



National Curriculum and SATS

Parent Workshop

Aspire, Achieve, Learn and Love as one family in Christ

About me

- Mr Kalnins
- Deputy Head
- Worked in a range of schools
- Experienced year 6 teacher.



What is the purpose of this power point?

- For generations, parents have found themselves visiting primary schools with their children only to hear themselves saying, "It's not like when I was at school."
- Things change quickly in education, and at no time in the past 25 years has that been truer than September 2014 when the whole school curriculum changed for maintained schools throughout England.
- This power point is intended to support you as parents of Year six children, to begin to understand the new curriculum and what that means for your children as they move through Year Six and onto the SATs in May.

New National Curriculum 2014

ENGLISH

- Stronger emphasis on vocabulary development, grammar, punctuation and spelling (for example, the use of commas and apostrophes will be taught in KS1)
- Handwriting – is expected to be fluent, legible and speedy- children CANNOT get 'working at' if it is incorrect.
- Spoken English has a greater emphasis, with children to be taught debating and presenting skills

MATHS

- Five-year-olds will be expected to learn to count up to 100 (compared to 20 under the old curriculum) and learn number bonds to 20 (was up to 10)
- Simple fractions ($\frac{1}{4}$ and $\frac{1}{2}$) will be taught from KS1, and by the end of primary school, children should be able to convert decimal fractions to simple fractions (e.g. $0.375 = \frac{3}{8}$)
- By the age of nine, children will be expected to know times tables up to 12×12 (was 10×10 by the end of primary school)
- Calculators will not be introduced until near the end of KS2, to encourage mental arithmetic (this is not tested though).
- Algebra- Generate and describe linear number sequence ($2x-1$)

What does this mean for Year six?

Your children are the fourth year to sit the new form of assessment. Rather than levels, children will be given a raw points score this will then be scaled scored:

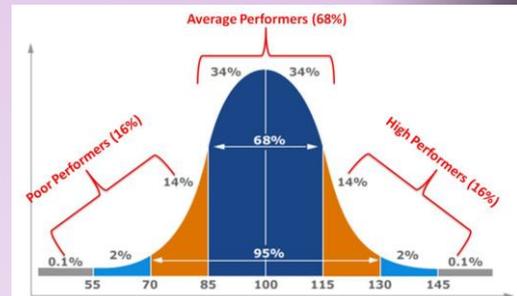
e.g. in the reading paper if child A scores: 22/50 this is their raw score; if child B scores 45/50, this is their raw score.

What does this mean for Year six?

The new curriculum talks about **age expected achievement**.

The new tests for both KS1 and KS2 will report a scaled score for example if the average is 100 being the EXPECTED STANDARD then the range will be between 80 – 120.

E.g. Last year, if a child scored 28/50, 61/110 and 38/70, as their raw scores in reading, maths and SPaG, this was scaled to 100 which was at the standard.



What does this mean for Year six?

- Using this approach, a school might report pupils' national curriculum test results to parents as follows:
- In the end of key stage 2 reading test, Sally received a scaled score of 116 (the secondary ready standard is 100), placing her in the top 10% of pupils nationally. The average scaled score for pupils with the same prior attainment was 110, so she has made more progress in reading than pupils with a similar starting-point.
- In the end of key stage 2 mathematics test, Tom received a scaled score of 87. He did not meet the secondary readiness standard (100). This places him in the bottom 10% of pupils nationally. The average scaled score for pupils with the same prior attainment was 92, so he has made less progress in mathematics than other pupils with a similar starting point.

How you informed on your child's attainment

- **For reading, maths and SPaG your child will have one of these codes:**
- **AS:** the expected standard has been achieved
- **NS:** the expected standard has not been achieved
- Children who achieve a scaled score of 110 in any of the tests are at the higher percentile.
- **For writing it is teacher assessment and the teacher gives:**
- **GDS:** Working at greater depth within the expected standard (for writing assessment only)
- **EXS:** Working at the expected standard
- **WTS:** Working towards the expected standard

How do secondary schools use the information?

- **The secondary school will be told their incoming pupils' SATs scaled scores.**
- Some use these results to stream new starters in Year 7, so you need to find out if your child's new school does this.
- Others may use a combination of SATs results and Year 7 CATs (Cognitive Ability Tests) or their own internal tests at the beginning of the new term.
- Due to progress measures children are monitored more closely from their previous attainment.

What does this mean for Year six?

English Tests:

English grammar, punctuation and spelling



Paper One: Grammar/Punctuation Test (45 mins)

Paper Two: Spelling Test (roughly 15 mins)

Modal verbs; passive/active verbs; continuous/progressive verbs; auxiliary verbs; clauses; relative clause.

What does this mean for Year six?

English Tests:

English grammar, punctuation and spelling

Example Questions:

Rewrite the sentence below so that it begins with the **adverbial**.
Use only the same words, and remember to punctuate your answer correctly.

We turned off the lights before we left.

What does this mean for Year six?

English Tests:

English grammar, punctuation and spelling

Example Questions:

Rewrite the sentence below so that it begins with the **adverbial**.
Use only the same words, and remember to **punctuate your answer correctly**.

Before we left, we turned off the lights.

What does this mean for Year six?

