

Chesterton Primary School

**Statutory Assessment
Key Stage 2**

Wednesday 23rd February

Aims of this evening

- Explain what assessment takes place
- Inform you of what preparation will take place in school
- Suggest ways you can help your child
- Answer any questions you may have

End of KS2 Assessment (SATs)

- Tests will assess against the National Curriculum
- Tests take place during the week beginning the 9th May 2022
- Tests show a 'snapshot' of child's work on a particular day

End of KS2 Assessment (SATs)

The KS2 tests consist of:

- English reading: reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1: short answer questions
- English grammar, punctuation and spelling Paper 2: spelling
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning and problem-solving
- Mathematics Paper 3: reasoning and problem-solving

End of KS2 Assessment (TA)

Teacher Assessment

- Class teacher's own assessment of child
- Dependent on a wide range of work over the year
- Informed by tests and tasks

SAT Timetable 2022

The tests must be taken on the scheduled day, and in order, unless an application for a timetable variation has been approved by STA (see section 7.4).

Date	Tests
Monday 9 May	English grammar, punctuation and spelling: <ul style="list-style-type: none">• Paper 1: questions• Paper 2: spelling
Tuesday 10 May	English reading
Wednesday 11 May	Mathematics: <ul style="list-style-type: none">• Paper 1: arithmetic• Paper 2: reasoning
Thursday 12 May	Mathematics Paper 3: reasoning

GPaS – Paper 1

Assessment focuses on the following areas:

- Spelling
- Punctuation
- Grammar

Monday 9th May 2022

GPaS – Paper 1

Which sentence has been punctuated correctly?

Tick **one**.

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

1 mark

GPaS – Paper 1

Which sentence below is written in the **past tense**?

Tick **one**.

That is the oldest house in our village.

The original part of the house dates from 1760.

The roof was replaced in 1970.

The owners plan to open the house to the public.

1 mark

GPaS – Paper 1

Which sentence uses an **apostrophe** correctly?

Tick **one**.

The children's clothes were hanging up.

The childrens' clothes were hanging up.

The childrens clothe's were hanging up.

The childrens clothes' were hanging up.

GPaS – Paper 2

- Takes the form of missing words in a text.
- 20 words
- Some will be taken from Y5/6 word list (sent home) and pick up on patterns linked to suffixes and prefixes etc.
Tested on use of spelling patterns and rules – picked up in weekly spelling tests.

GPaS – Paper 2

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

China is a large **country**.

The word is **country**.

Spelling 6: The word is **gymnastics**.

Laura won a medal for **gymnastics**.

The word is **gymnastics**.

Spelling 7: The word is **edible**.

Not all berries are **edible**.

The word is **edible**.

Reading

- The test will involve a number of different text types (fiction and non-fiction).
- Assessment will focus on the following areas:
 - ability to read for meaning/decode
 - ability select or retrieve information, giving reference to the text
 - **ability to infer or interpret information**
 - ability to comment on the structure and organisation of texts
 - ability to comment on the writer's use of language
 - ability to comment on writer's purpose and viewpoint
 - ability to relate texts to their social, cultural and historical context

Reading SAT

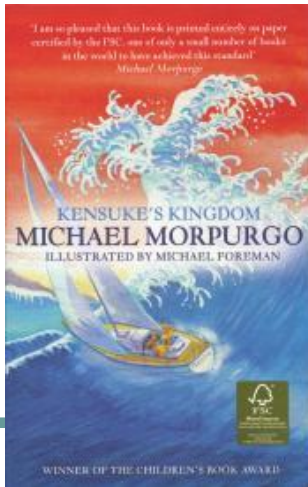
- Test will take an hour:
 - They read the booklet and then answer the questions
 - Variety of responses required from circling words, completing tables, writing short phrases, to writing short paragraphs.
- Most difficult part – **TIMING** and **PRECISION**

Reading Assessment

At age 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.

Guided Reading Focus



Kensuke's Kingdom
Michael Morpurgo

Q1. How does this extract make you feel and why?

I was angry with Stella. The whole thing had been her fault. She was still barking. I couldn't hear the singing any more. I called her again, whistled her in. She wouldn't come. I got to my feet and went forward. I took her by the collar and pulled. She would not be moved. I couldn't drag her all the way back, so I bent down to pick her up. She was still reluctant. Then I had her in my arms, but she was struggling.

