



KEY STAGE TESTS

BRAMPTON VILLAGE PRIMARY SCHOOL

PRESENTATION TO PARENTS

April 2019

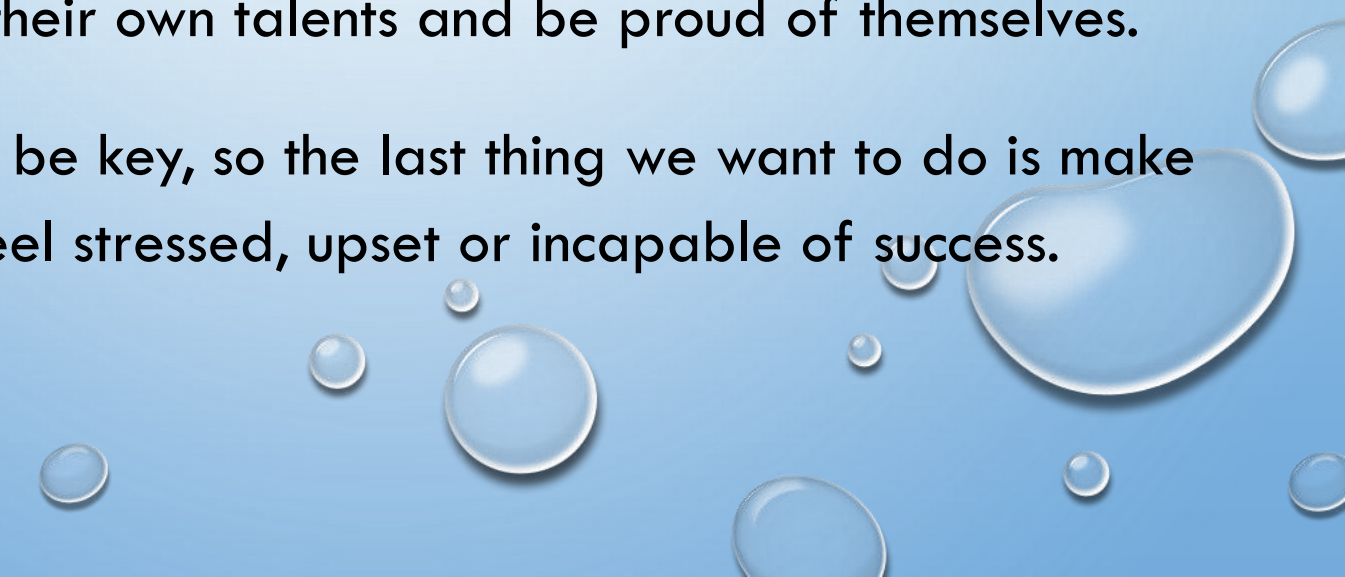


Please remember that SATs only test reading, maths, spelling and grammar.

Hopefully, as you walked through the corridor and saw our displays, you will see that we value all areas of the curriculum.

Children who may find some of the areas being tested tricky may excel in art, PE, DT or other areas. We really want them to recognise their own talents and be proud of themselves.

Confidence can be key, so the last thing we want to do is make children feel stressed, upset or incapable of success.





SATs

SATs structure

Scaled Scores

The Tests

English
KSI

Maths
KSI

How to Help Your Child

Questions

- SATs stands for Standard Assessment Tests
- In primary schools, they are done at the end of key stage 1 (year 2) and at the end of key stage 2 (year 6).
- All year 6 children across the country will sit the same tests during the same week but Year 2 can choose any weeks during May.

Purpose Of The SATs

- To hold schools accountable for the achievement and progress of their pupils
- To publish results in league tables so that parents are aware of standards
- To inform parents of children's attainment and progress
- The tests establish what children can do on one day –not all of the time. They are just one piece of assessment. In Year 2, we will mainly be looking at class work for our teacher assessments.

CHILDREN CANNOT FAIL THEM!

The structure of the SATs

- 2 reading papers
- 2 maths papers
- 1 SPaG paper
- Results will be reported in scaled scores (standardised scores). These to be set once the tests go live.
- Pupils who may not make the expected standard (100+) are still expected to take the tests.
- Questions on maths and SPAG tests will become more difficult as the children work through them.
- In reading, the first text is easier and the last is more difficult. However, questions are in order of the text content.

‘Scaled Scores’

It is planned that 100 will always represent the ‘national standard’.

Each pupil’s raw test score will therefore be converted into a score on the scale, either at, above or below 100.

The scale will have a lower end point somewhere below 100 and an upper end point above 100.

