



# National Tests 2018

# Why do we have national tests?

- ▶ End of KS2 national tests are taken by all children in England to compare how schools are doing
- ▶ The children like to know where they are in their own learning
- ▶ To tell Amberley C of E Primary how well we are doing
- ▶ To enable secondary schools to build on the level your child is working at

# Life without Levels

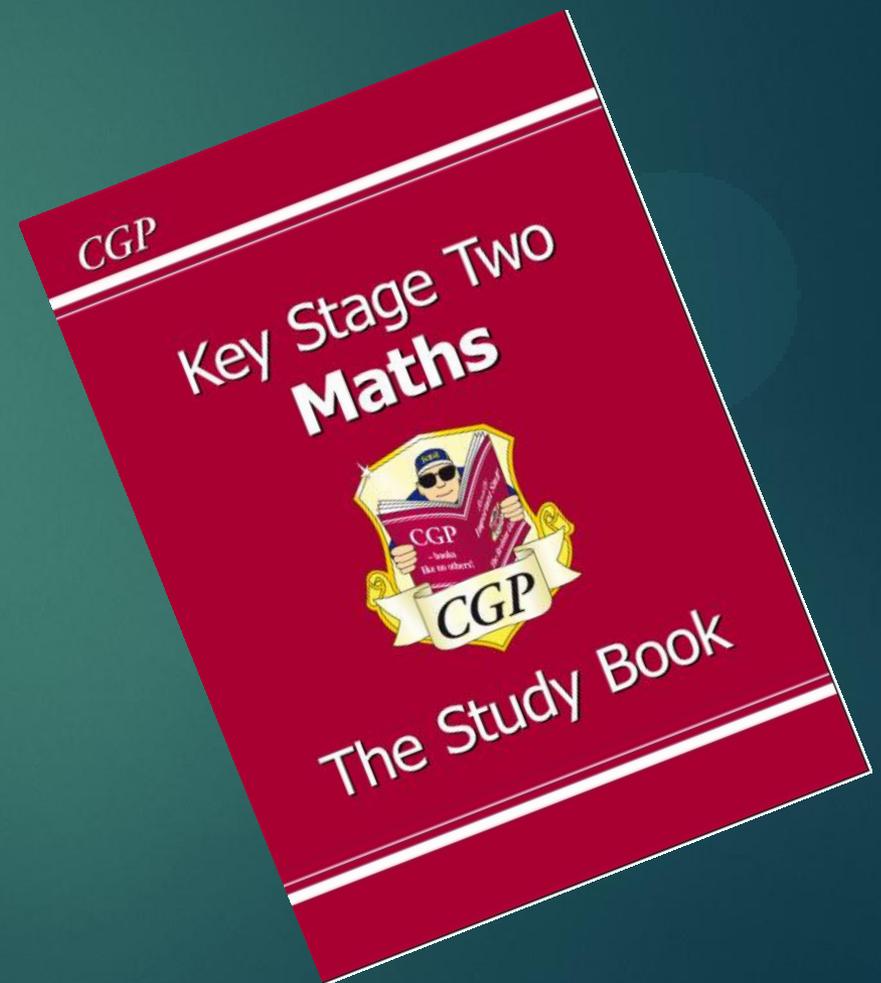
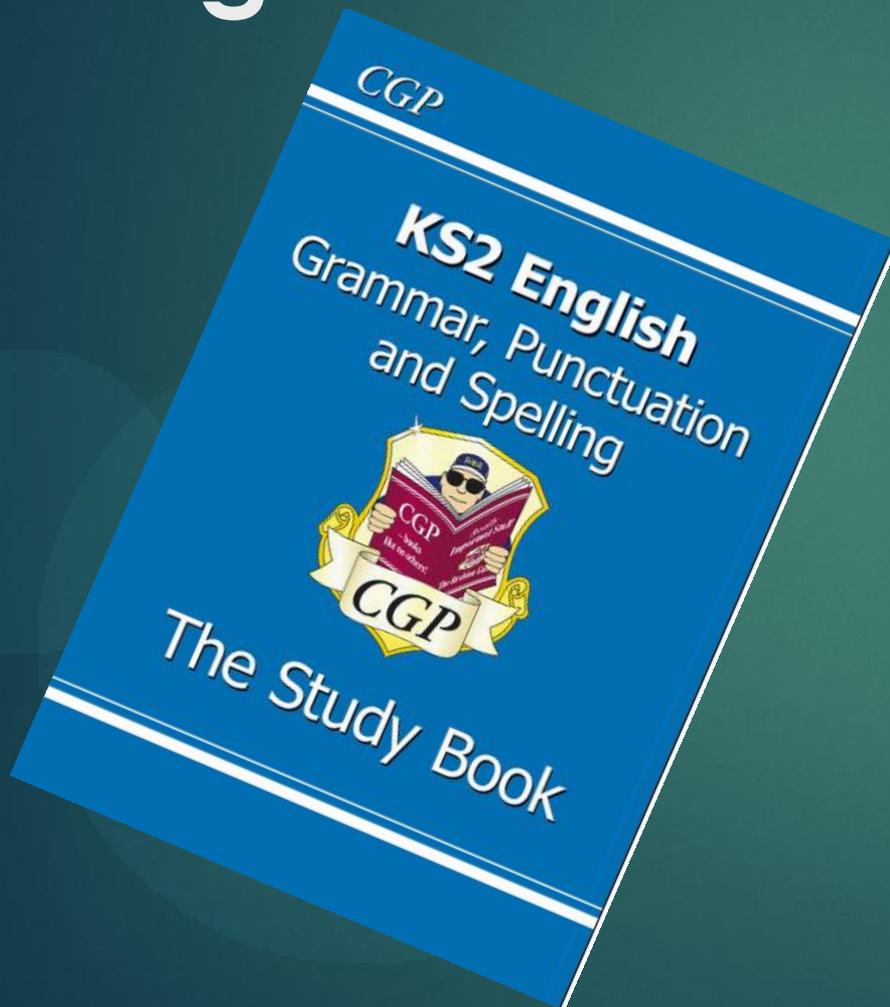
- ▶ In previous years pupils have achieved National Curriculum levels, ranging from level 3 to 6.
- ▶ Under the new curriculum, pupils are working towards Age Related Expectations (ARE).
- ▶ In the SATs tests pupils will achieve a 'scaled' score depending on their performance against the average performance for their age, '100' being the expected standard (ARE).
- ▶ **Below**, expected or higher than expected standard

