



SELWOOD ACADEMY

ANGLICAN/METHODIST FOUNDATION SCHOOL

2020

SATs INFORMATION EVENING

- Overview
- Process
- Assessment and reporting to parents / carers
- Numeracy in more detail
- Literacy in more detail
- How can you help and support your child?
- What are we doing to help and support your child?





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





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SATs tests are the last national test prior to taking their G.C.S.E. exams.

SATs results 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.





QUICK FIXES

PUNCTUALITY & ATTENDANCE

A GOOD NIGHT'S SLEEP

CORRECT EQUIPMENT

A GOOD BREAKFAST

- **Black handwriting pen**
- **2b pencil**
- **Ruler**
- **Rubber**
- **Sharpener**
- **Some tissues**
- **A small bottle of water**





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Week beginning 11th May

Mon	GPS (45 mins + 15 mins)
Tue	Reading paper (60 mins)
Wed	Arithmetic (30 mins) Reasoning (40 mins)
Thu	Reasoning (40 mins)





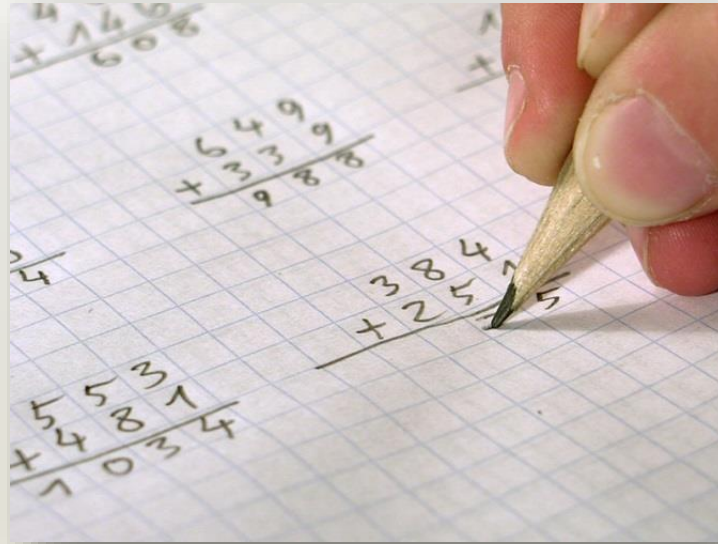
- The test score will be converted in to a **‘scaled’ score**, using a conversion table.
- A scaled score of **100** represents the national standard (*or ARE - Age-Related Expectation*)
- A pupil who has reached the national standard will be deemed to be well-placed to succeed in the next phase of their education.





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NUMERACY





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In Numeracy, the National Curriculum and SATs address the following skills:

- **Fluency**
- **Reasoning**
- **Problem-solving**





SATs Paper 1: Arithmetic Fluency skills

- 36 questions in 30 min (increasing difficulty)
- Calculations involving place value
- Calculation methods for all four operations
- Calculation methods using fractions, percentages and decimals





SATs Papers 2 and 3: Reasoning and Problem-solving

- About 20 questions each in 40 minutes
- To some extent questions gradually get more difficult, though not as clear-cut
- Require calculation skills, answering questions in context and deciding what is required to find a solution





Fluency

- Recalling maths knowledge quickly and accurately
- Applying knowledge of calculations and methods across contexts





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How do we practice Fluency in school?

Continually presenting students with arithmetic calculations and simple numeracy questions in a variety of contexts





1. $0.8 \times 7 =$

1 mark

2. $\underline{\quad} = 55,000 - 8,000$

1 mark

3. Put these numbers in ascending order.

123,546 123,456

1,123,645 132,456

Solutions

1. 5.6

2. 47,000

3. 123,456

123,546

132,456

1,123,645

Week 2

- 1 **Work out** 339×26
- 2 What is the **highest common factor** of 30 and 45?
- 3 **Work out** $\frac{3}{10} + \frac{2}{5}$
- 4 **Round** 63553 to the nearest 1000
- 5 **Express** 25% as a fraction
- 6 What is 25% of £860?
- 7 Complete using $< = \text{or} >$ $50324 \text{ ? } (24676 + 25648)$
- 8 If $a = 7$ what is the value of $2a + 1$
- 9 **Work out** $50000 \div 5000$
- 10 **Express** $1\frac{4}{7}$ as an **improper fraction**




How can you practice Fluency at home?


