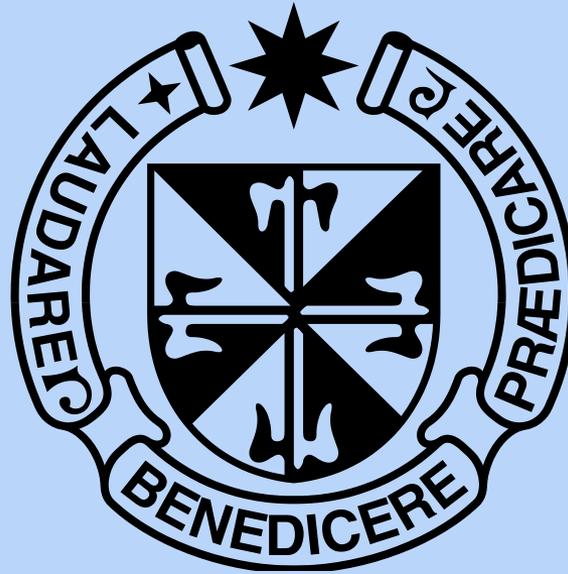


# St. Cuthbert Mayne School

Growing together in love and learning as followers of Jesus.



## SATS MEETING

## January 2020

# Key Stage 2 SATs

- First all through on new curriculum
- KS1 (Year 2) and KS2 SATs (Year 6) will reflect the new curriculum for the fifth time this year.

# Assessment and Reporting

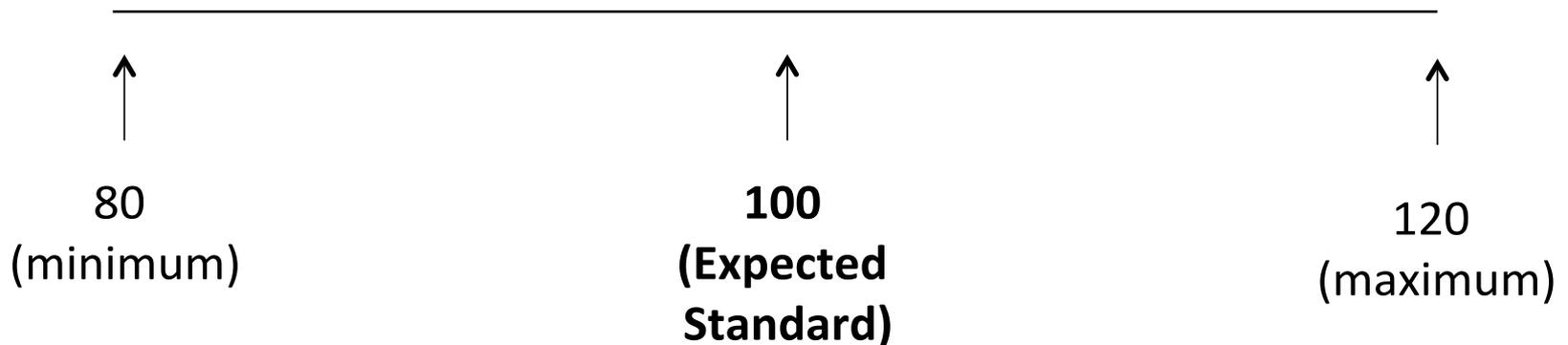
- ‘Old’ national curriculum levels have been abolished, as set out in the government guidelines, and replaced with ‘scaled scores’.
- The new curriculum is much more rigorous and sets high expectations which all schools have had to work hard to meet.
- Children will be judged as:
  - Working towards expected standard
  - Achieving expected standard
  - Achieving greater depth

# Scaled Scores

- What is meant by 'scaled scores'?
- 100 represents 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.
- 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.
- In July, parents will receive:
  - A scaled score in each tested subject.
  - Confirmation of whether or not they attained the national standard / greater depth

# Scaled Score Examples

These will look like this:



Pupils' test scores will be mapped onto the scale  
(conversion tables published in July)

# Results 2019

% achieving expected standard	St Cuthbert Mayne	Herts 2018	National 2018
Reading	89%	79%	75%
Writing	84%	79%	78%
Maths	95%	77%	76%
GPS	97%	80%	78%
Achieving Reading, Writing and Maths combined	74%	66%	64%

# Greater Depth 2019

% achieving a higher standard	St Cuthbert Mayne	Herts	National
Reading	44%	34%	28%
Writing	26%	24%	20%
Maths	46%	27%	23%
GPS	52%	37%	34%
RWM combined	21%	13%	10%

# The Tests

- Key Stage 2 SATs take place in the week of 11th May 2020.

