



SATS Information Meeting

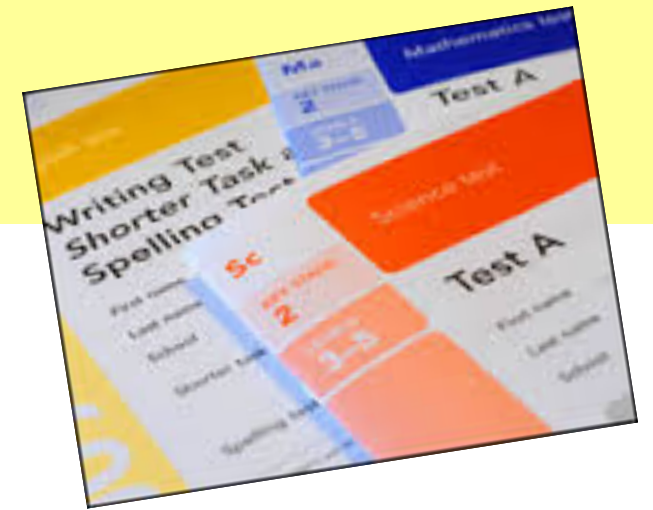
The KS2 SATs will take place between Monday 8th May and Thursday 11th May 2017 .

The tests

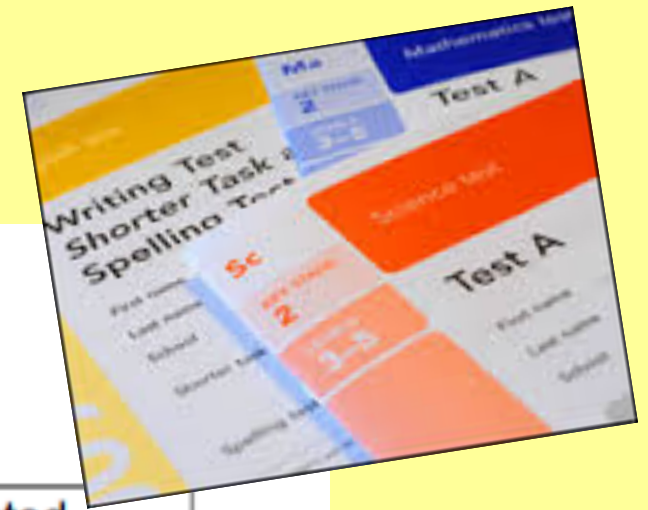
4.1 Overview of 2017 tests

The KS2 tests consist of:

- English reading: reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1: short answer questions
- English grammar, punctuation and spelling Paper 2: spelling
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning
- mathematics Paper 3: reasoning



The testing timetable



3.3 Test timetable for 2017

The tests must be taken on the scheduled day.

Monday 8 May	<ul style="list-style-type: none">English reading: reading booklet and associated answer booklet
Tuesday 9 May	<ul style="list-style-type: none">English grammar, punctuation and spelling Paper 1: short answer questionsEnglish grammar, punctuation and spelling Paper 2: spelling
Wednesday 10 May	<ul style="list-style-type: none">Mathematics Paper 1: arithmeticMathematics Paper 2: reasoning
Thursday 11 May	<ul style="list-style-type: none">Mathematics Paper 3: reasoning

Reading Paper

KS2 English reading test

The English reading test focuses on the comprehension elements of the national curriculum and includes a mixture of text genres. The test is designed so that the texts increase in their level of difficulty.

The test consists of a reading booklet and a separate answer booklet. Pupils will have one hour to read the 3 texts in the reading booklet and complete the questions which are worth 50 marks in total. Pupils can approach the test as they choose, for example working through one text and answering the questions before moving on to the next.

Reading Paper



Types of questions:

- **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.'

Maria and Oliver are attending a party in the garden of a house that used to belong to Maria's family. They sneak away to explore the grounds.

The Lost Queen

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake.

Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

"Come on," Maria said impatiently.

Oliver rowed while Maria stood barefoot in the boat, staring straight ahead. The oars made a click-clack sound in the hush and haze of the summer afternoon. Ripples of water fanned out behind them as they crossed the glassy surface of the lake.

