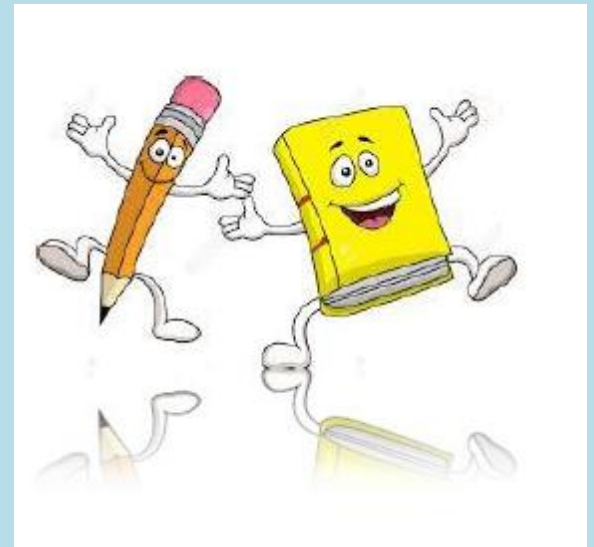
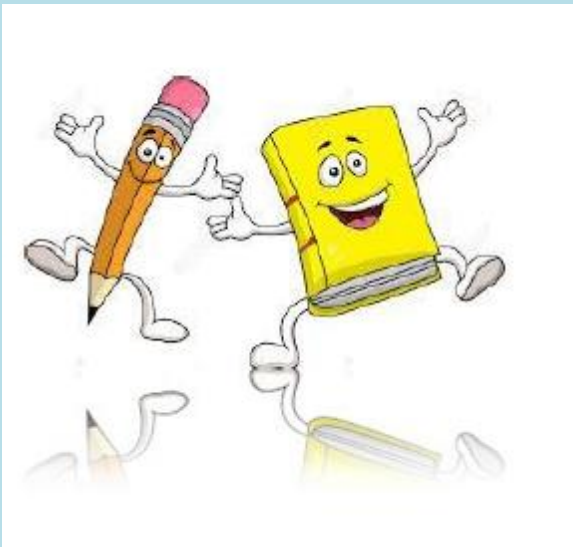


KS2 SATS 2015



How are we preparing?

- Prior learning in Years 3-6
- Practising previous SAT papers
- Maths Practice booklets
- Continuous Assessment
- Booster sessions
- Guided and Independent Reading
- Homework

EXPLAINING THE LEVELS

Children develop at different levels, but at the end of Year 6 the DfE guidelines are as follows:-

LEVEL 6 – Key Stage 3 Expectations

LEVEL 5c, 5b, 5a

Above the Nationally Expected level for a pupil at the end of Year 6

LEVEL 4c, 4b, 4a

The Nationally *Expected level* for a pupil at the end of Year 6

LEVEL 3c, 3b, 3a

Below the Nationally Expected level for a pupil at the end of Year 6

REMEMBER - ALL CHILDREN ARE DIFFERENT

WHAT WILL BE ASSESSED?

ASSESSED BY TESTS *(marked externally)*

MATHS

PAPER A
PAPER B
MENTAL
MATHS

** No Calculator Paper*

READING

**ONE
PAPER**

SPaG

SPELLING
GRAMMAR &
PUNCTUATION

CONTINUOUS ASSESSMENT

WRITING

REPORTING RESULTS

- Children's progress, as well as their achievement, will be measured and reported on in school performance tables.
- Teacher assessments will be passed on to secondary schools so they can be used in planning for year 7 teaching.
 - The papers are returned early July.
- Written reports are given at the end of the summer term along with your child's results and the results for school. Parents are also given the national results from 2014.

SATs timetable - 11th – 14th May 2015

Date	Level 3-5 Test (all children)	Level 6 Tests
Monday 11 th May	Reading test (1 hour)	English Reading test
Tuesday 12 th May	Grammar and Punctuation (45 mins) Spelling test (15 mins)	Grammar and Punctuation Spelling test
Wednesday 13 th May	Mental mathematics test Mathematics Test A (45 mins)	
Thursday 14 th May	Mathematics Test B (45 mins)	Mathematics Paper 1 Mathematics Paper 2

Overview – SATs week:

- Normal timetable is changed for all Year 6 pupils.
- Tests will be conducted in familiar surroundings.
- Additional or extended breaks.
- Additional staff will be deployed to support children.