## Monday

- Punctuation, Vocabulary and Grammar (45 minutes)
- Spelling (approx. 15 minutes)

## Tuesday

- Reading (60 minutes)

## Wednesday

- Maths – Paper 1: Arithmetic (30 minutes)
- Maths – Paper 2: Reasoning (40 minutes)

## Thursday

- Maths – Paper 3: Reasoning (40 minutes)

- All the above tests are externally marked.
- Writing will be ‘Teacher Assessed’ internally, as in recent years. These do not have to be submitted until near the end of June.

# Reading

- The Reading Test consists of a reading answer booklet and separate reading booklet. It is a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, to read the 3 texts in the reading booklet and complete the questions at their own pace.
- Children can approach the test as they choose, e.g. working through one text and answering the questions before moving on to the next.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading. Understanding of vocabulary often features prominently.

# Reading- 1 mark questions

- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

**5** Number these facts about the life of the giant panda cub from 1–5 in the order in which they happen.

The first one has been done for you.

A cub eats bamboo for the first time.

A cub leaves its mother.

A cub develops black spots.

A cub weighs 31 to 36 kilograms.

A cub weighs about the same as an apple.  **1**

**7** Look at the section headed: *Other interesting facts*.

Complete the sentence below.

Recent studies show that...

Tick **one**.

giant pandas always spend most of their lives alone.

most giant pandas live in captivity.

giant pandas only live in the wild in China.

some giant pandas live in the same area.

\_\_\_\_\_ **1 mark**

\_\_\_\_\_ **1 mark**

**8** Look at the section headed: *Why are people concerned about the giant panda?*

**Find** and **copy one** word which shows that there are lots of things we do not yet know about giant pandas.

\_\_\_\_\_

\_\_\_\_\_ **1 mark**

# Reading- 1 mark questions

**13** Look at page 5.

What is **one** name that pandas have been called in the past because of their fur?

---

1 mark

**15** Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Giant pandas are fascinating animals.		
Giant pandas' main food in the wild is bamboo.		
Giant panda cubs weigh about 150g when born.		

1 mark

# Reading- 1 mark questions

8 Look at the section headed: ***Why are people concerned about the giant panda?***

Find and **copy one** word which shows that there are lots of things we do not yet know about giant pandas.

1 mark

## Why are people concerned about the giant panda?

Many people fear that giant pandas will become extinct as only a few are born in the wild each year and they do not always survive. Bamboo supplies are diminishing in panda habitats, cutting off a vital food supply. In addition, poaching and humans moving into the pandas' territory have also reduced their numbers.

There are very few pandas in zoos, although this is changing. Where there are pandas in captivity, important programmes are in place to try to increase their numbers and find out more about these puzzling creatures.

8	Look at the section headed: <b><i>Why are people concerned about the giant panda?</i></b>  Find and <b>copy one</b> word which shows that there are lots of things we do not yet know about giant pandas.  Content domain: 2a – give / explain the meaning of words in context  Award 1 mark for:  ■ <i>puzzling</i> .	1m
---	--	----

# Reading- 2 mark questions

23 Explain what the poet finds *weird* about his grannie in the last verse.

---

---

2 marks

She came. And I still vividly recall  
The shock that I received when she appeared  
That dark cold day. Huge grannie was so small!  
A tiny, frail, old lady. It was weird.  
She hobbled through the ward to where I lay  
And drew quite close and, hesitating, peered.  
And then she smiled: and love lit up the day.

