



**SELWOOD ACADEMY**  
ANGLICAN/METHODIST FOUNDATION SCHOOL



**2022  
SATs  
INFORMATION  
EVENING**



# SELWOOD ACADEMY

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- **Overview**
- **Process**
- **Assessment and reporting to parents / carers**
- **Additional support**
- **Numeracy in more detail**
- **Literacy in more detail**



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Pupils in the current Year 6 will be the first year group to complete the SATS since the pandemic.

SATs provide a indicator of how well a pupil is doing compared to their peers, both locally and nationally.

SATs tests are the last set of nationally benchmarked tests that your child will complete prior to taking their G.C.S.E. exams.

This means that their SATs results will provide an important reference point for the next four years of their education and as a result, it is important that we all work together to help and support them to do the best that they can.



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# Week beginning 9<sup>th</sup> May 2022

## **Monday May 9th 2022:**

Spelling, punctuation and grammar (Grammar/Punctuation Test) – 45 minutes

## **Monday May 9th 2022:**

Spelling, punctuation and grammar (Spelling Test) – 20 minutes

## **Tuesday May 10th 2022:**

Reading Test – 60 minutes

## **Wednesday May 11th 2022:**

Maths Paper 1 (Arithmetic) – 30 minutes

## **Wednesday May 11th 2022:**

Maths Paper 2 (Reasoning) – 40 minutes

## **Thursday May 12th 2022:**

Maths Paper 3 (Reasoning) – 40 minutes



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Each pupil's raw test score will be converted in to a scaled score, using a conversion table.

A scaled score of 100 will represent the national standard (a.k.a. Age Related Expectation – 'ARE')

A pupil who has reached the national standard will be deemed to be well-placed to succeed in the next phase of their education.



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There is no separate paper for higher-attaining pupils.

Each test will have scope for higher attaining pupils to show their strengths.



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- High quality teaching and in-class targeted support
- Additional teaching groups in year 6
- Timetabled daily interventions in both English and maths for those who require this
- Online tutoring
- Regular analysis of each pupil's strengths and areas for development + individual action plan
- Revision, practice and homework tasks (also on Google Classroom)
- Additional support (Boosters / Easter workshops / Targeted Easter homework tasks)
- Practice SATs experiences
- Support resources via the school website for parents and pupils



