

KS2 SATs

Date	Tests (all AM)
Monday 17th May	Punctuation and grammar paper 45 minutes Spelling paper 15 minutes
Tuesday 18th May	Reading 1 hour
Wednesday 19th May	mathematics
Thursday 20th May	mathematics

Woodhouse headlines 2016/2017

2016-2017	Woodhouse-expected progress	National-expected progress	Woodhouse-working at greater depth	National-Working at greater depth
Reading pass mark 26/50	92%	71%	45% pass mark 39/50	25%
Writing Moderated	84%	76%	25%	18%
GPS pass mark- 36/70	88%	77%	41% pass mark 56/70	31%

The English Reading paper (one hour)



- Read a booklet with usually 3 separate sections enclosed and answer a range of questions (50 marks)
- Slight change in format as we now have graduated sections. The texts cover fiction and non-fiction from a range of genres
- 1, 2 and 3 mark answers to cover all abilities. 1 mark usually multiple choice or word, two marks with some reference OR a sentence required and three marks with opinion/explanation and reference
- Training of pupils to answer questions that require a 3 mark answer with bullet points
- A number of strategies already in place in all English sets to give pupils the best chance at success. Intervention, extended lessons, carousels and writing classes

Text 1	2016	2017
	The Lost Queen	Gaby to the Rescue
Number of words	385	599
Number of words containing a single morpheme (in first 100 words)	84	89
Number of words containing two morphemes (in first 100 words)	13	11
Number of words containing three morphemes (in first 100 words)	3	0
Number of words in the longest sentence	21	34
Mean sentence length	16 words	13 words
Number of sentences	29	56
percentage of single clauses sentences	44.8%	39.2%
Number of pronouns in the first 100 words	4	12
Number of verb phrases in first 200 words (two or more verbs together e.g. had married, have got, rather than a single verb e.g. married, got)	4	9
Number of conjunctions used	13 (that, when, while, as, until, and – 6)	19 (that, and, as, until, but, when, if, once, because – 9)
Number of sentences with 3 or more clauses	4	11

Common mistakes in reading:

- ‘Find and copy...’ Has to be a direct quote and only what is specified
- Missing a section of the question that is vital for marks
- Rushing over the question and misreading
- ‘What did the writer mean when he said ...’
- ‘Write down a word ...’ (sometimes ends up as sentence)
- Tick TWO boxes
- Responses like ‘it makes you want to read on’ OR ‘to keep you interested’ OR ‘to make it exciting’ OR ‘to create suspense’
- Answering a three mark question with just ONE point – it needs three OR at least one with some explanation and reference to the text (quote)
- Not looking at the right page in the book (there’s always a prompt at the top of the page in yellow)



The English grammar, punctuation and spelling test

Key features of the English grammar, punctuation and spelling tests

The key stage 2 English grammar, punctuation and spelling test is designed to assess grammar, punctuation, language strategies and spelling.

The test will consist of two components, which will be presented to pupils as two separate booklets.

Paper 1: a collection of short grammar based questions out of 50.

Most questions will be short answer questions. Others may take the form of table or sentence completion or error correction.

Paper 2: a spelling task out of 20. This will use dictated sentences as prompts.

Paper 1: 45 minutes

Paper 2: approximately 15 minutes.

The spelling test here will be used in addition to the grammar mark and added to make an overall SPAG score.

Thresholds

The threshold table does not tend to be released until all the tests have been administered and marked.

Last academic year's thresholds were as follows:

Raw score 26/50 scaled score 100

Reading expected progress

Raw score 36/70 scaled score 100

SPAG expected progress

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.

1 mark

Examples from the English grammar and punctuation test

3

Which of the events in the sentences below is the **most** likely to happen?

Tick **one**.

We could go to the swimming pool today.

He can come to my party today.

She will buy some new shoes today.

They might have fish fingers for tea today.

1 mark

The Writing Component

Pupils will create a number of writing outcomes, across a range of fiction and non-fiction, which will be teacher assessed and submitted to county, based on thorough moderation and scrutiny at department level, whole school level, in the pyramid and externally.

There is a sheet 'What Can I Do' in the booklet given out – this covers all of the technical skills for all abilities to use. Pupils could use this at home to practice and improve.



Build up reading stamina!

Encourage your child to try and read their reading book for at least 15 minutes a night



.....and to read anything and everything that covers fiction and non-fiction!

Pace in the Exam

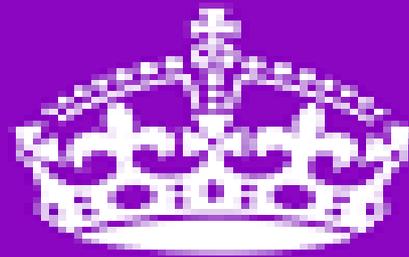
- A lot of pupils underestimate the speed at which they have to work to complete the tasks in the required time
- Various practice sessions are integrated into lessons that will enable the children to gain a greater sense of what is needed
- BUT . . . It would be a great help if children try, at home, to practise reading at speed, skimming and scanning, and writing legible/printed answers quickly



What can you do to help?



- Ensure your child keeps up with reading each night – improving stamina, gaining ideas from texts and being introduced to new language
- The BBC revise website has some useful tasks but KS3 please for more challenge – try to get them to complete the tasks quickly
- Another website is SKILLSWISE which has more challenging tasks
- For general information for parents – satsguide.co.uk is also useful
- Use the revision books that Miss Ford is organising- CGP
- Get children to practise skimming over texts quickly to pick out the main points - children could time themselves on reading passages, record this and see if they can improve
- WHSmith has some odd revision booklets that may be useful but be selective as a lot of material is not sufficiently challenging – again, KS3 may be more appropriate
- Older children are a very useful resource – they could set challenges, especially if they have experienced the SATs process themselves
- The school website now has a huge number of links to use for revision/practice ('curriculum')
- Pupils can ask for a copy of the spelling booklets we sometimes use in class
- If children are struggling in class, encourage them to discuss this with their teacher, if they are not already doing so



**KEEP
CALM
THEY'RE
ONLY
SATs!**