Qu.	Requirement	Mark
23	<p>Explain what the poet finds <i>weird</i> about his grannie in the last verse.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 2 marks</b> for either of the following:</p> <ol style="list-style-type: none"><li>1. how memory has changed his perception of his grannie, e.g.<ul style="list-style-type: none"><li>• <i>grannie seemed smaller than he remembered</i></li><li>• <i>he thought she was small compared to his memory of her, but she wasn't really, it was him that had grown bigger</i></li><li>• <i>he remembered her as strong and powerful like a mountain but now she looks frail and weak.</i></li></ul></li><li>2. how time has changed his perception of his grannie, e.g.<ul style="list-style-type: none"><li>• <i>when he was a child she was huge and now she's tiny</i></li><li>• <i>she was so small and tiny now that he was older.</i></li></ul></li></ol> <p><b>Award 1 mark</b> for reference to the grannie being small / frail with no recognition that his perception of her has changed, e.g.</p> <ul style="list-style-type: none"><li>• <i>that his grannie used to be big but now is small</i></li><li>• <i>a tiny frail old lady.</i></li></ul> <p><b>Do not accept</b> reference to her age alone, e.g.</p> <ul style="list-style-type: none"><li>• <i>she has got much older.</i></li></ul>	Up to 2m

# Reading- 3 mark questions

40 Edward found a game. How can you tell that there was something strange about the game?

Explain **two** ways, using evidence from the text to support your answer.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I pulled out some of the books, glancing idly at the contents, and then, as I went to return one of them to its place, my eye was caught by something in the dark recesses of the shelf. I reached in and drew it out. It was a large red dice, but like no other dice I had ever seen.

I took it to the window to inspect it. Each face had a symbol: a tower, a sword, a broken circle, something that looked like a pillar of stone. It was obvious that the dice had been fashioned by hand, for I could even make out the tiny blade marks, and none of the faces was precisely even.

As I sat and puzzled over the symbols, it dawned on me that the dice ought to belong to a game of some kind. So I returned to the bookcase to make a thorough search.

I looked behind every book and even used my hand to sweep out the shallow gap under the bottom shelf. There must have been ten years' worth of assorted debris under there. Finally I began to edge the entire bookcase away from the wall. It was extremely heavy and it took me some time to get it out far enough to look behind. There was a thick network of cobwebs and dust. I thought for a moment and plunged my hand in the gap.

There was something there, a flat box. It was covered with grime and falling apart. Opening it, I found a board, counters, cards, and a number of little figures. I wiped away the dirt from the lid and made out the title. *Albion's Dream* it said.

"Give me that immediately, Edward." I drew back cautiously. "That box is mine. It's nothing to do with you. It belongs to me." She came forward with frightening intensity, her hand reaching out for the box. I hesitated. If it really was hers, I had no right... But a stronger sense of justice broke out in me. I had found it by my own efforts. For the time being, at least, it should be mine.

# Reading- 3 mark questions

40

Edward found a game. How can you tell that there was something strange about the game?

Explain **two** ways, using ev

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Point  
Evidence  
Explain**

Qu.	Requirement	Mark
40	<p>Edward found a game. How can you tell that there was something strange about the game?</p> <p>Explain <b>two</b> ways, using evidence from the text to support your answer.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Acceptable points:</b></p> <ol style="list-style-type: none"> <li>it was hidden / in an unusual location</li> <li>the unusual dice</li> <li>Em Sharp's unusual / negative reaction to the discovery of the game</li> <li>the unusual / mysterious name of the game</li> <li>it was split up</li> <li>Edward's reaction to the game / Em Sharp.</li> </ol> <p><b>Award 3 marks</b> for <b>two</b> acceptable points, at least <b>one</b> with evidence, e.g.</p> <ul style="list-style-type: none"> <li><i>Because it was hidden behind the shelf and looked like it hasn't been opened. Em Sharp was very angry that he had that in his hands. [AP1 + evidence, AP3]</i></li> <li><i>The dice had some very odd symbols on it that Edward had not seen before on a regular dice. The title of the game seems creepy. [AP2 + evidence, AP4].</i></li> </ul> <p><b>Award 2 marks</b> for either <b>two</b> acceptable points, or <b>one</b> acceptable point with evidence, e.g.</p> <ul style="list-style-type: none"> <li><i>It had weird symbols on the dice. Em Sharp was very determined to get it. [AP2 + AP3]</i></li> <li><i>It had a weird name to it 'Albion's Dream'. [AP4 + evidence].</i></li> </ul> <p><b>Award 1 mark</b> for <b>one</b> acceptable point, e.g.</p> <ul style="list-style-type: none"> <li><i>Some of its parts were randomly placed on the bookshelf. [AP5]</i></li> <li><i>Because he did not let go of the game even though he was told to. [AP6].</i></li> </ul>	Up to 3m