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# English



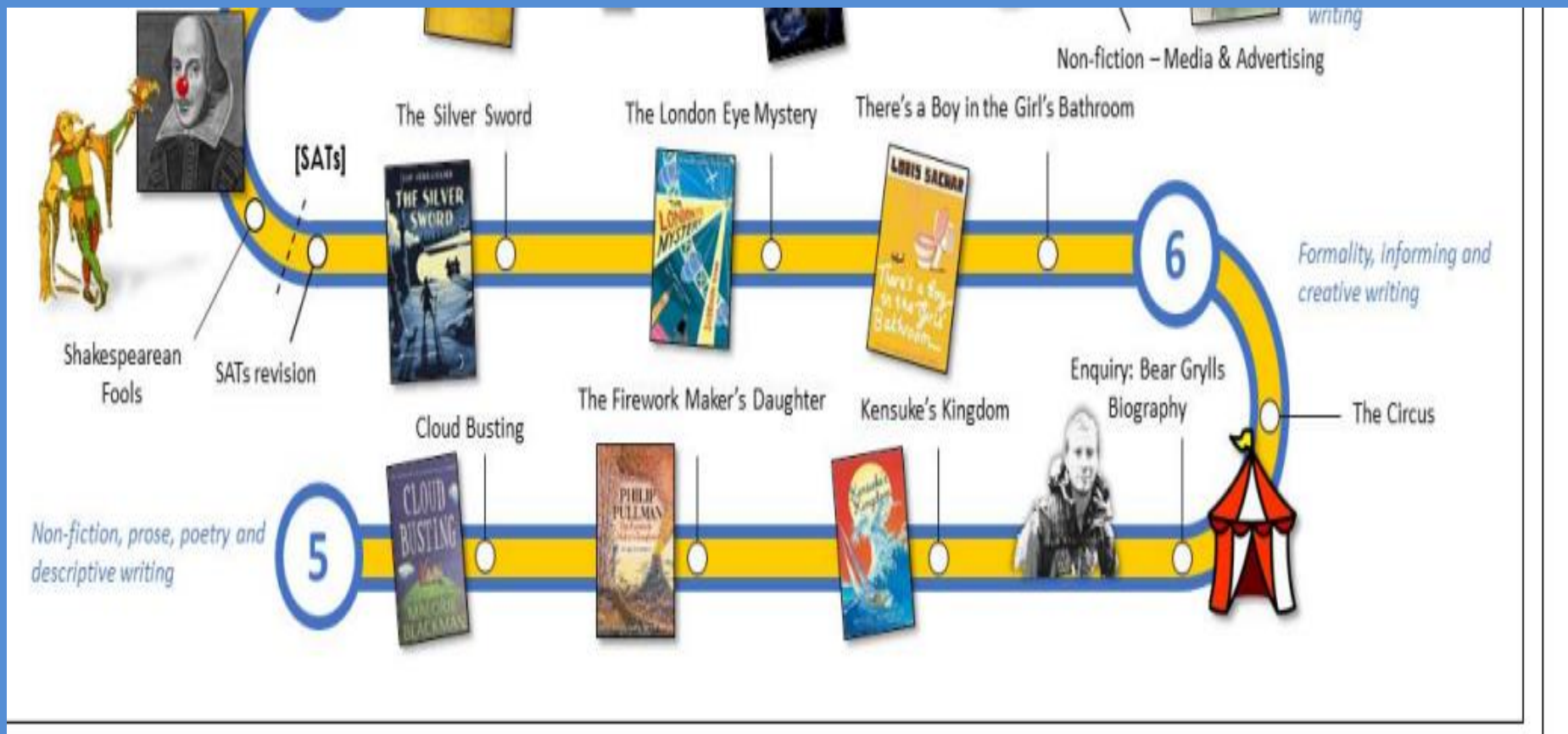




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## What does the curriculum look like for English?





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# What will be assessed or tested?

**There are four elements to English SATs:**

- **Grammar, Punctuation**
- **Spelling**
- **Reading**
- **Writing**



# What assessments happen at the end of Key Stage Two?

- Reading — tested under examination conditions
- Spelling - tested under examination conditions
- Punctuation and grammar — tested under examination conditions.
- Writing skills will be teacher assessed and will reflect a variety of different writing styles and skills.



## To help prepare students we...

- Ensure that units of work we teach directly address the skills that students will require for SATs and beyond.
- End of unit assessments are complemented by additional SATs practice tests throughout the year – these allow us to precisely identify which skills need to be explicitly targeted.
- Additional intervention run for students where required.



## Reading – KS2

- ▶ Reading is not just made up of one thing: reading is in fact a collection of different skills which help contribute to our understanding of texts and the world around us.
- ▶ These skills range from being able to skim and scan texts to locate key information, using comprehension to ensure a text's meaning is understood, through to using inference and deduction to work out the implied meaning behind a text.
- ▶ Throughout KS2 the children move from decoding words to interpretation and deduction.



## Reciprocal reading:

1. **Activating prior knowledge:** What do you know before reading the text/extract/chapter? (Could be contextual/cultural knowledge. Could be knowledge of previous chapter/book in the series) OR knowledge of a particular subject like photosynthesis.
2. **Predicting:** What do you expect will happen? Why?
3. **Reading and Clarification:** What words/concepts don't I know? How can I find out more about them?
4. **Questioning:** Why did the author write the text in this way? Why did the character respond in this way? Why do I respond how I have as a reader? What bias is there in this text?
5. **Summarise:** What happens? What did I understand about the chapter/extract? Why might that be significant?