The tiny island, thick with creeping vines and roots, looked as if it floated. At its centre, an ancient oak tree towered over it. The tree's branches were like bent fingers, twisting and stretching outwards, until the tips of its leaves touched the still water. Oliver carefully steered the boat through a narrow opening in the branches. Then they stepped out of the boat, and into a murky green space under an umbrella of leaves. The air was cool and damp.

Maria led Oliver across the tangled ground to the hidden monument. It was a column of marble, weathered and mossy with age. A delicate crown sat at the top, and an inscription was carved into a flat slab at the base. Oliver used his thumbnail to scrape out the letters that were cut into it.

It was a name.

Maria's family name.

"You could have been a queen?" said Oliver, whispering.

Maria laughed gently in the gloom.

"We were the family of the lion," she said.

Oliver could still hear the shouts and laughter of the party, up on the sunny lawn near the big house. But now the noise seemed to be getting further and further away.

1

Look at the paragraph beginning: *Glancing nervously...*
Find and copy one word meaning relatives from long ago.

1 mark

Look at the paragraph beginning: *Glancing nervously...*

Find and copy one word meaning relatives from long ago.

Content domain: 2a – give / explain the meaning of words in context

Award 1 mark for:

- *ancestors.*

4

Look at the paragraph beginning: *Oliver rowed...*

Find and copy one word that suggests that the summer afternoon was quiet.

Look at the paragraph beginning: *Oliver rowed...*

Find and copy one word that suggests that the summer afternoon was quiet.

Content domain: 2a – give / explain the meaning of words in context

Award 1 mark for:

- *hush.*

5

...they crossed the glassy surface of the lake.

Give **two** impressions this gives you of the water.

1. _____

2. _____

...they crossed the glassy surface of the lake.

Give **two** impressions this gives you of the water.

Content domain: 2g – identify / explain how meaning is enhanced through choice of words and phrases

Award 1 mark for reference to any of the following, up to a maximum of **2 marks**:

1. reflective / shiny / mirror-like, e.g.

- *the water reflects the light*
- *shining under the sun.*

2. clear / transparent, e.g.

- *you could see through the water.*

3. still / calm / undisturbed

4. flat / smooth.

11

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Two families fought for the throne.		
Maria's family symbol was the lion.		
The monument was for a prince.		
It was hot on the island.		

1 mark

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction

Award 1 mark for all **four** correct:

	True	False
Two families fought for the throne.	✓	
Maria's family symbol was the lion.	✓	
The monument was for a prince.		✓
It was hot on the island.		✓

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

A streak of grey cut across her vision, accompanied by a furious, nasal squeal: 'Mmwhreeeh!'. Jemmy swerved. In the instant before her body parted company with the white giraffe's, Martine caught a glimpse of a warthog charging from its burrow, yellow tusks thrust forward. Had her arms not been wrapped so tightly around the giraffe's neck, she would have crashed ten feet to the ground. As it was, she just sort of swung under his chest like a human necklace. There she dangled while Jemmy pranced skittishly and the warthog, intent on defending her young, let out enraged squeals from below. Five baby warthogs milled around in bewilderment, spindly tails pointing heavenwards.



The pain in Martine's arms was nearly unbearable, but she didn't let go. She adored warthogs – warts, rough skin, ugly ears and all – but their Hollywood movie star eyelashes didn't fool her. In a blink of those lashes, their tusks could reduce her limbs to bloody ribbons.

'Jemmy,' she said through gritted teeth, 'walk on. Good boy.'

Confused, the white giraffe started to lower his neck as he backed away from the warthog.

'No, Jemmy!' shrieked Martine as the warthog nipped at the toe of one of her boots. 'Walk! Walk on!'

Jemmy snatched his head up to evade the warthog's sharp tusks, and Martine was able to use the momentum to hook her legs around his neck. From there, she was able to haul herself onto his back and urge him into a sprint. Soon the warthog family was a grey blur in the distance, although the mother's grunts of triumph took longer to fade.

Martine rode the rest of the way home at a gentle walk, a thoughtful smile on her lips. That would teach her to show off – even if it was only to an audience of hippos. At the game reserve gate, Jemmy dipped his head and Martine slid down his silvery neck as though she was shooting down a waterslide. That, too, wasn't the safest way of dismounting, but it was fun. She gave the white giraffe a parting hug, and strolled through the mango trees to the thatched house.