s, and then, as I went to something in the dark recesses dice, but like no other dice I

l: a tower, a sword, a broken obvious that the dice had blade marks, and none of

at the dice ought to belong make a thorough search.

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y. "That box is mine. It's rd with frightening intensity, is hers, I had no right... But y my own efforts. For the

time being, at least, it should be mine.

# Spelling, Punctuation and Grammar

Grammar, Punctuation and Spelling is made up of two papers which will take place on **Monday 11<sup>th</sup> May 2020**:

- Paper 1 is the longer paper lasting 45 minutes, **children will be tested on grammar, punctuation and spelling generally**;
- Paper 2 is a shorter paper lasting 15 minutes, where **children will be tested on spelling only** – they are asked to fill in a blank within a sentence, attempting to spell out the spelling word in context correctly.
- Marks for these two tests are **added together** to give a total for Spelling, Punctuation and Grammar.

# Spelling

- A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- KS2 word lists – spelling patterns
- **For example:**
  - ❖ Double consonants
  - ❖ Homophones
  - ❖ Prefix words
  - ❖ Suffixes: ible/able, ent/ant
  - ❖ Silent letters

## Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose

## Word list – years 5 and 6

accommodate

accompany

according

achieve

aggressive

amateur

ancient

apparent

appreciate

attached

available

average

awkward

embarrass

environment

equip (–ped, –ment)

especially

exaggerate

excellent

existence

explanation

familiar

foreign

forty

frequently

government

persuade

physical

prejudice

privilege

profession

programme

pronunciation

queue

recognise

recommend

relevant

restaurant

rhyme

# Spelling, Punctuation and Grammar

- ❖ This test lasts for 45 minutes and includes short answer questions, including some multiple choice.
- ❖ Grammar, Punctuation and Spelling (Paper 1) requires a range of answer types such as circling missing capital letters, multiple choice questions, one-word answers, but **does not require longer formal answers**

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

10. Add **punctuation** to the sentence below so that it is correct.

The teacher asked his pupils Is Marcus ill today

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

10. Add **punctuation** to the sentence below so that it is correct.

The teacher asked his pupils, “Is Marcus ill today?”

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

\_\_\_\_\_   
 1 mark

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		X
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		X
Jamie will go ice-skating <u>if</u> I go with him.	X	

1 mark

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

---

1 mark

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

\_\_\_\_\_ **1 mark**

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

1

Tick the sentence that must end with a **question mark**.

Tick **one**.

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

---

1 mark

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

23

Draw a line to match each word to its correct **antonym**.

### Word

meandering

sympathetic

evade

plausible

### Antonym

confront

unfeeling

unbelievable

straight

1 mark

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

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

Two apple trees screened the open windows on one side.

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

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

Two apple trees screened the open windows on one side.