I heard the wind above me in the sails. I remember thinking; this is silly, you haven't got your safety harness on, you haven't got your lifejacket on, you shouldn't be doing this. Then the boat veered violently and I was thrown sideways. With my arms full, I had no time to grab the guard rail. We were in the cold of the sea before I could even open my mouth to scream.

Insecure

Secure

Secure+

It made me feel scared for Michael and Stella because I didn't want them to fall in the water.

The extract made me feel quite anxious as I knew something bad was going to happen, it was like the calm before the storm.

I empathised with Michael because he was torn between saving Stella, which was dangerous, and staying safe himself.

Q2. What do you notice about the sentences and vocabulary in this extract?

I was angry with Stella. The whole thing had been her fault. She was still barking. I couldn't hear the singing any more. I called her again, whistled her in. She wouldn't come. I got to my feet and went forward. I took her by the collar and pulled. She would not be moved. I couldn't drag her all the way back, so I bent down to pick her up. She was still reluctant. Then I had her in my arms, but she was struggling.

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There are lots of short sentences. He uses good words like 'drag' and 'struggling.'

There are lots of short sentences which make it more exciting because they build up the tension. He uses words like 'drag,' 'struggling' and 'reluctant' to show that the dog was difficult to move.

Most of the sentences start really simply with a pronoun and are short, which makes it pacier and helps to create a sense of panic. The language is quite simple which makes it easy to understand and lets you focus on the meaning. MM wants it to sound as if he's speaking as a child, not an adult.

Q3. 'Then the boat veered violently...' Why do you think the author chose this phrase?

I was angry with Stella. The whole thing had been her fault. She was still barking. I couldn't hear the singing any more. I called her again, whistled her in. She wouldn't come. I got to my feet and went forward. I took her by the collar and pulled. She would not be moved. I couldn't drag her all the way back, so I bent down to pick her up. She was still reluctant. Then I had her in my arms, but she was struggling.

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Secure+

Because he's used alliteration. Because 'veered' is a better word than...(turned, rocked)

He's chosen to use alliteration and he's used 'violently' to let the reader know how powerful and sudden the movement was.

He's started with 'then' which changes the focus from Michael's thoughts back to the action. He shows how powerful the boat is – it's like the boat's decided to veer itself rather than the sea making it veer.

Q4. What sort of person is this character? How do you know?

I was angry with Stella. The whole thing had been her fault. She was still barking. I couldn't hear the singing any more. I called her again, whistled her in. She wouldn't come. I got to my feet and went forward. I took her by the collar and pulled. She would not be moved. I couldn't drag her all the way back, so I bent down to pick her up. She was still reluctant. Then I had her in my arms, but she was struggling.

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Insecure

Secure

Secure+

He's angry because it says he's angry with Stella. He's kind because he cares about his dog.

Michael's panicky because he wants to save Stella but he's also trying to obey the rules his mum and dad have given him about sailing. He's brave because he still wants to look after Stella even though it puts him in danger.

Michael perseveres and tries lots of things to get Stella's attention. He's determined; he drags Stella when she refuses to move because he knows there's no other option. He goes through a battle with himself. He's constantly weighing up what he should do and what he needs to do.

Writing

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Maths

- Consists of three papers
 - Arithmetic Paper 1 – 36 questions
 - *30 minutes to complete*
 - Reasoning Paper 2 – 20 questions
 - *40 minutes to complete*
 - Reasoning Paper 3
 - *40 minutes to complete*