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# Your child will learn to:

- ▶ **Your child will learn to:**
- ▶ **Read new words independently**
- ▶ **Understand themes, plots and ideas**
- ▶ **Recognise the use of figurative language**
- ▶ **Identify language structures used to  
organise text**
- ▶ **Compare different writing styles**
- ▶ **Find information in non-fiction and fiction**
- ▶ **To infer and deduce.** (Work out things using independent thought and life experiences)

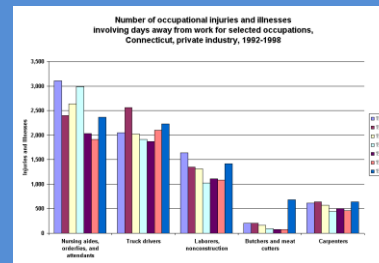
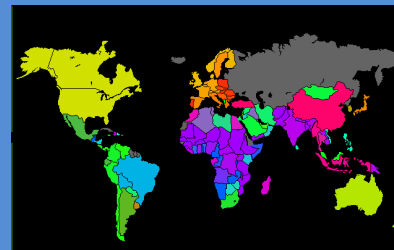


## Reading Paper

A booklet of different reading extracts is given to the pupils.

There could be:-

- story extracts (fiction)
- poetry
- non-fiction writing
- tables and charts
- maps
- newspaper extracts



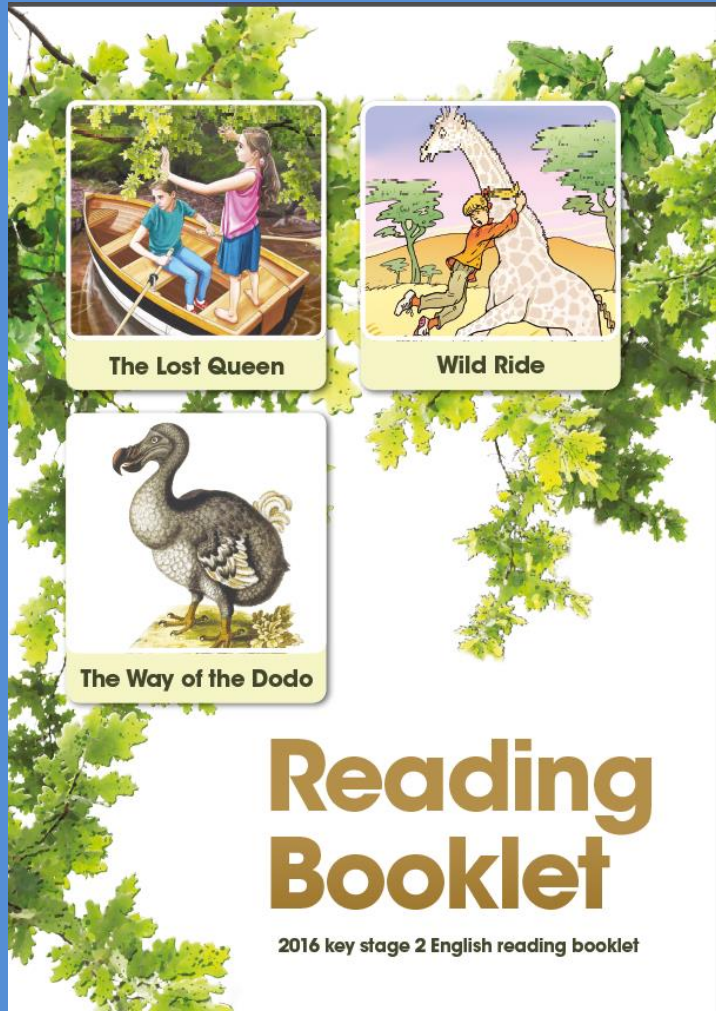




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# Reading Paper



This is an article about the dodo, a bird that is now extinct.

An artist's impression of the dodo from 300 years ago.

## The Way of the Dodo

The dodo was first sighted around 1600 on an island in the Indian Ocean. It was extinct by 1680. Since then the phrase 'dead as a dodo' has been used to describe something which is lifeless or has disappeared from the world completely. Because of its rapid disappearance, a number of myths developed about the dodo, for example that it was a fat, silly creature that brought its fate upon itself.

But what is the **truth** about the dodo?


For thousands of years the island of Mauritius was a paradise. It was spat out of the ocean floor by an underwater volcano 8 million years ago. With warm sun, plentiful food and no predators to speak of, the isolated island became a haven for a variety of unusual species, including reptiles and flightless birds.

Then, in 1598, humans descended on this paradise, accompanied by their own animals – dogs, goats, cats (and a fair number of rats!). Curious and unafraid, the animals of Mauritius offered themselves up for slaughter and, within just a few decades, much of the island's unique wildlife had been wiped out forever.