# Mathematics

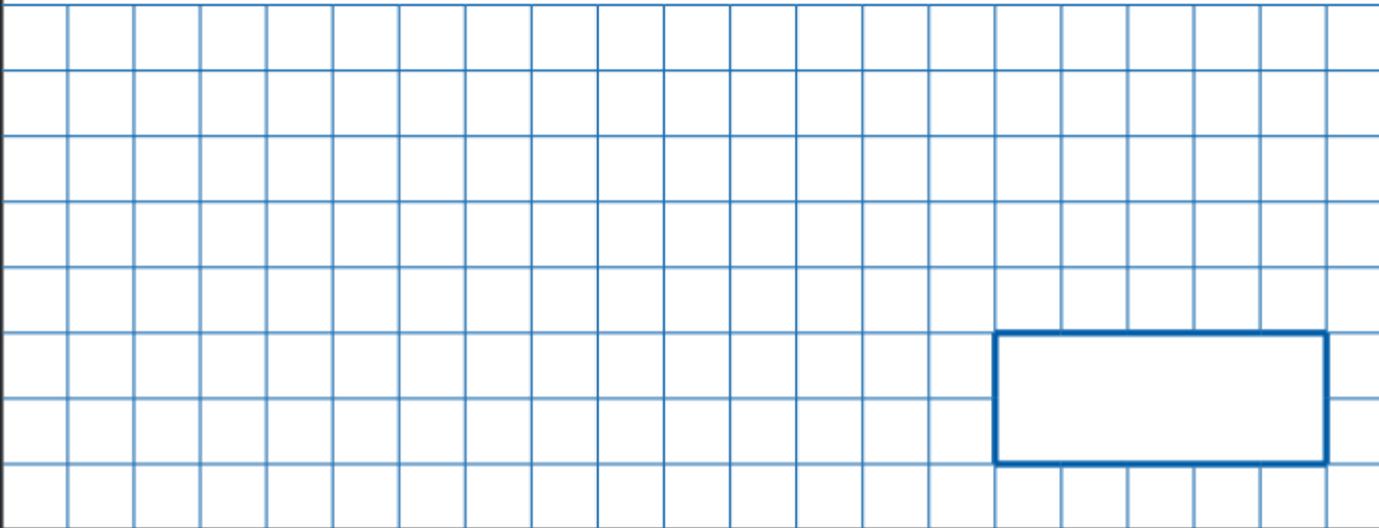
- The Mathematics tests have undergone the biggest change since 2014.
- Children now sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.

