

$$\begin{array}{r}
 15\boxed{\phantom{0}} \\
 + 4\boxed{\phantom{0}}4 \\
 \hline
 \boxed{\phantom{0}}15
 \end{array}$$

2 marks

3

Award **TWO** marks for:

$$\begin{array}{r}
 15\boxed{1} \\
 + 4\boxed{6}4 \\
 \hline
 \boxed{6}15
 \end{array}$$

If the answer is incorrect, award **ONE** mark for two digits correct.

11 A packet contains 1.5kg of oats.



Every day Maria uses 50g of oats to make porridge.

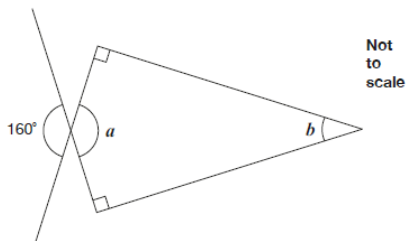
How many days does the packet of oats last?

Show your method

days

2 marks

17 Calculate the size of angles  $a$  and  $b$  in this diagram.



$a =$

1 mark

$b =$

1 mark

9 Here is part of the bus timetable from Riverdale to Mott Haven.

Riverdale	10:02	10:12	10:31	10:48
Kingsbridge	10:11	10:21	10:38	10:55
Fordham	10:28	10:38	10:54	11:11
Tremont	10:36	10:44	11:00	11:17
Mott Haven	10:53	11:01	11:17	11:34

How many minutes does it take the 10:31 bus from Riverdale to reach Mott Haven?

minutes

1 mark

Mr Evans is at Fordham at 10:30

What is the earliest time he can reach Tremont on the bus?

1 mark

20 Lara had some money.

She spent £1.25 on a drink.

She spent £1.60 on a sandwich.

She has **three-quarters** of her money left.

How much money did Lara have to start with?

Show your method

£

2 marks

## ~~KS2 Grammar, Punctuation and Spelling Test~~

~~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.'

**Every answer should have the correct spelling throughout and if the answer requires a sentence, it must be correctly punctuated.**

**6** Which sentence uses the **colon** correctly?

Tick one.

- I bought several beach toys a bucket: a spade a ball and a kite.
- I bought several beach toys a: bucket, a spade, a ball and a kite.
- I bought several beach toys: a bucket, a spade, a ball and a kite.
- I bought several: beach toys, a bucket, a spade, a ball and a kite.

**10** Tick one box in each row to show if the sentence is in the **present progressive** or the **past progressive**.

Sentence	Present progressive	Past progressive
Joey was playing football in the park after school.	<input type="checkbox"/>	<input type="checkbox"/>
Joey's football skills are improving all the time.	<input type="checkbox"/>	<input type="checkbox"/>
Joey is hoping to be a professional footballer.	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

**17** Replace the underlined words in the sentences below with their **expanded forms**.

We're going into town later, so I'll buy some bread then.

We won't be back late.

1 mark

1 mark

**21** What does the root **graph** mean in the word family below?

graphics    autograph    photography    paragraph

Tick one.

- moving pictures
- writing or drawing
- colourful or bright
- in a group

1 mark

31

Explain how the different **prefixes** change the meanings of the two sentences below.

The chef said the pasta was uncooked.

This means that the pasta \_\_\_\_\_  
 \_\_\_\_\_

The chef said the pasta was undercooked.

This means that the pasta \_\_\_\_\_  
 \_\_\_\_\_

1 mark

<p>31 G6.2</p>	<p><b>Award 1 mark</b> for an explanation of <b>both</b> sentences, e.g.</p> <p>The chef said the pasta was <u>uncooked</u>.                  This means that the pasta <i>has not been cooked</i>.                  This means that the pasta <i>is not cooked (at all)</i>.</p> <p>The chef said the pasta was <u>undercooked</u>.                  This means that the pasta <i>isn't fully cooked</i>.                  This means that the pasta <i>isn't cooked enough</i>.</p>	<p><b>1m</b></p>
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**Spelling task**

1. Jordan's messy room was in a state of \_\_\_\_\_.
2. David gave a \_\_\_\_\_ on the door before entering.
3. Anita was \_\_\_\_\_ her shoes.
4. The coat was made from a \_\_\_\_\_ fabric.
5. I am \_\_\_\_\_ you help with your homework.
6. Eagles have excellent \_\_\_\_\_.
7. Ali \_\_\_\_\_ his hat in the crowded cloakroom.
8. The mountains could be seen in the \_\_\_\_\_.
9. Freya thought that her painting was \_\_\_\_\_.
10. It is \_\_\_\_\_ to drop litter in the playground.

Qu.	Spelling	Mark	Content domain reference
1	disorder	1	S41 – prefixes
2	knock	1	S60 – words with 'silent' letters
3	polishing	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
4	washable	1	S56 – words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>
5	offering	1	S57 – adding suffixes beginning with vowel letters to words ending in <i>-fer</i>
6	vision	1	S45 – endings that sound like /ʒən/
7	misplaced	1	S41 – prefixes
8	distance	1	S55 – words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
9	brilliant	1	S55 – words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
10	thoughtless	1	S59 – words containing the letter string <i>ough</i>
11	prey	1	S61 – homophones and near homophones (Years 3 and 4), homophones and other words that are often confused (Years 5 and 6)
12	previous	1	S46 – the suffix <i>-ous</i>
13	cousin	1	S40 – the /ɪ/ sound spelt <i>ou</i>
14	passion	1	S47 – endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
15	facial	1	S54 – endings which sound like /ʃəl/
16	lightweight	1	S52 – words with the /eɪ/ sound spelt <i>ei</i> , <i>eigh</i> , or <i>ey</i>
17	nationality	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
18	ceiling	1	S58 – words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
19	variation	1	S47 – endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
20	ferociously	1	S43 – the suffix <i>-ly</i>



## Marking of KS2 SATs

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 average.** The scores range from 80-120. The scaled score required to achieve the Expected Standard last year was 100. Anything below that score has not met the expected standard. Greater Depth was classed as a scaled score of 110.

## 2017 SATs Papers Online

The DfE has released the [KS2 SATs papers from 2017](#). You can access these at [www.gov.uk/government/publications](http://www.gov.uk/government/publications) and these will provide an example of how the 2018 SATs will appear.

Or if you type 'KS2 SATs 2017' and which test you would like to look at e.g. 'KS2 SATs 2017 Reading', then you will be directed straight to the gov.uk website. You can access each paper and the mark scheme.



### English reading

Reading answer booklet

First name				
Middle name				
Last name				
Date of birth	Day	Month	Year	
School name				
DfE number				



## **Preparing children**

- Practice questions
- Spellings practice - send home bulk of spelling words at half term
- Reading at home
- Test skills
- Breakfast club during SATs week

Timetable:

Monday: SPaG (and Spelling)

This has  
changed from  
last year.

Tuesday: Reading

Wednesday: Arithmetic and Reasoning Paper 1

Thursday: Reasoning Paper 2

