

NATIONAL CURRICULUM ASSESSMENTS

Information Meeting 2018



BACKGROUND INFO

- New Curriculum introduced in September 2014
- New tests started Summer 2016

Changes include:

- No use of levels – children receive a standardised score
- No mental maths paper – replaced by arithmetic paper
- Higher expectations and knowledge of terminology in SPaG
- No level 6 papers



THE TESTS

- Reading Comprehension
- Spelling, Punctuation and Grammar (Short answer questions and Spelling test)
- Maths (Arithmetic test, 2 Reasoning papers)

- Writing will be based on teacher assessment gathered from a collection of evidence



READING COMPREHENSION

- One paper
- 1 hour long
- Mixture of multiple choice, short answer and longer answer questions
- Important to keep re-reading the text while answering questions

25 Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

Professor Summerlee.

Lord John.

Malone.

Professor Challenger.

_____ 1 mark

(b) At the start of the extract the men entered the forest...

carefully.

quickly.

fearfully.

noisily.

_____ 1 mark

31

Find and copy one word on page 9 that suggests Malone feels part of the team of explorers.

_____ 1 mark

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.



SPELLING, PUNCTUATION AND GRAMMAR

- Two papers – Short answer questions (45 minutes) and separate spelling test (20 words)

4

Which sentence has been punctuated correctly?

Tick one.

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

1 mark

17

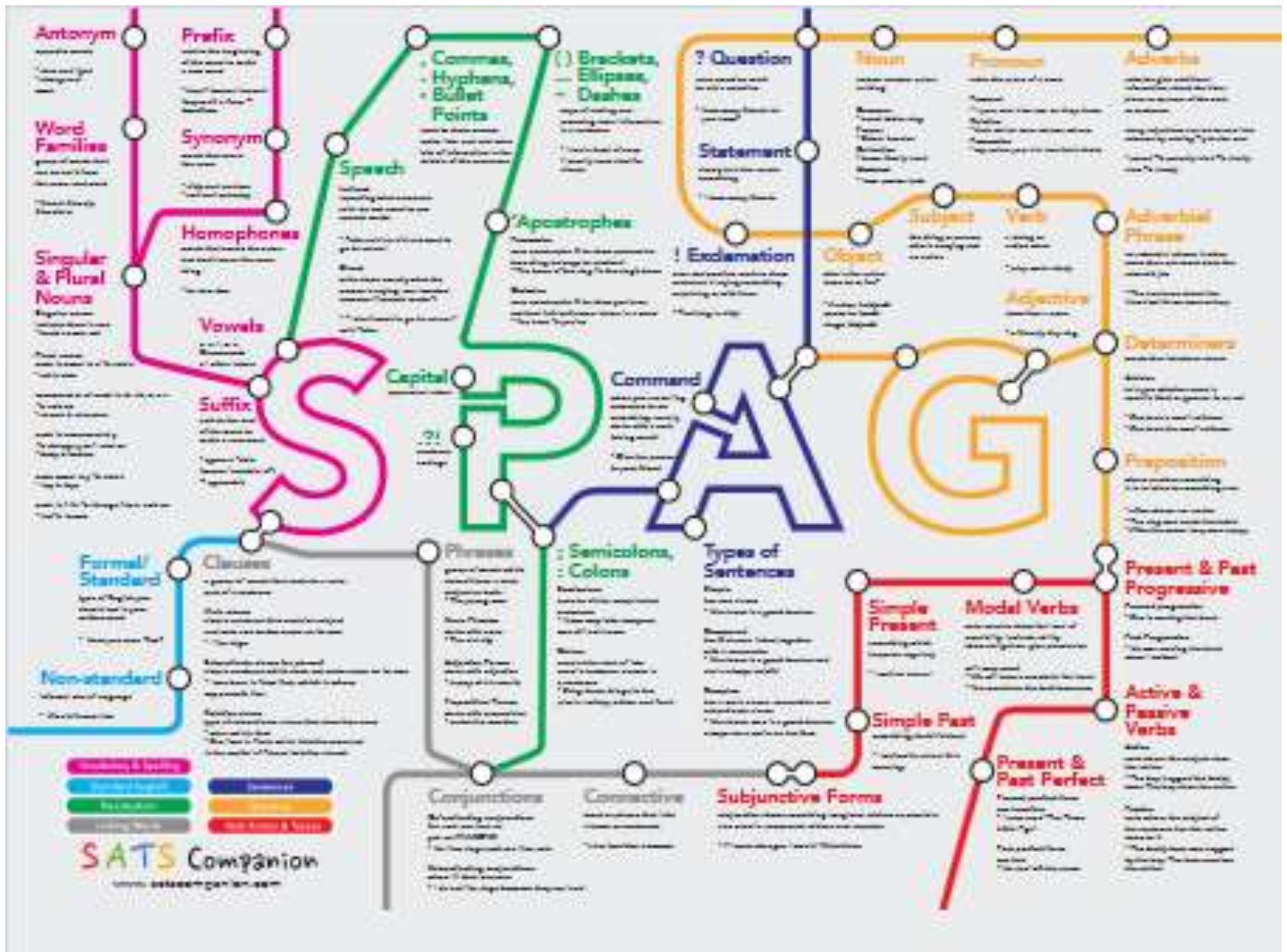
Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