# Sample Questions

## Maths Paper 1: Arithmetic

7

$$472 - 9 =$$



1 mark

# Sample Questions

## Maths Paper 1: Arithmetic

7

$$472 - 9 =$$

$$472 - 10 = 462$$

$$462 + 1 = 463$$

OR

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

$$472 - 2 = 470$$

$$470 - 7 = 463$$



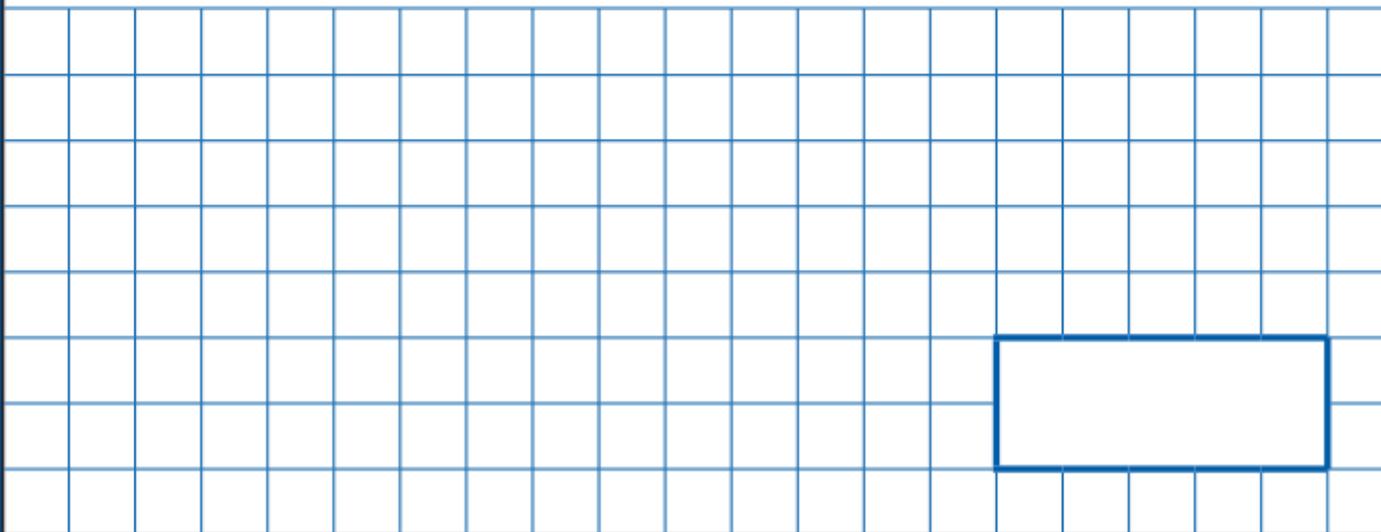
1 mark

# Sample Questions

## Maths Paper 1: Arithmetic

32

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



1 mark

# Sample Questions

## Maths Paper 1: Arithmetic

32

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

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

$$\frac{2}{5} \times \frac{1}{2}$$

$$\frac{2}{5} \times \frac{1}{2} = \frac{2 \times 1}{5 \times 2} = \frac{2}{10} = \frac{1}{5}$$

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

$$\frac{2}{5}$$

$$\frac{1}{5}$$

$$\frac{1}{5}$$

1 mark

# Sample Questions

## Maths Paper 1: Arithmetic

**25**

1 3 3 0 1 6

Show  
your  
method

2 marks

# Mathematics

- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.
- The majority of questions on each of the test papers are drawn from earlier year groups in KS2 (Y3-5).

# Sample Questions

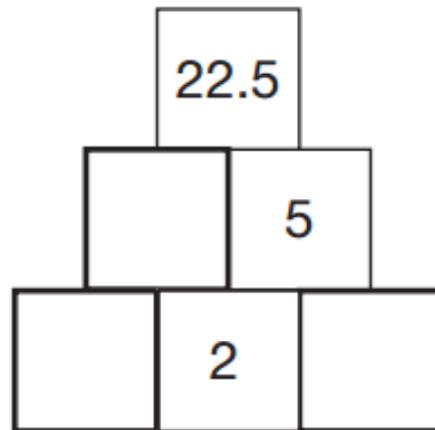
## Maths Paper 2 / Paper 3 : Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

# Sample Questions

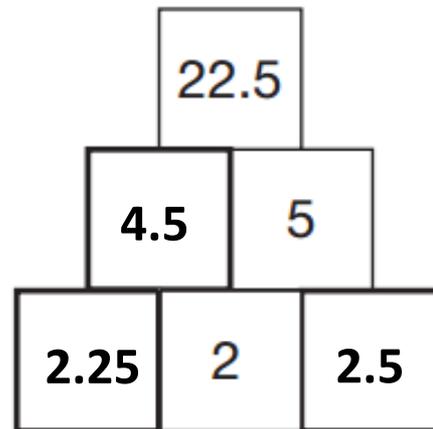
## Maths Paper 2 / Paper 3 : Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

# Sample Questions

## Maths Paper 2 / Paper 3 : Reasoning

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

# Sample Questions

## Maths Paper 2 / Paper 3 : Reasoning

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

$$1 \times \text{£}8.50 = \text{£}8.50$$

$$3 \times \text{£}6.75 = \text{£}18 + \text{£}2.25 = \text{£}20.25$$

$$\text{£}8.50 + \text{£}20.25 = \text{£}28.75$$

$$\text{£}28.75 \div 5 =$$

$$\text{£}25 \div 5 = \text{£}5$$

$$\text{£}3.75 \div 5 = \text{£}0.75$$

$$\text{£}5 + \text{£}0.75 = \text{£}5.75$$

£ 5.75

2 marks

# Sample Questions

## Maths Paper 2 / Paper 3 : Reasoning

10

Write the two missing digits to make this **long multiplication** correct.

$$\begin{array}{r} \phantom{\times} \phantom{0} 4 \square \\ \times \phantom{0} \square 6 \\ \hline 2 \phantom{0} 4 \phantom{0} 6 \\ 8 \phantom{0} 2 \phantom{0} 0 \\ \hline 1 \phantom{0} 0 \phantom{0} 6 \phantom{0} 6 \end{array}$$

11

Write the four missing digits to make this **addition** correct.

$$\begin{array}{r} \square \square 6 \square 8 \\ + 3 \square 9 \square \\ \hline 9 \square 0 \square 1 \square 9 \end{array}$$