- **Fluent in Five**
(resources on our website)
- **Arithmetic Tests – 10 questions**
(resources on our website)
- **Corbett Maths Primary: 5 a day**
(free website, links on our website)





Fluent in Five & Arithmetic Tests


1	$294 + 70 =$ 	<input data-bbox="1159 656 1400 756" type="text"/> <input data-bbox="1458 656 1535 721" type="checkbox"/> 1 mark
---	--	--

2	$4,697 + 2,534 =$ 	<input data-bbox="1159 1213 1400 1313" type="text"/> <input data-bbox="1458 1213 1535 1278" type="checkbox"/> 1 mark
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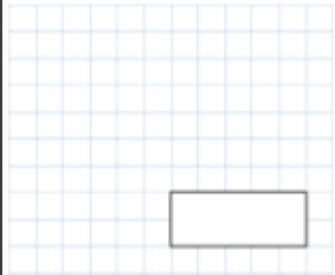
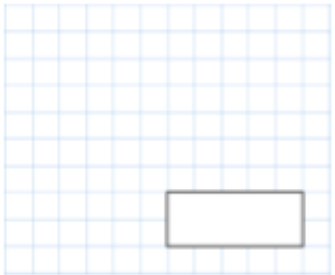
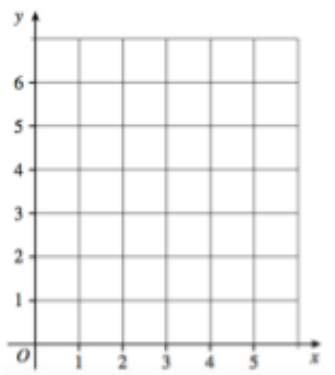
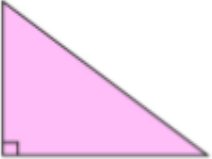




Corbett Maths Primary: 5 a day

Name: _____ Primary 5-a-day Silver 

28th March

7×13  <input type="text"/>	$2,581 - 192$  <input type="text"/>
Plot the points (4, 4) and (5, 1)	
What is the name given to the point (0, 0)?	
What type of triangle is shown?	

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There are
4 levels of
challenge:
bronze,
silver, gold,
platinum





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Reasoning

- Using calculations and mathematical language to prove an ‘argument’
- Being able to generalise using a strategy or method





How can we improve Reasoning?

Get children thinking:

- What's the best way of solving this problem?
- What do I know that can help me solve this problem?
- Can I give examples to explain my thinking?





How do we practice Reasoning in school?


- Deep questioning of students in lessons
- Working with other classmates to discuss and develop mathematical ‘arguments’
- Practicing questions that require this skill





Two of the angles in a triangle are 70° and 40°

Jack says,



The triangle is equilateral.

Explain why Jack is **not** correct.

Most children did not get marks for this question on a recent test. They gave correct information, but not enough to mathematically **prove** it.



Adam says,

0.25 is **smaller** than $\frac{2}{5}$



Explain why he is correct.

Maths
calculations
are a critical
part of these
'explain'
questions



21

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

Explain how you can use this fact to find the answer to 18×326

1 mark



How can you practice Reasoning at home?

- Answer-Free Zones
(resources on our website)
- White Rose Reasoning and problem-solving questions – 2016 and 2017
(resources on our website)





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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How can we improve Problem-solving?

Get children thinking/practicing 5 types:

- Word problems
- Visual problems
- Finding all possibilities
- Logic problems
- Rules and patterns





Word problems

8

At the start of June, there were 1,793 toy cars in the shop.

During June,

- 8,728 more toy cars were delivered
- 9,473 toy cars were sold.

How many toy cars were left in the shop at the end of June?

These questions usually have 2-3 steps, and students must figure out what order to perform these steps.