One of the victims was a large, flightless relative of the pigeon. The island invaders started to call the bird a 'dodo', which meant 'silly bird'.

Although the dodo was hunted for food, this was not the main reason it died out. It is more likely that having never faced predators before, and unable to fly away, the adult birds fell prey to dogs and cats. Meanwhile, their eggs and chicks, defenceless in their nests on the ground, were easy pickings for rats.

Less than 100 years after man's arrival, the dodo, which had once numbered in the hundreds of thousands, slipped into the pages of folklore.



Until a few years ago, all knowledge of the dodo came from secondary reports from the time that were not always reliable, a handful of remains and just one complete skeleton. Nobody knew what the dodo really looked like. Before cameras, newly discovered animals could only be drawn or painted. However, many of the artists had no knowledge of natural history and were more interested in producing colourful paintings of animals than recording their true likeness.




A drawing of a dodo from around 1646.

Then, in 2005, a team of scientists unearthed thousands of dodo bones in some mud flats in Mauritius. The remains date back to over 4,000 years ago, when the island was suffering from a lengthy drought. The mud flats would have formed a freshwater oasis in an otherwise parched environment. It is thought that most of the animals, while trying to reach the slowly receding waters of the lake, became stuck and died of thirst or suffocation. However, clearly some dodos survived as they did not become extinct until much later.

This discovery is helping to rehabilitate the image of this much-ridiculed bird. The very fact that the dodo was still alive and well on Mauritius 4,000 years after a drought that claimed the lives of thousands of animals is an indication of the bird's ability to survive. The remains are also helping scientists to find out more about the anatomy of the dodo, for example that it was a much slimmer bird than any pictures suggest.

As scientists learn more about the dodo, and begin to see the bird in a new light, we are reminded that the dodo was badly misjudged. Maybe it is humans who should be judged, as we can have a devastating impact on the natural world. No other creature should be allowed to go the way of the dodo.



A modern reconstruction of a dodo.



## Reading Paper

Questions 23–33 are about *The Way of the Dodo* (pages 10–11)

- 23 Look at the paragraph beginning: *For thousands of years...*

What does the word *spat* suggest about how the island of Mauritius was formed?

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1 mark

- 24 *Curious and unafraid*, the animals of Mauritius offered themselves up for slaughter... (page 10)

Why were the dodos *curious and unafraid*?

---

---

1 mark

- 25 Find and copy one word from page 10 that tells you that some of the animals on Mauritius were only found there.

---

1 mark

- 29 *The mud flats would have formed a freshwater oasis in an otherwise parched environment.*

Give the meaning of the word *parched* in this sentence.

---

1 mark

- 30 Look at the paragraph beginning: *Then, in 2005...*

Find and copy one word or group of words that shows that scientists were not sure what happened to most of the animals during the drought on Mauritius.

---

1 mark

- 31 What does *rehabilitate the image* of the dodo mean?

Tick one.

restore a painting of the dodo

☐

rebuild the reputation of the dodo

☐

repair a model of the dodo

☐

review accounts of the dodo

☐

1 mark



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# How we support students' reading

- At Selwood we use the reciprocal reading strategy to help students understand how the process of reading works. It also helps them to break down and tackle more challenging texts.
- This is used in combination with the Accelerated Reader programme which provides a reading score and suggested books for their reading level.
- Reading skills are also taught explicitly throughout lessons and students are provided with a range of content for them to understand.



# Reciprocal reading:

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- 2) **Predicting:** What do you expect will happen? Why?
- 3) **Reading and Clarification:** What words/concepts don't I know? How can I find out more about them?
- 4) **Questioning:** Why did the author write the text in this way? Why did the character respond in this way? Why do I respond how I have as a reader? What bias is there in this text?
- 5) **Summarise:** What happens? What did I understand about the chapter/extract? Why might that be significant?