# Teacher Assessment Frameworks

## Writing

Working at greater depth within the expected standard (GDS)

---

Working at the expected standard (EXS)

---

Working towards the expected standard (WTS)

# Teacher Assessment Frameworks

## Science

Working at the expected  
standard (EXS)

Has Not Met the standard  
(HNM)

# How to Help Your Child

- **First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!**
- **Ensure your child has the best possible attendance at school.**
- **Reading, spelling and arithmetic (e.g. times tables) are always good to practise.**
- **Support your child with any homework tasks.**
- **Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).**

# How can you support your child at home?

- **Make sure your child has a good sleep and healthy breakfast every morning!**
- **Help your child to achieve the very best results so that he/she is ready for secondary school and the demands of the KS 3 curriculum.**
- **Use revision books and websites together, to support retention of knowledge and skills.**
- **Undertake additional practice in areas that your child finds difficult.**
- **Provide a supportive atmosphere, conducive to homework and learning.**

# How to Help Your Child with Reading

- **Listen to your child read- however confident and whichever book band they are on!**
- **Develop an enjoyment and love of reading and stories together:**
  - **Share reading stories**
  - **Read alternate pages/characters**
  - **Listen to audio books**
  - **Read to your child**
  - **Let your child see you reading for enjoyment**
  - **Read a book together and then watch the film version.**

# How to Help Your Child with Reading

- Read a little at a time.
- Build up a reading stamina. How many words can you read in 1 minute?
- Discuss vocabulary- what does it mean? What other words mean the same?
- Ask questions- encourage your child to show you the evidence from the text. Highlighting might help. Question reading stems on website.
- Bug Club
- Homework- comprehension
- CGP books

**What do phrases such as ... tell you?**

*What do phrases such as "it is probably true to say..." tell you?*

**Why did the author choose the verbs ... and ...?**

*Why did the author choose the verbs "creeping" and "tickling"?*

**Was this text trying to ...?**

# How to Help Your Child with Writing

- **Practise and learn weekly spelling patterns**
- **Encourage opportunities for writing**
- **Write together**
- **Get involved with their homework**

# How to Help Your Child with SPAG

- **When reading, identify word classes, phrases, clauses or punctuation.**

For example:

In this paragraph how many nouns can you find? What different types of nouns are there? Common nouns, proper nouns, abstract nouns or collective nouns.

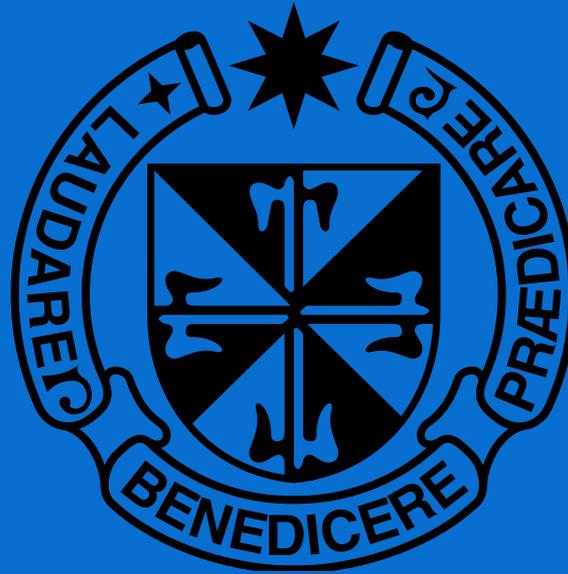
- **Examples of SPAG work (CGP/internet/bookshops)**
- **Glossary of Grammar on school website in the curriculum information.**
- **Useful websites include**
- [www.theschoolrun.com](http://www.theschoolrun.com)
- [www.bbcbitessize.com](http://www.bbcbitessize.com)

# How to Help Your Child with Maths

- **‘Mental fluency’ – how does your child calculate?**
- **MyMaths**
- **CGP books**
- **Telling the time/calculating time differences using analogue clock/watch**
- **Using money and calculating change**

# St. Cuthbert Mayne School

Growing together in love and learning as followers of Jesus



## SATS MEETING

## January 2020