This is an article about the dodo, a bird that is now extinct.

The Way of the Dodo

The dodo was first sighted around 1600 on an island in the Indian Ocean. It was extinct by 1680. Since then the phrase 'dead as a dodo' has been used to describe something which is lifeless or has disappeared from the world completely. Because of its rapid disappearance, a number of myths developed about the dodo, for example that it was a fat, silly creature that brought its fate upon itself.

But what is the **truth** about the dodo?

For thousands of years the island of Mauritius was a paradise. It was spat out of the ocean floor by an underwater volcano 8 million years ago. With warm sun, plentiful food and no predators to speak of, the isolated island became a haven for a variety of unusual species, including reptiles and flightless birds.

Then, in 1598, humans descended on this paradise, accompanied by their own animals – dogs, goats, cats (and a fair number of rats!). Curious and unafraid, the animals of Mauritius offered themselves up for slaughter and, within just a few decades, much of the island's unique wildlife had been wiped out forever.

One of the victims was a large, flightless relative of the pigeon. The island invaders started to call the bird a 'dodo', which meant 'silly bird'.

Although the dodo was hunted for food, this was not the main reason it died out. It is more likely that having never faced predators before, and unable to fly away, the adult birds fell prey to dogs and cats. Meanwhile, their eggs and chicks, defenceless in their nests on the ground, were easy pickings for rats.

Less than 100 years after man's arrival, the dodo, which had once numbered in the hundreds of thousands, slipped into the pages of folklore.

An artist's impression of the dodo from 300 years ago.



A drawing of a dodo from around 1646.

Then, in 2005, a team of scientists unearthed thousands of dodo bones in some mud flats in Mauritius. The remains date back to over 4,000 years ago, when the island was suffering from a lengthy drought. The mud flats would have formed a freshwater oasis in an otherwise parched environment. It is thought that most of the animals, while trying to reach the slowly receding waters of the lake, became stuck and died of thirst or suffocation. However, clearly some dodos survived as they did not become extinct until much later.

This discovery is helping to rehabilitate the image of this much-ridiculed bird. The very fact that the dodo was still alive and well on Mauritius 4,000 years after a drought that claimed the lives of thousands of animals is an indication of the bird's ability to survive. The remains are also helping scientists to find out more about the anatomy of the dodo, for example that it was a much slimmer bird than any pictures suggest.

As scientists learn more about the dodo, and begin to see the bird in a new light, we are reminded that the dodo was badly misjudged. Maybe it is humans who should be judged, as we can have a devastating impact on the natural world. No other creature should be allowed to go the way of the dodo.

Until a few years ago, all knowledge of the dodo came from secondary reports from the time that were not always reliable, a handful of remains and just one complete skeleton. Nobody knew what the dodo really looked like. Before cameras, newly discovered animals could only be drawn or painted. However, many of the artists had no knowledge of natural history and were more interested in producing colourful paintings of animals than recording their true likeness.



A modern reconstruction of a dodo.

Spelling, Punctuation and Grammar Test (SPAG)

The grammar, punctuation and spelling test focuses on knowing and applying grammatical terminology with the full range of punctuation tested.

There are 2 papers:

- Paper 1: short answer questions
- Paper 2: spelling

Paper 1: short answer questions is a combined question and answer booklet. There are no contextual items in the test. Pupils will have 45 minutes to answer the questions which are worth 50 marks in total.

Paper 2: spelling consists of a test transcript to be read by the test administrator and an answer booklet for pupils to complete 20 missing words. The test is expected to take approximately 15 minutes, but is not strictly timed. The questions are worth 20 marks in total.

9

Which sentence uses an **apostrophe** correctly?

Tick **one**.

The children's clothes were hanging up.

The childrens' clothes were hanging up.

The childrens clothe's were hanging up.

The childrens clothes' were hanging up.

Question	Requirement	Mark
9 G5.8	The children's clothes were hanging up. <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1m
Commentary: This question assesses understanding of the possessive apostrophe with plural nouns.		

