



CODSALL HIGH
FEDERATION OF SCHOOLS

Bilbrook CE Middle School

SATs Information Evening



KEY STAGE 2 SATs

THE NEW CURRICULUM WAS INTRODUCED IN 2014. IT IS MORE RIGOROUS AND SETS HIGHER EXPECTATIONS WHICH ALL SCHOOLS ARE WORKING HARD TO MEET.

THE NEW NATIONAL CURRICULUM WAS ASSESSED FOR THE FIRST TIME IN MAY 2016.

THIS YEAR'S KEY STAGE 2 TESTS ARE TIMETABLED FROM MONDAY 13 MAY TO THURSDAY 16 MAY 2018.

KEY STAGE 2 SATs

MONDAY – GPS (45MINS) SPELLING (15MINS APPROX)

TUESDAY – READING (60MINS)

WEDNESDAY – ARITHMETIC (30MINS) AND REASONING (40MINS)

THURSDAY – REASONING (40MINS)

ALL TESTS ARE EXTERNALLY MARKED.

SCALED SCORES

- *ALL TEST OUTCOMES AT BOTH KS1 AND KS2 WILL BE REPORTED AS SCALED SCORES.*
- *THE NATIONAL STANDARD WILL BE 100.*
- *RAW SCORES (THE NUMBER OF MARKS AWARDED FOR EACH SUBJECT) WILL BE TRANSLATED TO SCALED SCORES (A COMPARABLE SCORE FOR EACH SUBJECT) USING A CONVERSION TABLE.*
- *PUPILS WILL RECEIVE A RAW SCORE, A SCALED SCORE AND CONFIRMATION OF ATTAINMENT OF THE NATIONAL STANDARD.*
- *THERE IS NO CORRELATION BETWEEN PREVIOUS LEVELS AND THIS METHOD OF REPORTING USING A NATIONAL STANDARD.*
- *PUPILS WHO ACHIEVE A SCALED SCORE OF 110 OR MORE WILL BE JUDGED AS WORKING AT GREATER DEPTH.*

ATTAINMENT AND PROGRESS

ATTAINMENT IS HOW WELL YOUR CHILD HAS DONE ON THE TEST.

PROGRESS SHOWS HOW MUCH IMPROVEMENT HAS BEEN MADE.

EXAMPLE

TEST 1 - CHILD A GETS 6/10, CHILD B GETS 2/10

TEST 2 - CHILD A GETS 8/10, CHILD B GETS 6/10

CHILD B HAS MADE MORE PROGRESS THAN CHILD A.

READING

- *THE READING TEST CONSISTS OF A SINGLE TEST PAPER WITH THREE UNRELATED READING TEXTS. CHILDREN ARE GIVEN 60 MINUTES IN TOTAL, WHICH INCLUDES READING THE TEXTS AND ANSWERING THE QUESTIONS.*
- *A TOTAL OF 50 MARKS ARE AVAILABLE.*
- *QUESTIONS ARE DESIGNED TO ASSESS THE COMPREHENSION AND UNDERSTANDING OF A CHILD'S READING.*

READING

- *DURING THE READING PAPER, A CHILD'S INFERENCE AND DEDUCTION SKILLS ARE THOROUGHLY TESTED. THEY WILL ALSO BE EXPECTED TO ANSWER QUESTIONS ON AUTHORIAL CHOICES, EXPLAINING WHY AN AUTHOR HAS CHOSEN TO USE PARTICULAR VOCABULARY, GRAMMAR AND TEXT FEATURES.*
- *SOME QUESTIONS ARE MULTIPLE CHOICE OR SELECTED RESPONSE; OTHERS REQUIRE SHORT ANSWERS AND SOME REQUIRE AN EXTENDED RESPONSE OR EXPLANATION.*

READING

- *MAKE INFERENCES FROM THE TEXT / EXPLAIN AND JUSTIFY INFERENCES WITH EVIDENCE FROM THE TEXT. 22 MARKS*
- *RETRIEVE AND RECORD INFORMATION / IDENTIFY KEY DETAILS FROM FICTION AND NON-FICTION. 13 MARKS*
- *GIVE / EXPLAIN THE MEANING OF WORDS IN CONTEXT. 10 MARKS*

READING EXAMPLE

20

Into your pitiful shell, so brittle and thin

In this line, the word *brittle* is closest in meaning to...

Tick one.

shiny.

soft.

delicate.

rough.

*SOME QUESTIONS
WILL TEST THE
CHILDREN ON THEIR
UNDERSTANDING OF
VOCABULARY.*

1 mark

READING EXAMPLE

25 Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

**Professor
Summerlee.**

Lord John.