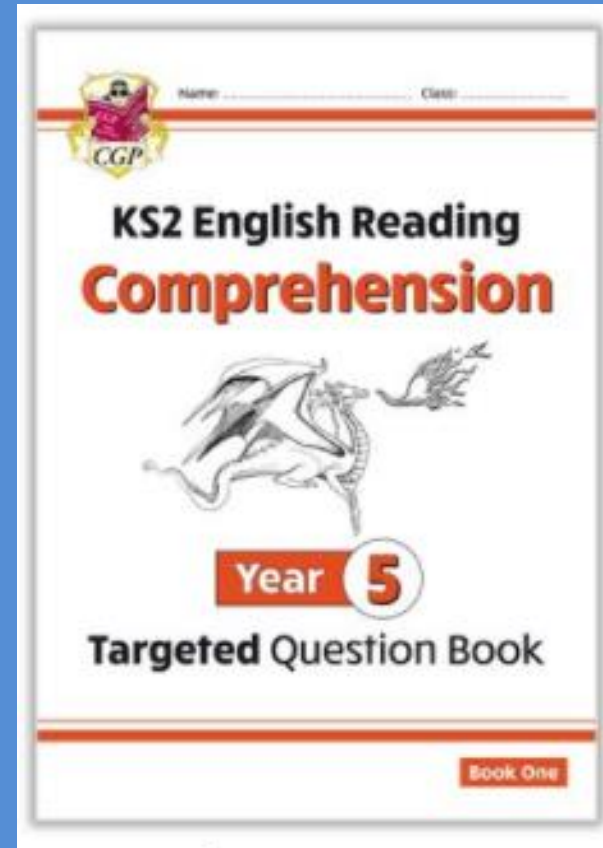
## How to support your child's reading at home

- **Students should be encouraged to read a wide range of texts at home – not just fiction texts but non-fiction as well. Suggested reading will be made available on the school website.**
- **Talking to your child about what they are reading and encouraging them to use the reciprocal reading strategy when they read.**
- **Encouraging students to think about the Purpose Audience and Format (or PAF) of what they are reading.**



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## Writing – KS2

- ▶ As a life skill, writing is central for students' ability to communicate with the outside world.
- ▶ At KS2 students can expect to write in a variety of different styles and for a variety of different purposes. They will also look at the difference between formal and informal types of writing.



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## Key skills in years 5 and 6

- Accurate use of paragraphs
- Developing a range of punctuation
- Effective use of connectives/adverbials
- Sentences with clauses and phrases
- Adverbs
- Possessive apostrophes
- Direct and reported speech
- Active and passive voice







## Example assessments

- Write a letter from the perspective of a character to another.
- Create an autobiographical piece of writing.
- A news report on the events of a story.
- Report writing about a particular character.
- Character analysis based on a novel.





# How we support students' writing

- **Introducing students to a range of different text types and writing styles.**
- **Explicit modelling of examples.**
- **Tier 2 vocabulary homework.**
- **Ensuring that tasks are relevant and that the skills are revisited and built on frequently,**



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## Grammar – KS2

- ▶ As a life skill, grammar goes hand-in-hand with students ability to write and communicate.
- ▶ Grammar rules are taught throughout the curriculum and are embedded into units of work.



# Punctuation and Grammar paper

6

Which sentence uses the **colon** correctly?

Tick **one**.

I bought several beach toys a bucket: a spade a ball and a kite.

☐

I bought several beach toys a: bucket, a spade, a ball and a kite.

☐

I bought several beach toys: a bucket, a spade, a ball and a kite.

☐

I bought several: beach toys, a bucket, a spade, a ball and a kite.

☐

---

1 mark



## Punctuation and Grammar paper

10

Tick one box in each row to show if the sentence is in the **present progressive** or the **past progressive**.

Sentence	Present progressive	Past progressive
Joey was playing football in the park after school.		
Joey's football skills are improving all the time.		
Joey is hoping to be a professional footballer.		

1 mark



## Punctuation and Grammar paper

40

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

1 mark



# Punctuation and Grammar paper

**30**

- a) Insert a **comma** in the sentence below to make it clear that **only** Sally and Bob went to the cinema.

After they left Jon Sally and Bob went to the cinema.

1 mark

- b) Insert **commas** in the sentence below to make it clear that **all** three children went to the cinema.

After they left Jon Sally and Bob went to the cinema.

