



# Moulton Primary School

Changes to the 2016 SATs test & how to support your child.



### **Changes to 2016 SATs.**

In the summer term of 2016 both Year 2 and Year 6 children will be the first cohort to undertake the new SATs papers. These tests in English and maths will reflect the new national curriculum and are intended to be more rigorous. There will also be a new marking scheme to replace the old existing national curriculum levels. At the end of year 6 the children will sit tests in:

- Reading
- Maths
- Spelling, Punctuation and Grammar

The SATs will take place between Monday 9<sup>th</sup> May- Thursday 12<sup>th</sup> May.

### **Changes to Key Stage 2 Science.**

Not all children in Year 6 will take the science SATs test. Instead a small number of schools will be required to take part in science sampling. The dates for science sampling tests is between Monday 6<sup>th</sup>-Friday 17<sup>th</sup> June 2016. For those who are selected it will consist of three papers:

- Biology (25 minutes, 22 marks)
- Chemistry (25 minutes, 22 marks)
- Physics (25 minutes, 22 marks)

### **Monday 9<sup>th</sup> May – Friday 13<sup>th</sup> May**

During SATs week the children are invited to come into school earlier to enjoy a scrumptious breakfast cooked by our fabulous catering staff. This is completely free and is a great way to fuel their brains for the day ahead. The children will be able to indulge in bacon sandwiches, sausages, croissants, yoghurt, fruit, pancakes, cereal and much more.



## 2016 Reading Assessments



The reading test consists of a single test paper with three unrelated reading texts. The children are given 60 minutes in total, which includes reading the texts and answering the questions. The paper is out of maximum of 50 marks. The questions are designed to assess the comprehension and understanding of a child's reading.



There will be a selection of question types, including:

- **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the title of the story'.
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story' • Short constructed response, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins Once upon a time. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

## How to help your child with reading.

Listening to your child read can take many forms. First and foremost, focus on developing an enjoyment and love of reading.

- Enjoy stories together.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - it's free!

## 2016 Grammar, Punctuation and Spelling Assessments

The grammar, punctuation and spelling test will consist of two parts. The first being a grammar and punctuation paper requiring short answers. This will last for 45 minutes. The second part of the paper is an aural spelling test of 20 words. This will last around 15 minutes. Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.



The grammar and punctuation test will include two sub-types of questions:

- Selected response, e.g. ‘Identify the adjectives in the sentence below’
- Constructed response, e.g. ‘Correct/complete/rewrite the sentence below,’ or, ‘The sentence below has an apostrophe missing. Explain why it needs an apostrophe.’

**40** Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

\_\_\_\_\_ 1 mark

**44** Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

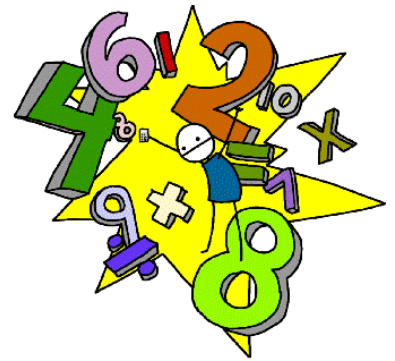
\_\_\_\_\_ 1 mark

### **How to help your child with Spelling, Punctuation and Grammar.**

- Help your child learn their spellings that are sent home.
- When reading to and/or with your child discuss their use of inverted commas to mark speech, the use of parenthesis (brackets) to add additional information, the use of capital letters etc.
- The grammar paper relies on a child knowing the terminology e.g. subordinate clause, main clause, adjective, article, passive, active – and many more. We use these in our day to day school practice. However, for additional support at home, there is a wealth of revision guides that could help your child become familiar and fluent with the terms they will come across. We will be providing each child with their own copy of a CGP workbook. This will replace the current homework that is set and the children will be required to complete certain sections at a time. If you feel that you would also like to support your child even further there are a wealth of other revision material available: we recommend Achieve 100 Grammar, punctuation and spelling revision by Rising Stars & Achieve 100 Grammar, punctuation and spelling practice questions by Rising Stars.

## 2016 Maths Assessments

The Mathematics tests have undergone the biggest change this year. Children will sit three tests: Paper 1, Paper 2 and Paper 3. Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals. Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper. Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes. Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.



### Question types:

- Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.
- Papers 2 and 3 will involve a number of question types, including:
  - Multiple choice.
  - True or false.
  - Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart.
  - Less constrained questions, where children will have to explain their approach for solving a problem.

### Sample questions- Paper 1, Arithmetic.

$$6.1 + 0.3 =$$
$$5 \times 4 \times 7 =$$
$$4^2 =$$
$$\frac{1}{9} + \frac{4}{9} =$$
$$1,440 \div 12 =$$
$$630 \div 9 =$$
$$1,034 + 586 =$$
$$20\% \text{ of } 1,500$$
$$2.5 + 0.05 =$$
$$\frac{4}{5} - \frac{1}{5} =$$
$$24 \times 3 =$$
$$100 \times 100 =$$
$$48 \div 6 =$$
$$1.28 \times 100 =$$

<b>24</b>	15.4 - 8.88 =	
		<input type="text"/> 1 mark

<b>25</b>	1 3 3 0 1 6	
Show your method		<input type="text"/> 2 marks

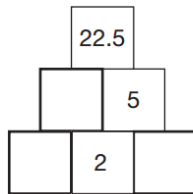
### Sample questions- Paper 2/3, Reasoning.

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show your method

A grid for showing the method to solve the problem. A box on the right contains the symbol £.

2 marks

### How to support your child in maths.

- Knowing their timetables – if you know your timetables children can use them accurately and quickly for multiplication, division. To help you child learn their timetables (up to X12) we recommend: Squeebles App & times tables quiz App.
- Be confident in knowing a formal method for the four operations practice (Methods for year 6 child: column addition, column subtraction, short multiplication, long multiplication, short division, long division including expressing remainders as fractions, decimals and remainder form).
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess.

### 2016 Writing Assessment

The children will not be assessed in the same way as maths, reading and grammar. Instead writing will be teacher assessed in school. The children are assessed overtime before a judgement is made.



The children are set independent weekly writing tasks which enables them to show off their fantastic writing skills. The feedback and marking of this writing is personalised and individual to each child to improve their writing even further. Each child also has a pink writing target card. This also helps inform judgements on their writing.

### **How to support your child in writing.**

- Look at spelling lists and try and include these words in your writing.
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