English Tests:

English grammar, punctuation and spelling

Example Questions:

Identify the relative clause in the following sentence:

The blue car that had stripes on it raced down the road.

What does this mean for Year six?

English Tests:

English grammar, punctuation and spelling

Example Questions:

Identify the relative clause in the following sentence:

The blue car **that had stripes on it** raced down the road.

What does this mean for Year six?

English Tests:

English grammar, punctuation and spelling

Example Questions:

Punctuation element

■ What a cheek ■■ Alison yelled. At that moment ■ she didn't care if yelling made her look silly ■ she just wanted her purse back.

What does this mean for Year six?

11

Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf
for Dad.

1 mark

14

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick **one**.

as a preposition phrase

as a relative clause

as a main clause

as a noun phrase

1 mark

What does this mean for Year six?

English Tests:

English grammar, punctuation and spelling

• Sample Spellings:

- 1. Ominous
- 2. Possession
- 3. Scent
- 4. Curiosity
- 5. Immediately
- 6. Marvellous

English Tests:

• Sample Spellings from actual test:

- 1. polishing
- 2. misplaced
- 3. nationality
- 4. ceiling
- 5. variation
- 6. ferociously

What does this mean for Year six?

English Tests:

Writing

Writing scores will now be based on teacher assessment. Their writing across fiction, non-fiction and a range of subjects will inform the scoring process.

They will either get working towards the standard (WTS), working at the standard (EXS) or working at a greater depth (WGD).

Children have targets to uses in their writing. This is to ensure that they are writing to the standards of the new curriculum and will inform them in their next steps.

What does this mean for Year six?

Working towards the expected standard	
I can write for a range of purposes and audiences	
•using paragraphs to organise ideas	
•describing settings and characters	
•using some cohesive devices* within and across sentences and paragraphs	
•using different verb forms mostly accurately	
•using co-ordinating and subordinating conjunctions	
•using mostly correctly	capital letters
	full stops
	question marks
	exclamation marks
	commas for lists
	apostrophes for contraction
•spelling most words correctly* (year 3 and 4)	
•spelling some words correctly* (year 5 and 6)	
•producing legible joined handwriting.	

Working at the expected standard

I 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 mostly correctly	inverted commas
	commas for clarity
	punctuation for parenthesis
• making some correct use of	semi-colons
	dashes
	colons
	hyphens
• spelling most words correctly* (year 5 and 6)	
• maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	

What does this mean for Year six?

Working at greater depth within the expected standard	
I can write for a range of purposes and audiences	
•managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures	
•selecting verb forms for meaning and effect	
•using the full range of punctuation taught at key stage 2 mostly correctly, including	
	semi-colons to mark the boundary between independent clauses
	colons to mark the boundary between independent clauses

What does this mean for Year six?

English Tests:

Reading Test



One paper (1 hour) based on reading comprehension of three texts (analyzed to be for 15+).

"It is proven that children who are successful readers are more likely to be successful learners... Those who read at home are also thirteen times more likely to read at age expected level" **National Literacy Trust**

Slavin, Lake, Davis and Madden (2009) state: "Success in primary school is virtually synonymous with success in reading, and those children who lack the ability to read as they move to secondary education inevitably face problems in every subject as a result" (p.2).

What does this mean for Year six?

English Tests:

Reading Test

29 The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

3 marks

WHY READ FOR 20 MINUTES AT HOME?

Student A reads	Student B reads	Student C reads
• 20 minutes per day	• 5 minutes per day	• 1 minute per day
3600 minutes per school year	900 minutes per school year	180 minutes per school year
1 800 000 words per year	282 000 words per year	8 000 words per year
		
In the 90 percentile	In the 50 percentile	In the 10 percentile

By the end of primary school student A would have read the equivalent of 60 whole school days, student B, only 12 school days and C roughly 2.

Which student would you expect to have a better vocabulary? More successful?

WANT TO BE A BETTER READER AND WRITER? SIMPLY READ!

What does this mean for Year six?

Maths Tests:

Three papers in total



Paper One: Arithmetic (30 minutes)

Paper Two and Three: Reasoning and Solving Problems (40 minutes per paper)

Subject Area	Percentage of overall mark
Number, ratio and proportion and algebra	65-75%
Measurement, geometry and statistics.	25-35%

What does this mean for Year six?

Going forward:

Booster classes have started. Staff give up their own time after school on a Tuesday and Thursday, so I'm sure you appreciate the commitment of the staff.

All children are expected to attend both sessions finishing at 4.30pm. For these booster classes, the children are using the CGP books which the school will order at a reduced cost- these are bought by you.

Also, on a Tuesday morning (8:30-9), there is an extra maths booster class- this is optional.

CGP books will be nightly home learning in preparation for the booster classes.

How do I know how to support my child?

- We will inform you at parents evenings, just as we do now, about the progress of your child – but it won't be a level (Beginning, developing, secure)
- Children will have targets for Maths and English, that they should know.
- Keep communication open with staff.
- Ensure your child is reading every day for 15-20 minutes.
- Ensure you practise times tables every day. Just by knowing your times tables you will get invaluable marks.

Growth is never by
mere chance; it is
the result of
forces working
together.

James Cash Penney