13

Tick one box to show which part of the sentence is a **relative clause**.

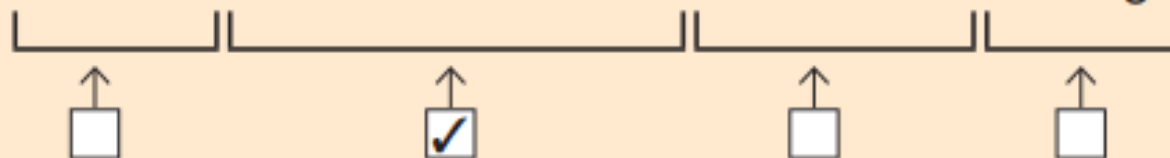
The table which is made of oak is now black with age.



13
G3.1a

The table which is made of oak is now black with age.

1m



Commentary: This question assesses identification of relative clauses and knowledge of the term. This is a new part of the test framework, in addition to the generic test reference code of clauses.

16

What is the name of the **punctuation mark** used between the two main clauses below?

My sister loves team sports; my brother, on the other hand, prefers individual sports – such as athletics.

16
G5.11

Award 1 mark for the correct response.

- *semi-colon*

Also accept plausible misspellings and responses that do not use a hyphen, e.g.

- *semicolon*
- *semi colon*

1m

Commentary: This question assesses identification of the semi-colon and knowledge of the term, as well as an understanding of its function in separating two related main clauses. Semi-colons were previously assessed only in the Level 6 test.

24

Rewrite the sentence below, adding a **subordinate clause**.
Remember to punctuate your answer correctly.

The children played on the swings.

<p>24 G3.4</p>	<p>Award 1 mark for a grammatically correct sentence containing a subordinate clause and using correct punctuation, e.g.</p> <ul style="list-style-type: none">• <i>The children played on the swings until it was late.</i>• <i>The children, who went to my school, played on the swings.</i>• <i>The children, chattering happily, played on the swings.</i>• <i>Before going to school, the children played on the swings.</i> <p>Do not accept:</p> <ul style="list-style-type: none">• punctuation errors• responses that use a phrase instead of a subordinate clause, e.g.<ul style="list-style-type: none">• <i>The children played on the swings until tea time.</i>• responses that rewrite the sentence by adding another main clause, e.g.<ul style="list-style-type: none">• <i>The children played on the swings and then they went home.</i>	<p>1m</p>
<p>Commentary: This question assesses subordinate clauses.</p>		

Spelling Test



1) The children were to go on the ride next.

2) Out of, the children walked along the left hand side of the corridor.

3) Mrs Poole struggled with the of some of the words in the spelling test!

1) guaranteed

2) convenience

3) pronunciation



Spelling Homework

Currently, Year 6 are introduced to spellings, which usually have a common element to them, in class. They discuss any patterns/rules etc. These words then get sent home on Friday's for children to practise using them in context. Finally, the following week, children have a follow up session where the same words are dictated to the children to attempt to spell and they are put into different sentences by the children.



Year 6 Spelling Homework

w/c 6/2/17

Focus= The suffix -ous

Use each one of the words on the table in a sentence.



Spellings	Practise!	
1. poisonous		1.
2. dangerous		2.
3. mountainous		3.
4. jealous		4.
5. enormous		5.
6. humorous		6.
7. glamorous		7.
8. vigorous		8.
9. outrageous		9.
10. courageous		10.

Choose words that you find tricky to spell. Use the spelling strategies you have learnt in class to practise.

p
pp
ppp
pppp
ppppp
pyram
pyrami
pyramid

Sometimes the root word is obvious; sometimes there is no obvious root word. -our is changed to -or before -ous is added. The final 'e' of a root word must be kept if the sound of the 'g' is to be kept.

- 1) Pandas are located in the regions of China.
- 2) Air-raid wardens were, trying to save people.
- 3) Chas was of Boddser's collection.
- 4) Bombing raids were extremely- many were fatal.
- 5) When Chas got to the crashed plane, the propellor looked
- 6) Many people found the part of the text where Mrs Spalding was on the toilet
- 7) Many people thought that Chas's behaviour was
.....
- 8) The rhino was named Marilyn- after a fim star.
- 9) The Germans never dropped anygas bombs during WW2.
- 10) They needed to bewhen creating Fortress Caparetto.