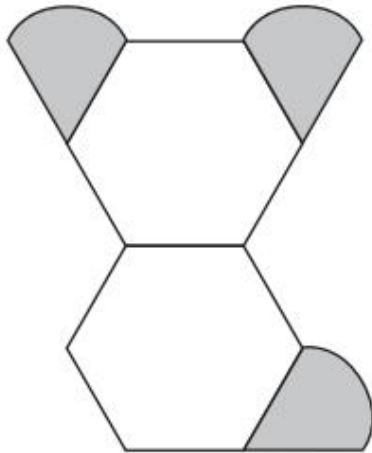


Visual problems

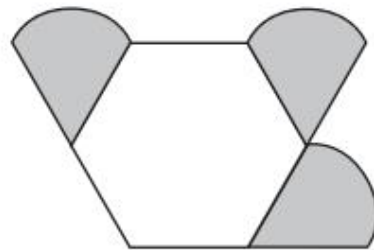
21

Amina is making designs with two different shapes.

She gives each shape a value.

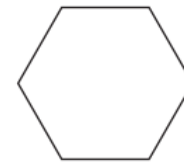


Total value is 147



Total value is 111

Calculate the value of each shape.



1 mark



1 mark

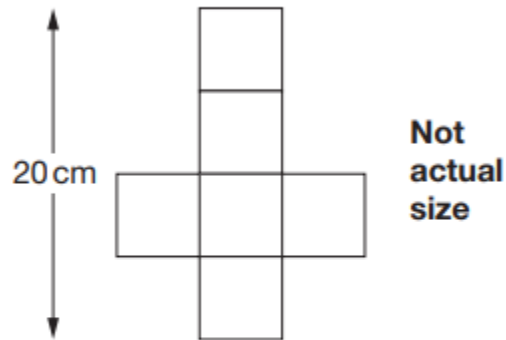
Students need to step back to 'see' the answer. If they try and solve it numerically, they often get stumped.



Visual problems

22

This is the net of a cube.



What is the **volume** of the cube?

cm³

1 mark



Finding all possibilities

2 Adam chooses the colours for a new team shirt.

The shirt has **two** colours.



There are four colours to choose from: **yellow, blue, white** and **red**.

Write the **two** missing combinations.

The shirt could be:

- yellow and blue
- yellow and white
- yellow and red
- blue and white.

_____ and _____

_____ and _____

These questions require methodical thinking, as well as recognising patterns.



Logic problems

3

Here are four number cards.



Layla uses each card once to make a four-digit number.

She places:

- 4 in the tens column
- 2 so that it has a higher value than any of the other digits
- the remaining two digits so that 7 has the higher value.

Write a digit in each box to show Layla's number.

--	--	--	--



Logic problems

4

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

$$\begin{array}{r} \boxed{5} \boxed{3} \boxed{2} \boxed{} \boxed{9} \\ + \quad \boxed{7} \boxed{4} \boxed{2} \boxed{} \\ \hline \boxed{} \boxed{0} \boxed{6} \boxed{7} \boxed{6} \end{array}$$

2 marks





Rules and patterns

12

Find the value of the symbols.

$$\bullet + \bullet + \bullet = 24$$

$$\bullet + \blacksquare = 12$$

$$\bullet + \blacksquare + \blacklozenge = 21$$

$$\bullet = \boxed{}$$

$$\blacksquare = \boxed{}$$

$$\blacklozenge = \boxed{}$$

These questions are often precursors to algebraic thinking.





Rules and patterns

23

Here is a pattern of number pairs.

a	b
1	9
2	19
3	29
4	39

Complete the **rule** for the number pattern.

$$b = \boxed{} \times a - \boxed{}$$

1 mark



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How can you practice Problem-solving at home?

- White Rose Reasoning and Problem-solving questions – 2016 and 2017
- Maths Made Easy practice papers





And...Times Tables !

- Last year 19/36 questions in Paper 1 require children to have fluent times tables knowledge
- Last year 18/44 questions in Papers 2 and 3 require children to have fluent times tables knowledge, with additional questions requiring use of times tables
- Without secure times tables knowledge, questions will take too long and students will likely not finish





Resources to use at home (on website):

- Maths 5 a day – Easter Revision Resources
- Mr March's Arithmetic Videos
- Fluent in Five
- Arithmetic Tests – 10 questions
- Answer-free Zones
- White Rose 2016 and 2017 questions
- Maths Made Easy practice papers
- Times Tables resources – TTRS & Math Playground websites

Information sheet to take home





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LITERACY





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What will be assessed or tested?