- Sara wanted to be an explorer and _____ new lands.
- The spy was sent on a secret _____.
- For PE lessons, your clothes should be _____ and comfortable.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.		

1 mark





MATHS

- 3 papers
- Arithmetic test – 30 minutes
- Two reasoning papers – 40 minutes each

25

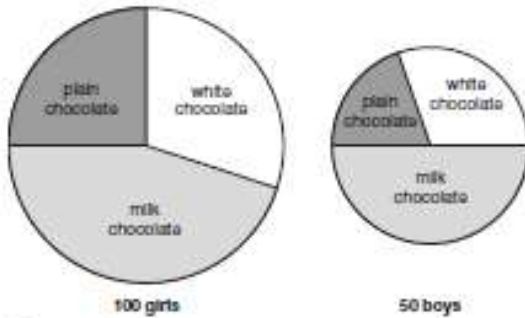
1 3 3 0 1 6

Show your method

2 marks

18 100 girls and 50 boys were asked which kind of chocolate they like best.

These two pie charts show the results.



Dev says,

"The pie charts show that more girls than boys liked milk chocolate best."

Dev is correct.

Explain how you know.

4 Here are some shapes made of squares. A fraction of each shape is shaded.

Match each shape to its equivalent fraction.

One has been done for you.

	$\frac{7}{10}$
	$\frac{3}{5}$
	$\frac{1}{2}$
	$\frac{4}{5}$
	$\frac{3}{10}$



WRITING

- Will not be assessed in test form
- Teacher assessment based on evidence collected between February half-term and May
- Looking at a range of evidence
- Work will be scrutinised and moderated across the year group, across the school and across the local cluster
- No longer best fit model of assessment – now secure fit



Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly* (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.⁷

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]



TIMETABLE

Monday 14th	Tuesday 15th	Wednesday 16th	Thursday 17th	Friday 18th
SPaG (Short answer and Spelling test)	Reading comprehension	Maths (Arithmetic and Reasoning 2)	Maths (Reasoning 3)	No tests



SCORES AND REPORTING

- Each paper will have a raw score.
- This will be converted to a scaled score.
- Confirmation that the national standard has or has not been attained.



TEACHER ASSESSMENT

- Schools are required to report teacher assessments for Reading, Writing, Maths and Science. It is carried out as part of teaching and learning.
- Teacher Assessment provides a judgement that is based on knowledge of how the pupil has performed over time and in a variety of contexts.



HOW YOU CAN HELP

- CGP Books
 - Mathletics
 - Emaths
 - KS2 Bitesize
 - Gov.uk
 - www.satspapers.org.uk
 - APPS
-
- Breakfast Club



ANY QUESTIONS?