READING 2015

PAPER 1

Levels 3-5 - One paper based on reading comprehension of three to four different, un-linked texts, with a total of 35 to 40 questions. (Totalling 50 marks)

The least demanding texts will come first with the following texts increasing in level of difficulty. Questions worth 1,2, or 3 marks each.

Lasts for 1 hour (no 'reading time' to start)

(marked externally)

****High-achieving children may be entered for a Level 6 Reading SATs test.***

Reading Test **60 minutes to...**

Read a booklet containing 3 or 4 different text types:

- Story / report / diary / blog / web pages / journal / letters /
- comic strip / advertisement / discussion

Answer questions about these texts. Questions could include:

- Inference / deduction / understanding
- Interpret / explain / comment
- Writer's viewpoint, purpose, audience
- The use of language / structure and organisation of the text



When answering the reading questions, your child will need to back up their ideas using evidence from the text.

P.E.E... = (Point + Evidence + Explain)

Ways to help at home - Reading

- ✓ **Read** a range of non-fiction and fiction texts – identify the features of the texts.
- ✓ • **Listen** to your child read – use the reading records. Ask questions about their reading.
- ✓ • Find different types of texts in your home. **Talk** about WHO they are written for / WHY they have been written / WHAT style has been used / WHEN the text style is used / WHERE these texts are found / HOW the texts have been organised.

SPaG 2015

English - Spelling, Punctuation and Grammar

PAPER 1

Comprises 40 to 50 short-answer questions covering grammar, punctuation and vocabulary.

PAPER 2

A spelling test with 20 questions.

(marked externally)

****High-achieving children may be entered for a Level 6 SPaG SATs test.***

Grammar & Punctuation Test

(45 minutes)

Areas to be tested:

- ✓ Word classes – nouns, adjectives, articles etc
- ✓ Features of sentences – statements, commands, questions
- ✓ Complex sentences – clauses, subordinating connectives
- ✓ Standard English – tenses, I and me, contractions
- ✓ Vocabulary – synonyms, antonyms, word meanings, prefixes and suffixes, singular and plural
- ✓ Punctuation – capital letters, commas, inverted commas, apostrophes, ellipsis, colons etc

This test will assess children's abilities in the following technical aspects of English:

- Grammar (29 marks)
 - Punctuation (12 marks)
 - Spelling (20 marks)
 - Vocabulary (9 marks)
- (Total of 70)

Spelling Test (15 minutes)

20 sentences with words to fill in:

- We sat at the table to eat our _____ (dinner)
- The plants _____ butterflies (attracted)
- Imran _____ the ball (caught)
- The dancers' movements were _____ (synchronised)

Last year's spellings included:

- ✓ intelligent dangerous characters scales
- ✓ breathe islands extinct supreme associated

tion	other
fiction	Venetian
fraction	Ocean
direction	Asian
attention	Russian
proportion	
reduction	
mansion	
diction	

otion	ution
motion	distribution
lotion	pollution
devotion	revolution
promotion	institution
emotion	constitution
	contribution

there - is an adverb meaning 'that location'.
The exit is over **there**.

their - is a pronoun used to show possession.
What colour is **their** car?

they're - is a contraction of 'they are'.
They're reading a book.

Ways to help at home – Spelling



Post-its

Spelling rules

Point out spellings around the house / in shops / on outings

When listening to your child read, point out certain spellings

Reading records – write down spellings of new words / learn the meaning of these words

Note words and their spellings in the context of the sentences

WRITING 2015

This year a greater focus on the progress children make throughout the school year, as opposed to a test-day snapshot of what they know.

- Teachers will assess children's writing composition. Children's results for English writing will be a judgement of their work across Year 6.
- Children's grammar, punctuation and spelling skills will be assessed as part of their writing, but their creativity and writing style will also be evaluated.
- Schools will moderate their judgements with other local schools and may be moderated by other external agencies.

What is assessed in writing?

- Composition and Effect
- Text Organisation
- Sentence structure and Punctuation
- Spelling and Handwriting



Children are expected to be able to write using a range of different genres including:

- Newspaper report
 - Biography
 - Autobiography
 - Diary Entry
 - Narrative
 - Formal letter
 - Informal letter
- Report
- Recount
- Balanced argument
 - Advert
 - Instructions
 - Playscript
 - Poetry

Ways to help at home - Writing

- Vary sentence structure
- Begin sentences with different words
- Use a variety of punctuation
- Use a topic sentence to begin paragraphs
- Encourage description and expand detail



Encourage your child to 'magpie' and 'mimic' writers. Can they borrow and copy their vocabulary; vary sentence lengths and vary sentence openers? Can they construct more complex sentence structures?