A child who achieves the ‘national standard’ (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

On publication of the test results in July 2019:

- A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test.
- A child awarded a scaled score of more than around 110 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age.
- Marking guidance for KS1 tests (published in June 2019) will include conversion tables. Teachers will use these to translate pupil's raw scores into scaled scores to see whether each pupil has met the national standard. Teachers will use the scaled scores to inform their teacher assessment judgements.

The tables show each of the possible raw scores on the 2016 key stage 1 tests. To convert each pupil's raw score to a scaled score, look up the raw score and read across to the appropriate scaled score. A scaled score of 100 or more shows the pupil has met the expected standard in the test.

Mathematics	
Raw score	Scaled score
0	N
1	N
2	N
3	85
4	85
5	85
6	85
7	85
8	85
9	86
10	87
11	88
12	88
13	89
14	89
15	90
16	90
17	91
18	91
19	92
20	92

Mathematics	
Raw score	Scaled score
21	93
22	93
23	94
24	94
25	94
26	95
27	95
28	96
29	96
30	97
31	97
32	97
33	98
34	98
35	99
36	99
37	100
38	100
39	100
40	101

Mathematics	
Raw score	Scaled score
41	101
42	102
43	102
44	103
45	103
46	104
47	105
48	105
49	106
50	107
51	107
52	108
53	109
54	110
55	111
56	112
57	114
58	115
59	115
60	115

English reading	
Raw score	Scaled score
0	N
1	N
2	N
3	85
4	85
5	87
6	88
7	89
8	90
9	91
10	92
11	92
12	93
13	94
14	94
15	95
16	96
17	96
18	97
19	98
20	98

English reading	
Raw score	Scaled score
21	99
22	100
23	100
24	101
25	101
26	102
27	103
28	103
29	104
30	105
31	106
32	107
33	107
34	108
35	110
36	111
37	112
38	114
39	115
40	115

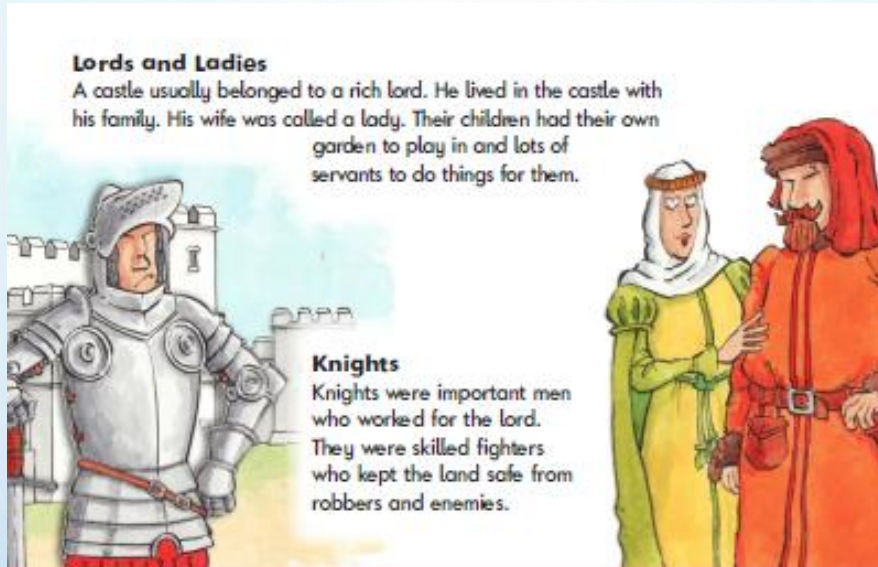
KS1 Reading

The Reading Test consists of two separate papers:

- Paper 1 – Contains a selection of texts totalling between 400 and 700 words with questions about the text.
- Paper 2 – Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet.
- Each paper is worth 50% of the marks and should take approximately 30 minutes to complete, although the children are not being assessed at working at speed so will not be strictly timed.
- The texts will cover a range of poetry, fiction and non-fiction.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Sample Questions – paper 1

Lords and Ladies
A castle usually belonged to a rich lord. He lived in the castle with his family. His wife was called a lady. Their children had their own garden to play in and lots of servants to do things for them.



Knights
Knights were important men who worked for the lord. They were skilled fighters who kept the land safe from robbers and enemies.

8 Who did most castles belong to?

Tick **one**.

jesters	<input type="checkbox"/>	lords	<input type="checkbox"/>
knights	<input type="checkbox"/>	servants	<input type="checkbox"/>

☐
1 mark

9 Find and **copy one** word that shows knights were very good fighters.

☐
1 mark

10 Who did knights protect the land from?

☐
1 mark

Sample Questions – paper 2

Meet Tony Ross

Tony Ross is one of the most famous children's authors in the UK.