Arithmetic Paper

3	7	2	3	3	1	

$$17 \times 1\frac{1}{2} =$$

$$\frac{2}{5} \div 2 = \quad 20\% \text{ of } 1,500 =$$

Problem-Solving Papers

One gram of gold costs £32.94

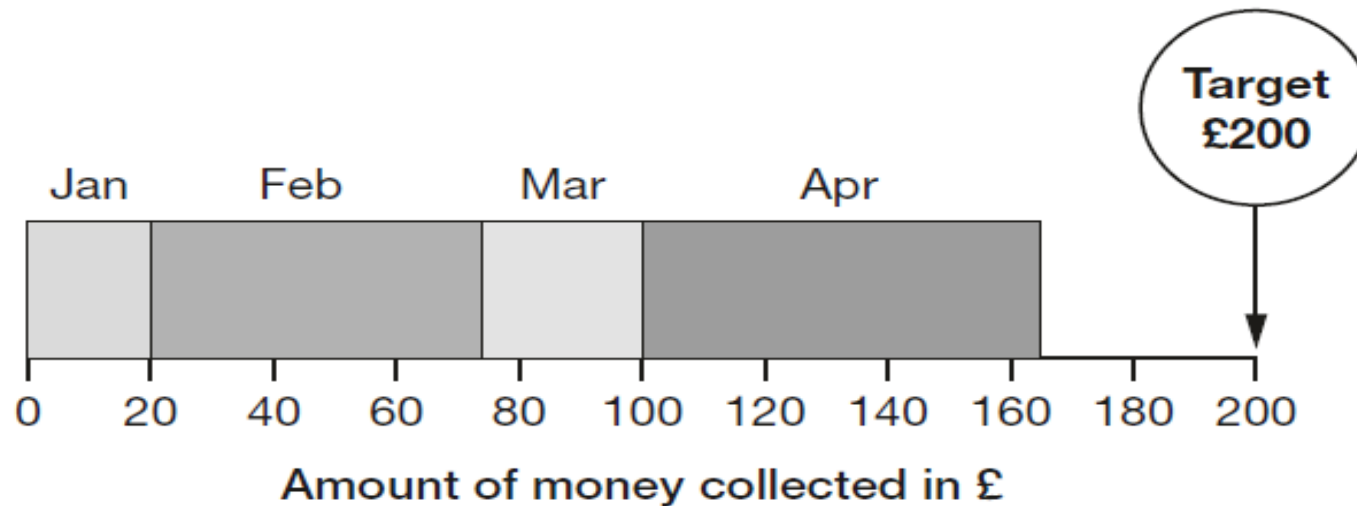
What is the cost of **half a kilogram** of gold?

Write the number 53,148 in **words**.

Problem-Solving Papers

A school plans to collect £200 between January and May.

This chart shows how much they collected by the end of April.



Write the name of **each** month where they collected more than £50

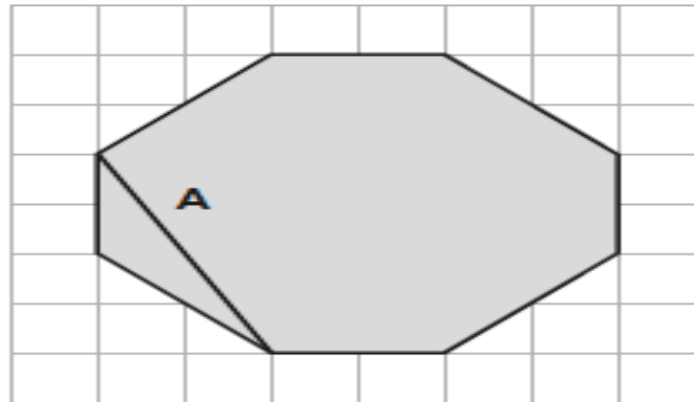
Reasoning Papers

The diagram shows a shaded octagon on a square grid.

Line **A** joins two vertices of the octagon.

Join two other vertices to draw a line **parallel** to line **A**.

Use a ruler.



Join two vertices to draw a line **perpendicular** to line **A**.

Use a ruler.

How you can help

- Support homework, especially the learning of times tables, quick recall of key facts.
- Read with your child!
- Avoid non-urgent appointments and holidays during SATs week and the weeks leading up to it.
- Encourage early nights and good breakfasts.
- Ensure children have recreation time.

Home Preparation

- Ensure your child reads regularly and discusses a variety of texts with you.
- Use SAT revision books/websites.
- Refer to Google Classroom – key material uploaded.
- Revise key facts such as **times tables**, spelling patterns, important vocabulary.

School Preparation

- Increased focus on English and Maths.
- SAT type questions incorporated in lessons.
- Past papers to work on and learn from.

Questions

Any questions?

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