

KS2 SATs

Date	Tests (all AM)
Monday 13th May	Punctuation and grammar paper 45 minutes Spelling paper 15 minutes
Tuesday 14th May	Reading 1 hour
Wednesday 15th May	mathematics
Thursday 16th May	mathematics

Woodhouse headlines 2017/2018

2017-2018	Woodhouse-expected progress	National-expected progress	Woodhouse-working at greater depth
Reading pass mark 28/50	89%	75%	28% pass mark 40/50
Writing Moderated	85%	78%	17%
GPS pass mark- 38/70	86%	78%	34% pass mark 56/70

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 bulletpoints
- 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

2018 SATs- Reading analysis

Of the 50 marks available 32 were 1 mark responses, 6 were 2 mark responses and 2 were 3 mark responses. These included the full range of find and copy, tick response, order the answers, and short and longer written responses.

The Reading Content Domain coverage in the 2018 KS2 SAT:

10 marks (20%) give / explain the meaning of words in context

13 marks (26%) retrieve and record information / identify key details from fiction and non-fiction

22 marks (44%) make inferences from the text / explain and justify inferences with evidence from the text

3 marks (6%) summarise main ideas from more than one paragraph

2 marks (4%) make comparisons within the text

This means that for the third time, inference and retrieval questions were asked the most of pupils.

Prediction based questions were not asked at all!

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.

English 2018 GPS

<u>2018 GPS test</u>		2017 GPS test		2016 GPS test	
Year group in the national curriculum	Number of marks and percentages	Year group in the national curriculum	Number of marks and percentages	Year group in the national curriculum	Number of marks and percentages
1	4 (8%)	1	4 (8%)	1	3 (6%)
2	11 (22%)	2	12 (24%)	2	14 (28%)
3	9 (18%)	3	7 (14%)	3	9 (18%)
4	12 (24%)	4	6 (12%)	4	7 (14%)
5	9 (18%)	5	11 (22%)	5	9 (18%)
6	5 (10%)	6	10 (20%)	6	8 (16%)

30% of the questions were from KS1 and 90% of the questions were not from year 6! This stresses the vital focus for every year group to continually review previous learning.

Tricky SPAG questions

35

Explain how the position of the **apostrophe** changes the meaning of the second sentence.

1. What are your brother's favourite toys?
2. What are your brothers' favourite toys?

1 mark

The most challenging questions in the grammar and punctuation paper are those that require pupils to explain how they know. In the question above (Q35), knowledge of singular and plural is essential. In the first sentence, you have one brother and in the next sentence you have two or more brothers.

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 28/50 scaled score 100 Reading

expected progress

Raw score 38/70 scaled score 100 SPAG

expected progress

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.

Last year, Woodhouse were externally moderated. This meant two external assessors came in to review the department's marking, exploring 25% of the year group's books with the English team. They agreed we were marking accurately and our judgements were all accurate.



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?

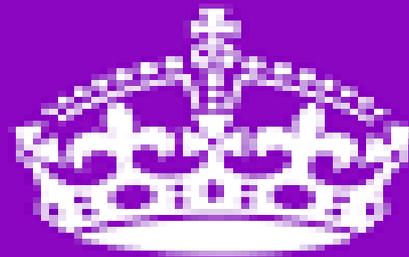


- Ensure your child keeps up with reading each night – improving stamina, gaining ideas from texts and being introduced to new language
- The BBC revisewise website has some useful tasks but KS3 please for more challenge –try to get them to complete the tasks quickly
- For general information for parents –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

What can you do to help?



- 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!**