

# **NATIONAL CURRICULUM ASSESSMENTS**

Information Meeting 2020



# 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

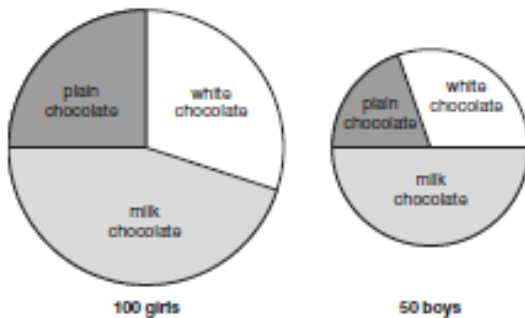
1 3 3 0 1 6

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 will be an ongoing process from now onwards
- Looking at a range of evidence
- Work will be scrutinised and moderated across the year group and across the school
- Not all skills need to be evidenced in all pieces



### 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 punctuation mostly correctly:   | capital letters             |  |
|   | full stops                  |  |
|   | question marks              |  |
|   | commas for lists            |  |
|   | apostrophes for contraction |  |
| spell correctly most words from the year 3 / year 4 spelling list   |                             |  |
| spell correctly some words from the year 5 / year 6 spelling list*  |                             |  |
| write legibly <sup>1</sup>  |                             |  |

### Working at greater depth within the expected standard:

|   |  |  |
|---|--|--|
| 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 writing <sup>2</sup> 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. <sup>3</sup>               |  |  |

### 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        |  |  |
| 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       |  |  |
| use a conjunctions, adverbials of time and place, pronouns and synonyms to build cohesion 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:   |  |  |
| <ul style="list-style-type: none"> <li>• inverted commas</li> <li>• other punctuation to indicate direct speech</li> </ul> |  |  |
| spell correctly most words from the year 5/year 6 spelling list  |  |  |
| Use a dictionary to check the spelling of uncommon or more ambitious vocabulary  |  |  |
| maintain legibility in joined handwriting when writing at speed.   |  |  |





# TIMETABLE

| <b>Monday<br/>11th</b>                | <b>Tuesday<br/>12th</b> | <b>Wednesday<br/>13th</b>          | <b>Thursday<br/>14th</b> | <b>Friday<br/>15th</b> |
|---------------------------------------|-------------------------|------------------------------------|--------------------------|------------------------|
| 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, 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

- Athletics
- Emaths (learning resources and past test papers)
- KS2 Bitesize
- [www.satspapers.org.uk](http://www.satspapers.org.uk)
- Mobile APPS
  
- Maths and Reading Workshops (Monday 16<sup>th</sup> March and Thursday 26<sup>th</sup> March)
- Breakfast Club



**ANY QUESTIONS?**

