



# KS2 National Assessment

## 2018

# *Key stage 2 frameworks: standards*

For English writing pupils will be grouped into 4 categories:

- ▶ working towards the expected standard
- ▶ working at the expected standard
- ▶ working at greater depth within the expected standard or
- ▶ a category for pupils who do not meet the ‘working towards the expected standard’

For English reading, mathematics and science pupils will be grouped into 2 categories:

- ▶ working at the expected standard *or*
- ▶ a category for pupils who do not meet the standard

# KS2 SATS

- ▶ Set week across the country Week beginning 14<sup>th</sup> May 2018
  - ▶ Grammar, Punctuation and Spelling paper
  - ▶ Reading paper
  - ▶ Arithmetic paper 1
  - ▶ 2 Reasoning maths tests
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- ▶ All papers are marked externally

## READING

### Working at the expected standard

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.

# Reading - SATs

➤ Test 1 - Reading (60 minutes - 50 marks)

Reading - Single paper based on 3 passages of text

# *Preparation for the reading assessment*

## How do we prepare our children?

- ▶ Access arrangements as necessary
- ▶ Targeted guided reading sessions
- ▶ Rapid intervention reading sessions lead by a teacher from the Year 6 team
- ▶ Exam practice questions
- ▶ Hall and classroom spaces used
- ▶ Mentoring
- ▶ Mock SATs week - 23<sup>rd</sup> April 2018

# Writing assessment

- ▶ For 2017 to 2018, the Government have introduced revised teacher assessment frameworks in English writing only, which include:
- ▶ Revised ‘pupil can’ statements (TAFs) - a greater emphasis on composition, while statements relate to the more ‘technical’ aspects of English writing (grammar, punctuation and spelling)
- ▶ All changes are in line with the attainment targets for the key stage 2 programme of study.

## **Writing - Working at the expected standard (TAFs)**

**The pupil can:**

- **write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)**
- **in narratives, describe settings, characters and atmosphere**
- **integrate dialogue in narratives to convey character and advance the action**
- **select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)**
- **use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs**
- **use verb tenses consistently and correctly throughout their writing**
- **use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)**
- **spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary**
- **maintain legibility in joined handwriting when writing at speed.<sup>2</sup>**

# GPaS - Grammar, Punctuation and Spelling

► *The children need to:*

- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

# GPaS - SATs

- **Test 1 - Spelling** (15 minutes - 20 marks)
- **Test 2 - Grammar, Punctuation and Spelling test** (45 minutes, 50 marks)

**Spelling** - 20 words, each word given twice in a sentence and twice individually

**Grammar & Punctuation** - Requires short answers, spelling and grammar must be correct throughout the answer

5

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

There wasn't much juice left in the fridge, so I bought a new bottle.

1 mark

6

Circle the **relative clause** in the sentence below.

The blue car that was parked outside the shop was for sale.

1 mark

► An example of a question

1

Fill in the gaps in the sentence below, using the **past progressive** form of the verbs in the boxes.

to play



While I \_\_\_\_\_ in the park, my mum

to push



\_\_\_\_\_ my sister on the swing.

# *Preparation for the GPaS assessment*

## How do we prepare our children?

- ▶ Access arrangements as necessary
- ▶ Very carefully planned coverage of the year 5 and 6 objectives
- ▶ Regular assessment opportunities including a mock SATs week - 23<sup>rd</sup> April 2018
- ▶ Revision homework for spelling, grammar and punctuation that help consolidate what has been covering in class
- ▶ GPaS lessons are taught as a targeted discrete subject
- ▶ Spelling sessions
- ▶ Mentoring

# Maths framework

- ▶ Children need to show that they have met *all the statements in the maths framework, to meet the 'working at the expected standard'*.
- ▶ *The framework has a greater emphasis on reasoning, algebra and formal methods of calculation*

## 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;  $8.09 = 8 + 9/10$ ;  $28.13 = 28 + 0.03$ )
- calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation  
(e.g.  $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$ ;  $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$ ;  $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$ )
- 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?)
- 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  $1/5$  or 0.2 or 20% of the whole cake)
- calculate using fractions, decimals or percentages (e.g. knowing that 7 divided by 21 is the same as  $7/21$  and that this is equal to  $1/3$ ; 15% of 60;  $1\frac{1}{2} + \frac{3}{4}$ ;  $7/9$  of 108;  $0.8 \times 70$ )
- substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle)
- calculate with measures (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm)
- 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).

# Maths - SATs

- Test 1 - **Arithmetic** (30 minutes - 40 marks)
- Test 2 - **Reasoning** (40 minutes, 35 marks)
- Test 3 - **Reasoning** (40 minutes, 35 marks)

**Arithmetic** - Assessing pupils with a range of mathematical operations and selected response

**Reasoning** - Assessing mathematical fluency, solving problems and reasoning

**25**

1 3 3 0 1 6

Show your method

2 marks

**21**

$7,505 \div 5 =$

1 mark

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show  
your  
method

£

2 marks

19

One gram of gold costs £32.94

What is the cost of **half a kilogram** of gold?

Show  
your  
method

£

2 marks

# *Preparation for the maths assessment*

## How do we prepare our children?

- ▶ Access arrangements as necessary
- ▶ Rapid intervention group for specific year 6 children from September
- ▶ Smaller targeted groups for maths (and English) from Term 4
- ▶ Weekly arithmetic focus in lessons to work on speed and accuracy
- ▶ Homework revision to support children at home
- ▶ Homework will be sent home to support children's revision
- ▶ From March after school revision sessions for children we feel would benefit from extra support - letter invite
- ▶ Mentoring

# CGP revision guides