KS2 mathematics test

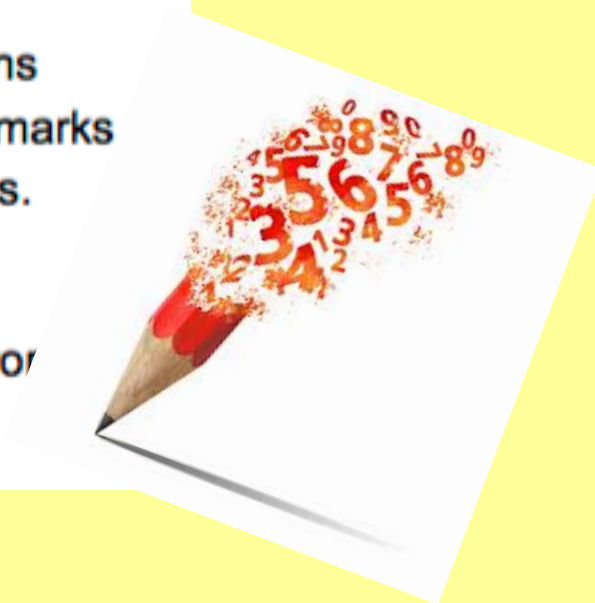
The mathematics test comprises 2 components, presented to pupils as 3 test papers:

- Paper 1: arithmetic
- Paper 2: reasoning
- Paper 3: reasoning

Square grids are provided where pupils need to show their method, in some answer spaces of the arithmetic paper and some of the questions on Paper 2.

Paper 1: arithmetic assesses basic mathematical calculations. The questions cover straightforward addition and subtraction and more complex calculations with fractions worth 1 mark each. They also cover long divisions and long multiplications worth 2 marks each. Pupils will have 30 minutes to answer the questions which are worth 40 marks.

Papers 2 and 3 assess mathematical fluency, solving mathematical problems and mathematical reasoning. Pupils will have 40 minutes to complete each test paper worth 35 marks per paper.



8

$$2.5 + 0.05 =$$

1 mark

2.55

11

$$630 \div 9 =$$

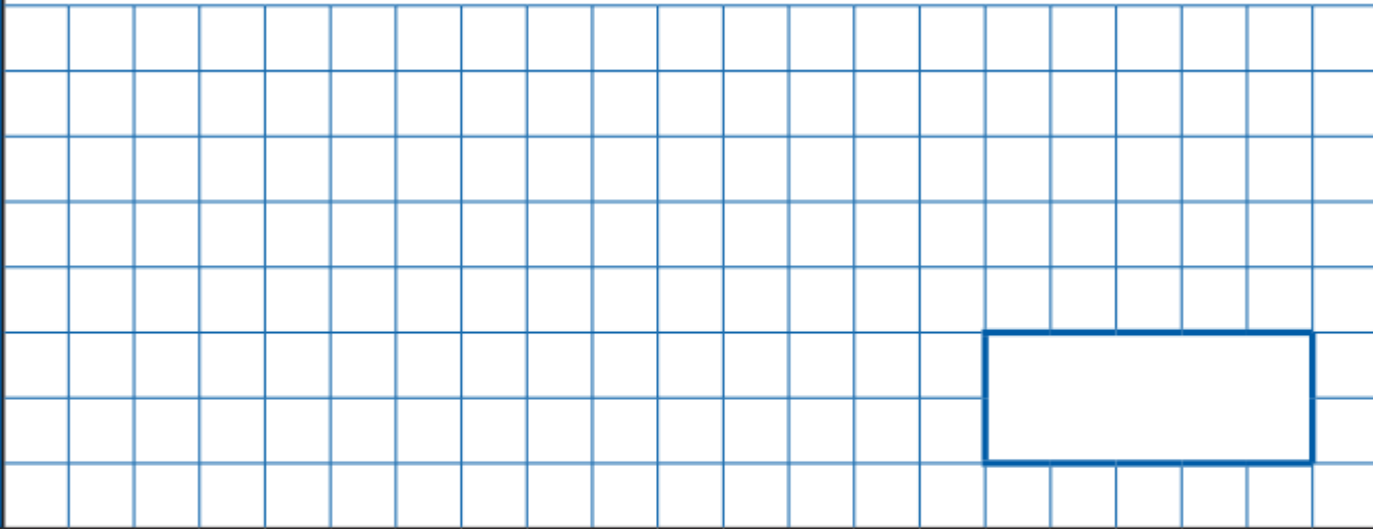
A grid for working out the division problem. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn on the grid, spanning 10 columns and 2 rows, positioned in the lower right area of the grid.