# Before the Test

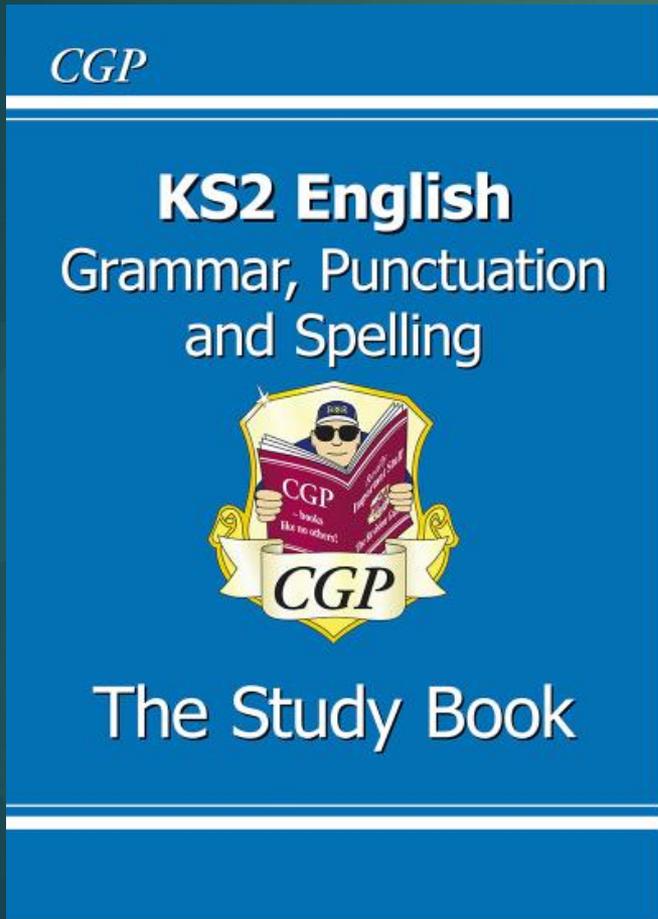
- ▶ Revision Guides (CGP)
- ▶ Encourage your child to work at speed
- ▶ Support children with homework
- ▶ Read with them and talk about what you've read. Discussing characters, settings and authors' choices