You might have seen some of the books he has written or illustrated in your classroom or in the library. As well as writing over 50 books himself, can you believe that he has illustrated over 800 books for lots of other authors?

Read on to find out more information about Tony, including an interview with him.

Tony the author

One of Tony's best-loved characters is the Little Princess. He has written many books about her and all the things she wants and doesn't want to do.

The Little Princess is 4 years old. Tony says that she reminds him of his daughter when she was little. Often, the Little Princess doesn't do as she is told. For example, she always wants to stay up late when it's bedtime. The first Little Princess book was called *I Want My Potty*.

Tony the illustrator

Tony has illustrated many books for other writers. These include the famous Horrid Henry series by Francesca Simon.

He also brought aliens to life in stories about Dr Xargle, written by Jeanne Willis.



Questions 1–6 are about
Meet Tony Ross (pages 4–5)

(page 4)

- 1** Find and copy one word from the top of page 4 that means well known.

☐ 1 mark

(page 4)

- 2** The Little Princess reminds Tony Ross of someone. Who is it?

☐ 1 mark

(page 4)

- 3** Tick **True** or **False** for each statement about the Little Princess.

Statement	True	False
There are lots of books about her.	<input type="checkbox"/>	<input type="checkbox"/>
She always does as she's told.	<input type="checkbox"/>	<input type="checkbox"/>
She is 5 years old.	<input type="checkbox"/>	<input type="checkbox"/>
She doesn't like going to bed.	<input type="checkbox"/>	<input type="checkbox"/>

☐ 2 marks

KS1 Spelling, Punctuation and Grammar

The test consists of two separate papers:

- A spelling test is administered containing 20 words, lasting approximately 15 minutes and worth 10 marks.
- A separate test is given on punctuation, vocabulary and grammar worth 20 marks and split into two sections lasting approximately 10 minutes per section. This test requires short answers to questions and has some that are multiple choice.

Sample Questions

Grammar, Punctuation and Vocabulary Paper

Spelling

P. The _____ covered the branches.

1. Remember to _____ your hands before cooking. ☐

2. I ride my _____ to school. ☐

3. The Moon looks _____ as it is so far away. ☐

4. My sister is learning to _____. ☐

5. Jo is playing in the _____. ☐

6. The dentist told me to open my _____. ☐

7. Where is the _____? ☐

8. The hamster's _____ needs cleaning. ☐

9. Dan is _____ on his project. ☐

10. My older brother _____ our fence. ☐

5 Add a **suffix** to the word fast to complete the sentence below.

The hare knew that he could run fast _____ than the tortoise.



6 What type of word is underlined in the sentence below?

Gran thought the flowers were pretty.

Tick **one**.

noun ☐

verb ☐

adjective ☐

adverb ☐

☐
1 mark

☐
1 mark

KS1 Writing Assessments

- There is no written 'test' as such.
- Spelling is expected to be age appropriate.
- Handwriting – children are expected to form clear letters, with a difference in letter height for tall and short letters. Capital letters must be correctly formed as well. The exceeding expectation is that children neatly join their writing.
- Writing judgements are based on teacher assessment only but may be moderated by Local Authority representatives.
- Throughout the year we have been, and will continue to, assess the children's writing.
- Children who do not meet all of the 'Working towards' statements are assessed as 'Pre-Key stage'.

To achieve an assessment of 'working towards' the expected standard, a child must show they can achieve all of these statements across 6 independent pieces of writing.

End of KS1 Expectations Interim Assessment Sheet – Writing

Working Towards the Expected Standard The pupil can, after discussion with the teacher:		Pie c e 1	Pie c e 2	Pie c e 3	Pie c e 4	Pie c e 5	c e 6 Achieved and Evidenc ed
1.	write sentences that are sequenced to form a short narrative (real or fictional)						
2.	demarcate some sentences with capital letters						
	and full-stops						
3.	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others						
4.	I can spell some common exception words*						
5.	form lower-case letters in the correct direction, starting and finishing in the right place						
6.	form lower-case letters of the correct size relative to one another in some of their writing						
7.	use spacing between words						

To achieve an assessment of ‘working at’ the expected standard, a child must show they can achieve all of the previous statements and all of these consistently across 6 independent pieces of writing.