1 mark

70

18

$1.52 \times 6 =$



1 mark

9.12

29

x

6 7 8

5 4

Show
your
method

2 marks

36,612

32

$$\frac{2}{5} \div 2 =$$

A large grid of 20 columns and 10 rows, intended for writing the answer to the problem.

A small rectangular box with a blue border, located at the bottom right of the grid, intended for the final answer.

A small square box with a black border, located in the right margin, intended for marking the question.

1 mark

1/5

34

3 7 | 2 3 3 1

Show
your
method

2 marks

63

Marking the Papers

Children will be given then following...

- a raw score (number of raw marks awarded)
- a scaled score
- confirmation of whether or not they attained the national standard
- the national standard is set at a scaled score of 100.

[Scaled Score Information - https://www.gov.uk/guidance/scaled-scores](https://www.gov.uk/guidance/scaled-scores)

Writing

There is not a Writing SATs paper, however Teacher Assessment Scores will be shared with parents and High School.

These assessment scores will be based on the School's assessment system.



Working towards the expected standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly* (years 3 and 4)
- spelling some words correctly* (years 5 and 6)
- producing legible joined handwriting.

Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Working at greater depth within the expected standard

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

[No additional requirements for spelling or handwriting.]

In school

- Since September, we have shown and used SATS style questions within lessons with the children. Every week they have had a practice arithmetic or SPaG (Spelling, Punctuation and Grammar) test.
- Every ½ term we have completed an ‘assessment week’ where children have taken tests, in test conditions, following the SATS week timetable.
- Finally, we are trying to reassure the children that they will be fully prepared for SATS; that they do not need to worry about the tests and that their lives do not depend upon them! The message we like to give is that they need to try their very best during the test- that’s good enough for us!
- Over the rest of this ½ term and the 9 days after Easter before SATS week, we will continue all of the above. Please ensure your children are in school so that they do not miss anything.

Actual SATS week

- Please ensure children arrive at school on time- we usually provide toast on the playground and open the doors a little earlier than usual, to help the children have a calm start to the day!
- Children will be registered as usual.
- Tests usually begin at approximately 9:30- 10 am (once any late comers have settled down!)
- As previously mentioned, children are used to 'test conditions' and arrangements so hopefully they see SATS week as just 'another' testing week!
- In the afternoons, we consider what the next day's tests are on and do some last minute revision/ top tips etc.
- Please try to encourage your children to get a good night sleep each night and have some breakfast in the mornings for brain power! (If not, they can always have our toast!)
- Again, reassure your child that the tests only give a snapshot of how great they have worked this school year- we all know how much effort they have put in!

How can I help...

- Practise all the time tables up to 12×12
- Practise all the division facts up to 12×12
- Practice standard methods of addition, subtraction, multiplication and division
- Learn different grammatical terminology
- Answer questions about reading books



Good Revision Websites

- <http://www.bbc.co.uk/bitesize/ks2/> - fun games and activities for both Maths and Literacy
- <http://resources.woodlands-junior.kent.sch.uk/revision/> - a great site for all-round revision
- https://www.cgpbbooks.co.uk/interactive_ks2 - tests and games for all subjects
- <http://www.spellingcity.com/churchlane/> - a fantastic spelling website set-up by another Year 6 teacher – lots of previous spelling tests which are great for practice
- http://www.offbyheart.co.uk/english/yr6_e_g.php – Games to practice SPAG and Maths skills
- <http://www.compare4kids.co.uk/literacy.php> - English boot camp!
- <http://www.compare4kids.co.uk/spag.php> - SPAG Test