**BE POSITIVE**

# CGP Revision Booklets- English and Maths.



# CGP Revision Booklets- English.



### Colons

Colons are also **useful** if you want to show that you're about to **explain** something **in more detail**.

#### Colons introduce explanations

Colons show that you're about to **explain a point** you've **just made**:

This first bit in purple **tells you something**. The colon goes **before the explanation**.

*The frog was feeling very full: he'd eaten twenty-three flies.*

This second bit **explains the first part** — it **tells you why** the frog was feeling very full.

#### The first clause must make sense on its own

It can be **tricky** to know **when to use a colon**, so **stop and think** about whether your sentence actually needs one. Remember this **golden rule**:

**FIRST POINT: MORE SPECIFIC POINT**

This bit should **make sense** on its **own**. This is always about the **same thing** as the **first point**. It gives **more information** or an **explanation**.

This bit **before the colon** is the **main idea**. This bit **after the colon** explains **exactly** what the problem is — it gives **more detail**.

*Milo had a problem: he didn't know how to sit on the chair.*

This is the **main idea**... ...and this is the information which **explains** the **main idea**.

#### Quick Questions...

Copy and complete these sentences by adding a colon in the correct place.

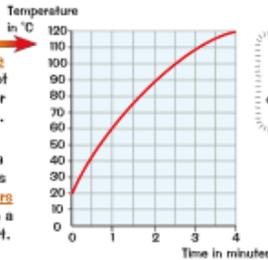
- 1) I need these things to make the salad lettuce, cucumber and tomato.
- 2) She only wants one present for her birthday a piglet.
- 3) I have two pets a cat and a dog.

# CGP Revision Booklets- Maths.

## Line Graphs

### Line Graphs have Lines instead of Bars

This is a **line graph**. It shows the **temperature** of Claire's baked beetroot after she threw it on a bonfire.



A line graph is often just called a "graph", so if someone asks for a graph of something, they probably want a **line graph**.



A line graph is a bit like a bar chart — the **line** goes where the **tops of the bars** would go. You read it in a similar way to a bar chart.

### Drawing Line Graphs

**Line graphs** are a good way to show things that **change over time** — like distance or temperature.

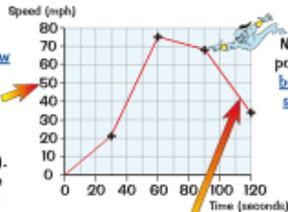
**EXAMPLE:** The table shows the **speed** of Zan the Genie at different **times** during an egg and spoon race. Plot the speeds on a **line graph**.

Time	Speed
30 s	21 mph
60 s	75 mph
90 s	68 mph
120 s	33 mph

Graph to Show Zan's Speed in the Egg and Spoon Race

**STEP 1**  
Write a **TITLE**. Then **draw** and **label** the **AXES**.

Then **number** the axes. Go up in **equal** jumps (don't just put on the numbers from the table). And make sure that the **biggest** numbers in the table will **fit on**.



**STEP 2**  
Now draw a **CROSS** for each point. Find the **time** along the **bottom** and the **speed** up the **side**. Draw the crosses where they **meet**.

**STEP 3**  
Then join the crosses with **LINES**. You don't know **how** Zan's speed changed between the crosses, so it's best to use **STRAIGHT** lines.



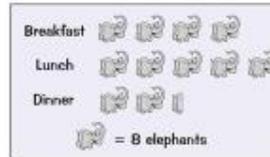
## Practice Questions

- Look at the table to the right, which shows the distances in metres between 4 things. According to the table, how far is it from Cedric's toenail clipping to Kate's house?
- The tallies below show the numbers of different flowers Derek saw the last time he went to his local garden centre.