- **Grammar, Punctuation**
- **Spelling**
- **Reading**
- **Writing (Teacher Assessed)**





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What is studied in years 3,4,5,6

Topics the children may cover during this Key Stage include:

- » Myths and legends
- » Adventure and mystery stories
- » Poetry
- » Stories with historical settings
- » Stories in imaginary worlds
- » Stories from other cultures
- » Significant authors
- » A variety of non-fiction genres.
- » Drama
- » Newspapers and magazine articles
- » Information texts
- » Persuasive writing
- » Biography and autobiography





Reading Years 3,4,5,6

- ▶ Throughout KS2 the children move from decoding words to interpretation and deduction. At the start of year 3 most children are reading around 300 of the most frequent words: by the end of year 6, most are confident, fluent readers.
- ▶ 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)





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Writing Years 3,4,5,6

- Writing develops through KS2: handwriting becomes clearer and neater, spelling is more accurate, and punctuation is used correctly. The children write longer pieces now, using characters, dialogue and more imaginative vocabulary.
- Just some of the skills your child will learn:
 - Paragraphs
 - Punctuation
 - Sentences with clauses and phrases
 - Adverbs
 - Possessive apostrophes
 - Direct and reported speech
 - Active and passive voice
 - Fronted adverbial



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



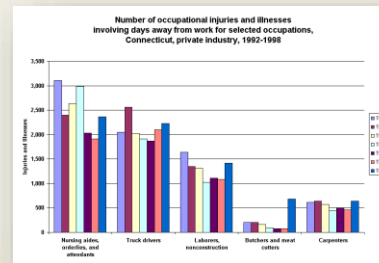
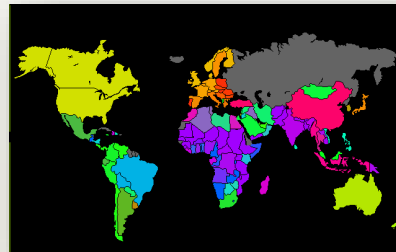


Reading Paper

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





Reading Paper



The Lost Queen



Wild Ride



The Way of the Dodo

Reading Booklet

2016 key stage 2 English reading booklet

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.



A drawing of a dodo from around 1646.

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.

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?

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



What help can we give to pupils?.

- We can read the writing papers to the pupils and keep all on task within the time.
- We can provide Teaching Assistants to guide and support the process.
- We can ensure that pupils do as much of the paper as possible.

www.theschoolrun.com

[Has sample questions and work packs can be bought for approx. £2.00]





Long Writing (Teacher Assessed)

- Write a story ...called The Time Machine.
- Write a report ... To explain how the Romans beat the Celts.
- Write a discussion ... about whether pupils should wear school uniform or not.
- Write a biography ...
- Write a letter to persuade.





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Help is at hand!

Visit the school website:

Curriculum —→ SATs Support





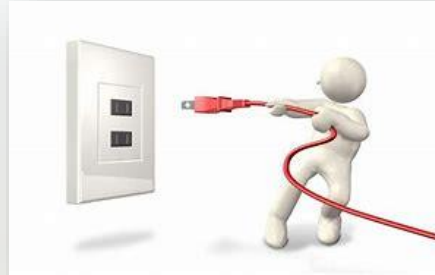
Good sleep patterns

- Primary children need between 9 – 11 hours of sleep per night.
- Help your child create a relaxing evening routine.
- Make sure they don't eat too late at night.
- Avoid caffeine or sugary drinks late at night.
- Make sure they don't work or revise too late before going to bed.
- Encourage them to switch off from technology at least an hour before bedtime.





Unplug



Keep active



Time out



Stay calm





- Detailed analysis of each pupil's strengths and areas for development
- Integral homework tasks
- Booster sessions
- Targeted holiday homework/revision tasks
- Practice SATs experiences
- Breakfast





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**“I can sum up everything I have learned
about life in three words: it goes on”.**

(Robert Frost)