Malone.

**Professor
Challenger.**

_____ **1 mark**

(b) At the start of the extract the men entered the forest...

carefully.

quickly.

fearfully.

noisily.

_____ **1 mark**

(c) There, they came to a patch where the stream was...

smaller.

bigger.

faster.

slower.

_____ **1 mark**

(d) The ferns here were spaced...

regularly.

randomly.

carefully.

equally.

_____ **1 mark**

GRAMMAR, PUNCTUATION AND SPELLING

- *A SPELLING TEST IS ADMINISTERED CONTAINING 20 WORDS, WHICH LASTS APPROXIMATELY 15 MINUTES.*
- *A SEPARATE TEST IS GIVEN ON GRAMMAR, PUNCTUATION AND VOCABULARY.*
- *THIS TEST LASTS FOR 45 MINUTES AND REQUIRES SHORT ANSWER QUESTIONS INCLUDING SOME MULTIPLE CHOICE.*
- *MARKS FOR THESE TWO TESTS ARE ADDED TOGETHER TO GIVE A TOTAL FOR GRAMMAR, PUNCTUATION AND SPELLING.*

GPS EXAMPLE

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

_____ **1 mark**

SPELLING EXAMPLE

THERE ARE 20 SPELLING SENTENCES.

THE SPELLING WORDS ARE TESTED WITHIN THE CONTEXT OF A SENTENCE.

AS THE SENTENCES ARE READ OUT TO THE CHILDREN, THEY FILL IN THE CORRECT SPELLINGS ON THEIR COPY OF THE TEXT.

Spelling task

1. Mum hit her _____ with the hammer.
2. The boy had _____ keeping up with his elder sister.
3. Add eggs to your cake _____.
4. The new laptop is light and _____.
5. We put the bread _____ in the oven.

SPELLING EXAMPLE

2018 Spelling script

Spelling 1: The word is **thumb**.

Mum hit her **thumb** with the hammer.

The word is **thumb**.

Spelling 2: The word is **trouble**.

The boy had **trouble** keeping up with his elder sister.

The word is **trouble**.

Spelling 3: The word is **mixture**.

Add eggs to your cake **mixture**.

The word is **mixture**.

Spelling 4: The word is **portable**.

The new laptop is light and **portable**.

The word is **portable**.

Spelling 5: The word is **dough**.

We put the bread **dough** in the oven.

The word is **dough**.

WRITING

- *TEACHER ASSESSMENT FROM CROSS-CURRICULAR WRITING SAMPLES TAKEN THROUGH THE YEAR.*
- *MODERATORS VISIT SCHOOL IN MAY/JUNE TO CHECK THESE ASSESSMENTS.*
- *MUST BE ABLE TO SPELL THE YEAR 3 AND 4 WORD LIST.*
- *MUST BE ABLE TO SPELL MOST OF THE YEAR 5 AND 6 WORD LIST.*
- *MUST BE USING A FULL RANGE OF PUNCTUATION MOSTLY CORRECTLY.*

MATHS

- *THERE WILL BE THREE PAPERS: 1 ARITHMETIC PAPER AND 2 MATHEMATICAL REASONING PAPERS.*
- *QUESTIONS IN THE **ARITHMETIC TEST** WILL COVER:*
 - *ABILITY TO WORK FLUENTLY WITH NUMBERS*
 - *STRAIGHTFORWARD ADDITION AND SUBTRACTION*
 - *MORE COMPLEX CALCULATIONS WITH FRACTIONS*
 - *LONG DIVISION AND LONG MULTIPLICATION*

- ***ARITHMETIC TEST***

THERE WILL BE 36 QUESTIONS IN THE ARITHMETIC TEST AND THERE WILL BE 40 MARKS AVAILABLE MOST OF WHICH WILL BE WORTH ONE MARK.

THE TEST WILL LAST 30 MINUTES.

- ***MATHEMATICAL REASONING PAPERS***

THERE WILL BE TWO MATHEMATICAL REASONING PAPERS.

EACH PAPER WILL BE OF 40 MINUTES DURATION WITH A TOTAL OF 35 MARKS PER PAPER AVAILABLE.