Working at the Expected Standard (The pupil can, after discussion with the teacher:)

1.	write simple, coherent narratives about personal experiences and those of others (real or fictional)								
2.	write about real events, recording these simply and clearly								
3.	demarcate most sentences in their writing with	capital letters							
		full-stops							
		question marks when required							
4.	use present tense and past tense mostly correctly and consistently								
5.	Use co-ordination (and, so, but, yet) and								
	some subordinations (when/if/that/because) to join clauses								
6.	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others								
7.	spell many common exception words*								
8.	form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters								
9.	use spacing between words that reflects the size of the letters								

To achieve an assessment of ‘working at greater depth’, a child must show they can achieve all of the previous statements and all of these consistently across 6 independent pieces of writing.

Working at Greater Depth (The pupil can, after discussion with the teacher:)								
1.	write effectively and coherently for different purposes, drawing on their reading to inform vocabulary and grammar of their writing							
2.	make simple additions, revisions and proof-reading corrections to their own writing							
3.	use the punctuation taught at key stage 1 mostly correctly (<i>Capital letters, full-stops and question marks already secure at ‘expected’</i>)	apostrophes to mark missing letters						
		apostrophes for possession						
		commas in lists						
		exclamation marks						
4.	spell most common exception words*							
5.	add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)							
6.	use the diagonal and horizontal strokes needed to join some letters							

KS1 Mathematics

Children will sit two tests: Paper 1 and Paper 2:

- Paper 1 is for arithmetic, lasting approximately 25 minutes and worth 25 marks. It covers calculation methods for all operations.
- Paper 2 covers problem solving, reasoning and mathematical fluency, lasts for approximately 35 minutes and is worth 35 marks.
- Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.

Sample Questions

Maths Paper 1: Arithmetic

9 $56 - \boxed{} = 51$



10 $10 + 40 + 20 = \boxed{}$



17 $6 \times 3 = \boxed{}$







18 $\frac{1}{2}$ of 16 = $\boxed{}$




Sample Questions


Maths Paper 2: Reasoning


- 10** Ben makes a tally chart of his toys.


Toys in my box	Tally
	
	
	
	

Tick **one** box below that shows all of Ben's toys.









☐ 1 mark

- 11** There are **20** balloons.

7 balloons fly away.



How many balloons are left?

 balloons

☐ 1 mark

- 12** Tick the **two** sentences that are correct.

Tick **two**.

A square has sides of equal length.

☐

A square has curved sides.

☐

A square has lines of symmetry.

☐

A square has five sides.

☐

☐ 1 mark

The Timetable For Y2 SATs 2018

Thursday 2nd May	Reading Paper 1 LW, LB, LC, LE
Tuesday 7th May	Reading Paper 1 LM Reading Paper 2 LB, LW, LE
Thursday 9th May	Reading Paper 2 LC, LM Maths Paper 1 LW, LB

**During Week commencing
13.5.19**

SPaG Papers 1 and 2

Monday 20th May	Maths Paper 1 LM, LE, LC Maths Paper 2 LW
Wednesday 22nd May	Maths Paper 2 LB, LC, LM, LE

Results

- For The Reading, GPS And Mathematics tests you will receive:
 - A raw score (number of raw marks awarded)
 - A scaled score (a comparable score for each subject)
 - Confirmation of whether or not they attained the **National Standard**
- For writing you will be told if your child is:
 - **Working at** the expected range of attainment for his/her age
 - Working **Towards**
 - Working **at Greater Depth**

How To Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about.
- They are being taught everything they need to know at school.
- They should always just try their best... That's all we ask of them.
- Praise and encourage them.

- Ensure that your child has the best possible attendance at school.
- Support them with any homework tasks.
- It is always good to practise reading, spelling and arithmetic, eg, times tables doubles, halves, telling the time etc
- Talk with your child about what they have learnt at school and what books they are reading (characters, plot, their opinions etc).
- Make sure your child has a good sleep and healthy breakfast every morning.

How To Help Your Child With Reading

- First and foremost, focus on developing an enjoyment and love for reading.
- Enjoy stories together. Reading to you child in KS1 is equally as important as asking them to read to you.
- When listening to your child read – little and often rather than rarely and for long.
- If your child is reading independently - read a chapter of their book and then talk with them about it. Discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together.
- Discuss the punctuation, spelling and grammar you see in the book.
- All reading is valuable... Fiction, non-fiction, poetry, newspapers, magazines, comics...

How To Help You Child With Writing

- Practise and discuss spellings
- Once your child has learnt the words... encourage them to use them often, both in written and spoken forms.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spellings and a thesaurus to find synonyms and expand vocabulary.
- Remember – good readers become good writers. Identify good writing features when reading (eg, vocabulary, sentence structure, punctuation)
- Show your appreciation: praise and encourage, even for small successes.

How To Help Your Child With Maths

- Play times tables games
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, eg, dominoes, card games, darts, chess or draughts.

Any Questions