1 mark



# Spelling Paper



## Examples of spellings

1. healthy

2. advantage

3. varieties

4. remember

5. release

6. surprising

7. physical

8. process

9. available

10. medicine

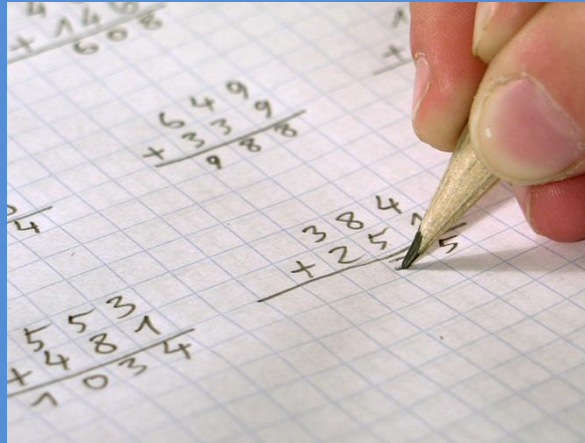
( There are 20  
spellings in total )





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# NUMERACY





The Numeracy tests have undergone the biggest change.

Paper 1 - 'Arithmetic' (30 minutes), covering calculation methods for all operations, including use of fractions, percentages and decimals.

Questions gradually increase in difficulty.



1

1 mark

2

1 mark



7

$$89,994 + 7,643 =$$

--

1

1 mark

8

$$= 435 - 30$$

1

1 mark




$$2\frac{1}{4} \times 34 =$$
[illegible]

36

Show  
your  
method.

[illegible]

2 marks



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Arithmetic seen as the easier paper = no reading required.

Fantastic range of free resources available online to support with knowledge.

E.G – [www.myminimaths.co.uk](http://www.myminimaths.co.uk)



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Papers 2 and 3 - Problem Solving and Reasoning (40 minutes each).

Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution. (no calculators allowed)





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1

Ali puts these five numbers in their correct places on a number line.

511

499

502

555

455

Write the number **closest** to 500

1 mark

Write the number **furthest** from 500

1 mark



SI  
A

4

This table shows the number of people living in various towns in England.

Town	Population
Bedford	82,448
Carlton	48,493
Dover	34,087
Formby	24,478
Telford	166,640

What is the **total** of the numbers of people living in Formby and in Telford?

1 mark

What is the **difference** between the numbers of people living in Bedford and in Dover?

1 mark

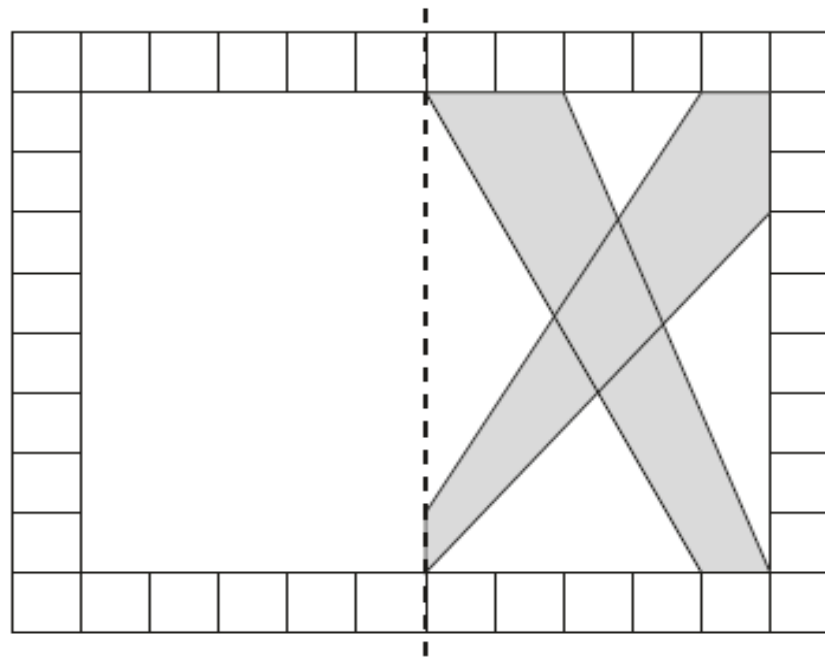


6

This diagram shows a shaded shape inside a border of squares.

Draw the reflection of the shape in the mirror line.