34	120	217	305
276	344	217	305

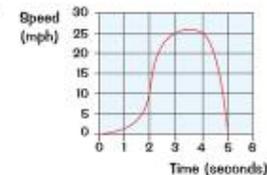
Tulips: JHT  
Daisies: JHT JHT II  
Triflids: JHT IIII

- Draw a frequency table, showing the tallies and their totals.
- Draw a bar chart showing the numbers of each type of flower he saw.



- Amelia wanted to know the number of elephants using her local cafe. She counted the number of elephants going to the cafe for breakfast, lunch and dinner. Her results are shown in the pictogram on the left.
  - How many elephants went to the cafe for lunch?
  - How many elephants went to the cafe for breakfast and dinner in total?

- The graph to the right shows the speed of Jerry's banana-powered rocket before it crash-landed 5 seconds after take-off.



- How fast was his rocket going after 4 seconds?
- How much faster was the rocket going after 3 seconds than after 2 seconds?



- Richard bought a huge box of tea bags, but next day it was all gone. The pie chart shows the proportion of the teabags each of his friends had used.
  - Roughly what percentage had Claire used?
  - What else do you need to know to work out how many teabags each person used?

- Nadia wanted to know how many flies there were in her school canteen's vegetable soup. She counted the flies in ten bowls of soup one lunch time. The numbers of flies in the ten bowls are shown on the right. What was the mean number of flies in the ten bowls of soup?



# Test Week

Monday 14 May	<ul style="list-style-type: none"><li>• English grammar, punctuation and spelling Paper 1: questions</li><li>• English grammar, punctuation and spelling Paper 2: spelling</li></ul>
Tuesday 15 May	<ul style="list-style-type: none"><li>• English reading</li></ul>
Wednesday 16 May	<ul style="list-style-type: none"><li>• Mathematics Paper 1: arithmetic</li><li>• Mathematics Paper 2: reasoning</li></ul>
Thursday 17 May	<ul style="list-style-type: none"><li>• Mathematics Paper 3: reasoning</li></ul>

# SPAG Test

- ▶ It tests spelling, punctuation, grammar and vocabulary
- ▶ Paper 1: questions is a combined question and answer booklet. Pupils will have 45 minutes to answer the questions which are worth 50 marks in total.
- ▶ Paper 2: spelling consists of a test transcript to be read by the test administrator and an answer booklet for pupils to write 20 spellings. The test is expected to take approximately 15 minutes, but is not strictly timed. The questions are worth 20 marks in total.

# Sample Questions

Grammar, Punctuation and Spelling Paper 1

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.		

# Sample Questions

Grammar, Punctuation and Spelling Paper 1

44

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I \_\_\_\_\_ able to join you, but it will not be possible.

Tick **one**.

am

was

were

be

# Reading Test

- The English reading test focuses on the comprehension elements of the national curriculum and includes a mixture of text genres. The test is designed so that the texts increase in their level of difficulty.
- The test consists of a reading booklet and a separate answer booklet. Pupils will have one hour to read the 3 texts in the reading booklet and complete the questions, which are worth 50 marks in total.

# Sample Questions

## Reading Paper

15

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

2 marks

# Sample Questions

## Reading Paper

27

Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

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1 mark

# Maths

- ▶ The mathematics test comprises 2 components, presented to pupils as 3 test papers:
- ▶  Paper 1: arithmetic
- ▶  Paper 2: reasoning
- ▶  Paper 3: reasoning
- ▶ Paper 1: arithmetic assesses mathematical calculations. The questions cover calculations involving all 4 operations, including calculations with fractions, decimals and percentages. They also cover long divisions and long multiplications. Pupils will have 30 minutes to answer the questions which are worth 40 marks.
- ▶ Papers 2 and 3 assess mathematical fluency, solving mathematical problems and mathematical reasoning. Pupils will have 40 minutes to answer the questions which are worth 35 marks per paper.
- ▶ (No calculator)
- ▶ They need to apply their knowledge of number, shape and measures to a variety of problems. Questions can be read to pupils but mathematical words cannot be explained.