HOW TO HELP

- *FIRST AND FOREMOST, SUPPORT AND REASSURE YOUR CHILD THAT THERE IS NOTHING TO WORRY ABOUT AND THAT THEY SHOULD ALWAYS JUST TRY THEIR BEST. PRAISE AND ENCOURAGE!*
- *ENSURE YOUR CHILD HAS THE BEST POSSIBLE ATTENDANCE THROUGH THE YEAR.*
- *ENCOURAGE THEM TO SPEAK TO THEIR TEACHER ABOUT ANY DIFFICULTIES WITH CLASS WORK OR HOMEWORK.*
- *IT IS ESSENTIAL TO KEEP READING REGULARLY AND TO HAVE OPPORTUNITIES TO ANSWER QUESTIONS ABOUT READING.*
- *KEEP UP THE TIMES TABLE PRACTISE, SO THEY DON`T BECOME RUSTY.*
- *SUPPORT THE CHILDREN WITH LEARNING THE YEAR 3,4,5,6 SPELLINGS. THEY WILL NOT BE AT AGE EXPECTATION IN WRITING IF THEY CANNOT SPELL THESE.*
- *DISCUSS TIMINGS WHEN ON JOURNEYS.*
- *DISCUSS THE COST OF SHOPPING WITH YOUR CHILD.*
- *MAKE SURE YOUR CHILD HAS A GOOD SLEEP AND HEALTHY BREAKFAST EVERY DAY!*

HOW TO HELP WITH READING

- *LISTENING TO YOUR CHILD READ CAN TAKE MANY FORMS:*
- *FIRST AND FOREMOST, FOCUS ON DEVELOPING AN ENJOYMENT AND LOVE OF READING.*
- *ENJOY STORIES TOGETHER – READING STORIES TO YOUR CHILD IS EQUALLY AS IMPORTANT AS LISTENING TO YOUR CHILD READ.*
- *READ A LITTLE AT A TIME BUT OFTEN, RATHER THAN RARELY BUT FOR LONG PERIODS OF TIME!*
- *TALK ABOUT THE STORY BEFORE, DURING AND AFTERWARDS – 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 – YOU COULD USE A DICTIONARY, THE INTERNET OR AN APP ON A PHONE OR TABLET.*
- *ALL READING IS VALUABLE – IT DOESN'T HAVE TO BE JUST STORIES. READING CAN INVOLVE ANYTHING FROM FICTION AND NON-FICTION, POETRY, NEWSPAPERS, MAGAZINES, FOOTBALL PROGRAMMES, TV GUIDES.*
- *VISIT THE LOCAL LIBRARY - IT'S FREE!*

HOW TO HELP WITH WRITING

- *PRACTISE AND LEARN WEEKLY SPELLING LISTS – MAKE IT FUN!*
- *ENCOURAGE OPPORTUNITIES FOR WRITING SUCH AS LETTERS TO FAMILY OR FRIENDS, SHOPPING LISTS, NOTES OR REMINDERS, STORIES AND POEMS.*
- *WRITE TOGETHER – BE A GOOD ROLE MODEL FOR WRITING.*
- *ENCOURAGE USE OF A DICTIONARY TO CHECK SPELLING AND A THESAURUS TO FIND SYNONYMS AND EXPAND VOCABULARY.*
- *ALLOW YOUR CHILD TO USE A COMPUTER FOR WORD PROCESSING, WHICH WILL ALLOW FOR EDITING AND CORRECTING OF ERRORS WITHOUT LOTS OF CROSSING OUT.*
- *REMEMBER THAT GOOD READERS BECOME GOOD WRITERS! IDENTIFY GOOD WRITING FEATURES WHEN READING (E.G. VOCABULARY, SENTENCE STRUCTURE AND PUNCTUATION).*
- *SHOW YOUR APPRECIATION: PRAISE AND ENCOURAGE, EVEN FOR SMALL SUCCESSES!*

HOW TO HELP WITH MATHS

- *PLAY TIMES TABLES GAMES.*
- *PLAY MENTAL MATHS GAMES INCLUDING COUNTING IN DIFFERENT AMOUNTS, FORWARDS AND BACKWARDS.*
- *ENCOURAGE OPPORTUNITIES FOR TELLING THE TIME.*
- *ENCOURAGE OPPORTUNITIES FOR COUNTING COINS AND MONEY, FINDING AMOUNTS OR CALCULATING CHANGE WHEN*
- *SHOPPING.*
- *LOOK FOR NUMBERS ON STREET SIGNS, CAR REGISTRATIONS AND ANYWHERE ELSE!*
- *LOOK FOR EXAMPLES OF 2D AND 3D SHAPES AROUND THE HOME.*
- *IDENTIFY, WEIGH OR MEASURE QUANTITIES AND AMOUNTS IN THE KITCHEN OR IN RECIPES.*
- *PLAY GAMES INVOLVING NUMBERS OR LOGIC, SUCH AS DOMINOES, CARD GAMES, DARTS, DRAUGHTS AND CHESS.*