Use a ruler.



mirror line

1 mark

19

Miss Mills is making jam to sell at the school fair.

Strawberries cost £7.50 per kg.

Sugar costs 79p per kg.

10 glass jars cost £6.90

She uses 12 kg of strawberries and 10 kg of sugar to make 20 jars full of jam.

Calculate the total cost to make 20 jars full of jam.

Show  
your  
method

£

3 marks



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1st January	8th January	15th January
+ 5°C	- 4°C	+ 1°C

What is the difference between the temperature on 1st January and the temperature on 8th January?

 °C

1 mark

On 22nd January the temperature was 7 degrees lower than on 15th January.

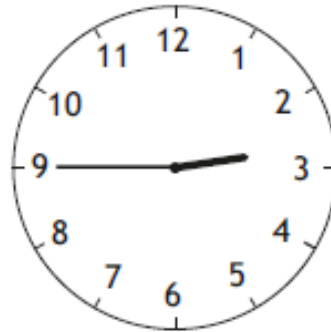
What was the temperature on 22nd January?

 °C

1 mark

3

A clock shows this time twice a day.



Tick the two digital clocks that show this time.

03:45

02:45

09:45

21:45

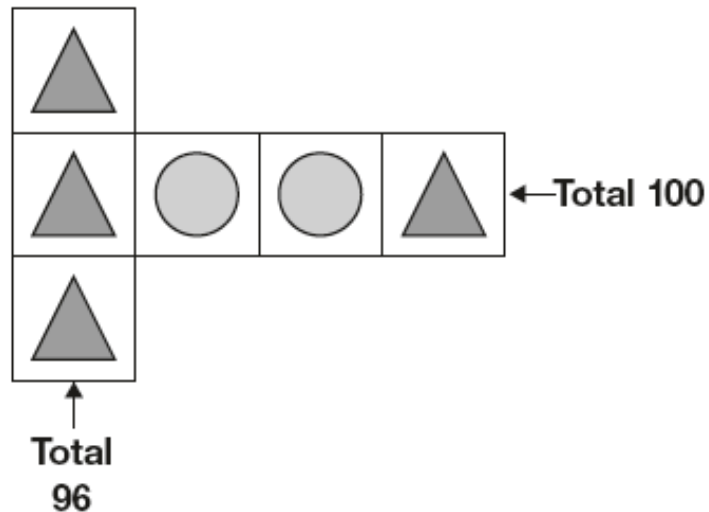
14:45

---

1 mark

4

Each shape stands for a number.



Work out the **value** of each shape.

$$\triangle = \underline{\hspace{2cm}}$$

1 mark

$$\bigcirc = \underline{\hspace{2cm}}$$

1 mark



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9

Here is part of the bus timetable from Riverdale to Mott Haven.

Riverdale	10:02	10:12	10:31	10:48
Kingsbridge	10:11	10:21	10:38	10:55
Fordham	10:28	10:38	10:54	11:11
Tremont	10:36	10:44	11:00	11:17
Mott Haven	10:53	11:01	11:17	11:34

How many minutes does it take the 10:31 bus from Riverdale to reach Mott Haven?

minutes

1 mark

Mr Evans is at Fordham at 10:30

What is the **earliest** time he can reach Tremont on the bus?

1 mark





21

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to  **$18 \times 326$**

---

1 mark



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Types of Skills we are building and assessing:

**Fluency**

**Reasoning**

**Problem-solving**



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## **Fluency**

Recalling maths knowledge quickly and accurately

Applying knowledge of calculations and methods across contexts



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## Reasoning

Using calculations and mathematical language to prove an 'argument'

Being able to generalise using a strategy or method



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## **Problem-solving**

Applying maths knowledge to situations that are familiar as well as new contexts

Breaking down problems into smaller steps, and knowing what order to do the calculations



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## **Resources to use at home (on website/google classroom):**

White Rose Reasoning questions

TTRockstars

Myminimaths

Mymaths.co.uk

*If you would like more resources, or any specific information – please email or phone.*



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## **QUICK FIXES**

**PUNCTUALITY & ATTENDANCE**

**A GOOD NIGHT'S SLEEP**

**A GOOD BREAKFAST**

**CORRECT EQUIPMENT**