# Sample Questions

## Maths Paper 1: Arithmetic

14

$$3.005 + 6.12 =$$

1 mark

32

$$43 \overline{) 1118}$$

Show  
your  
method

2 marks

# Sample Questions

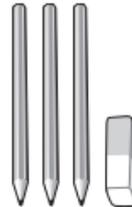
## Maths Paper 2 / Paper 3 : Reasoning

9

6 pencils cost **£1.68**

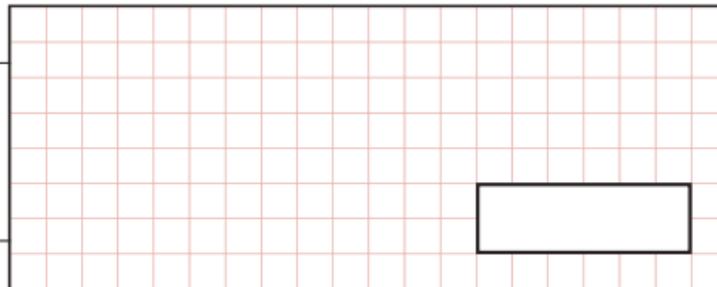


3 pencils and 1 rubber cost **£1.09**



What is the cost of 1 **rubber**?

Show  
your  
method



2 marks

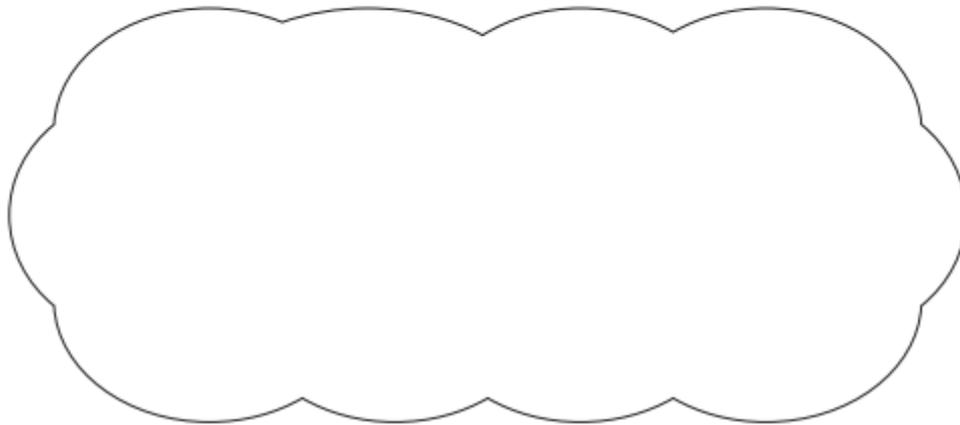
# Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

21

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

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



1 mark

# What support can pupils have during the tests?

- ▶ **Scribe:** Some pupils will be eligible for a scribe who completes writing for them
- ▶ **Transcript:** Some pupils will have the work transcribed after the test to support markers with reading their work.
- ▶ **Rest Breaks:** Pupils who have issues with concentration or fatigue will be able to have rest breaks during the test
- ▶ **Colour Paper:** Some pupils will have paper on coloured paper to support their processing
- ▶ **Questions Read:** Pupils can request for questions to be read to them if they can not read it themselves (this is not allowed in the reading paper).

# Preparing for the Tests

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Good sleep the night before.
- Start each day with a good breakfast–School will be providing a “breakfast club” each morning during SATs week.
- Have all equipment ready
- Arrive at school on time
- Water bottle
- Breaktime snack
- Encourage with a smile

# Absence

- ▶ If your child is unwell, let their class teacher know.
- ▶ They can always do the test and then go straight home to give them time to recover for the following day
- ▶ The school can apply for pupils to complete the test at a later time. This can only happen when we can ensure pupils are not in contact with peers.

# Writing

- ▶ No one-off test or assessment
- ▶ Pupils work from January onwards is considered in making teacher assessment judgement
- ▶ Evidence of pupils applying all taught skills in writing opportunities in English and across the curriculum
- ▶ Children will be assessed as either **working towards** the expected standard, **meeting the expected standard** or at **greater depth** within the expected standard. There are also 'Pre-Key stage' descriptors.
- ▶ Legible handwriting and accurate spelling and punctuation are essential.