MATHS 2015

MATHS *(marked externally)*

PAPER A

Lasts for 45 minutes.

PAPER B

Lasts for 45 minutes.

The tests have questions of 1 and 2 marks and children are given marks for working out if they finish the task, but get the answer incorrect.

MENTAL TEST

Lasts for 20 minutes.

****High-achieving children may be entered for a Level 6 Maths SATs test.***

1

Write these numbers in order of size, starting with the smallest.

901

1091

910

109

190



--	--	--	--	--

smallest

1 mark

23 k stands for a whole number. $k + 7$ is greater than 100 $k - 7$ is less than 90Find **all** the numbers that k could be.


Maths Test (45 minutes)

Certain things children need to learn, for example

Types of number: recognition of prime numbers, square numbers, factors and multiples


- Average: mode, median, mean, range,
- conventions for co-ordinates
- reading and plotting graphs
- Shape & Measurement: Properties of 2D shapes including triangles and quadrilaterals, sides on a pentagon and the nets of 3D shapes such as cube and cuboid, parallel lines, perpendicular lines, degrees in a line, types of angle.
- Perimeter, area and formulae
- Conversion between units
- Fractions, decimals and percentages and their conversion one to another.

MEAN • The sum of a set of numbers divided by the number of numbers in the set.




• The middle number when data are arranged in numerical order.

MEDIAN




MODE • The number that occurs most often in a set of numbers.



• The difference between the greatest and least numbers in a set of data.

RANGE



Revision Tips - Maths

When revising maths, don't just look or read: you need to do it!

- ✓ Short periods of 10 – 15 minutes at a time are ideal.
- ✓ Use 'Post it Notes' for key words to help the memory.
- ✓ Ask your child to explain how / why to you – it helps their understanding.

Develop strategies –

- drawing measurements on diagram, using tracing paper,
- annotating graphs, showing working,
- use of trial and improvements, applying inverse operations,
- following one step at a time in problems, reading questions carefully

Ways to help at home - Maths

Many questions involve **solving a problem** and working in context.

Ask questions about the world around them, involving:

- ✓ telling the time, differences in time, reading bus and train timetables, T.V schedules, cooking times, 12 and 24hr clock etc.
- ✓ measuring, estimating, checking – length, area, capacity/volume, mass/weight, temperature (positive/negative), angles etc.
- ✓ money, shopping bills, change, tickets etc.
- ✓ working out fractions and percentage of quantities



WE RECOMMEND:-



Early nights and lots of sleep

Good attendance

Good punctuality

A good breakfast

**LOTS OF PRAISE AND
ENCOURAGEMENT!**

You cannot fail a SATs paper, but the SATs give you a chance to show how good you are.

any questions?

Treginnis Farm
Monday 13th April 2015 –
Friday 17th April 2015



Before the Trip

Contact and Medical Details Form to be returned to school office.

**Medication and instructions to be given to Mrs Prewett in the week before half term.
(Box will be in the classroom.)**

Board games to be brought in and kept in the classroom during the week before half term.

Write a sealed letter for your child to open while they are there. (Give to Mrs Dickinson on the morning of departure)

On the departure day

Send a book or travel game for the journey.

Take travel sickness medication in advance.

Arrive with case and packed lunch/book, ready for departure.

Give (max.) £15 pocket money to Ms Shepherd

Put cereal bars into the box in the classroom.

Stay and wave them off, if possible.

Typical day

- 6.30-6.45 a.m. Wake and wash
- 7.30 a.m. Lambing/ Horses/Pigs and Poultry
- 8.30 a.m. Breakfast
- 10.00 a.m. Mucking Out/Cookery/Sheep walk
- 11.00 a.m. Tea and biscuits
- 11.30 a.m. Mucking Out/ Cookery/ Sheep walk
- 1.00 p.m. Lunch
- 2.15 Beach Walk/ Football
- 4.00 p.m. Mucking Out/ Cookery/ Sheep walk
- 6.00 p.m. Dinner
- 7.15 p.m. Diary/ Showers/ Goat milking
- 8.45 p.m. Story/Hot Chocolate
- 9.15-10 p.m. Bed