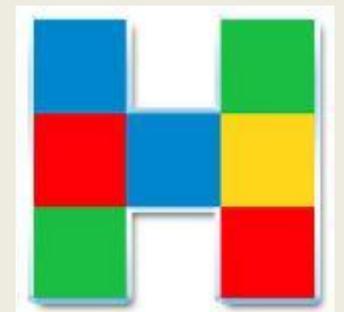
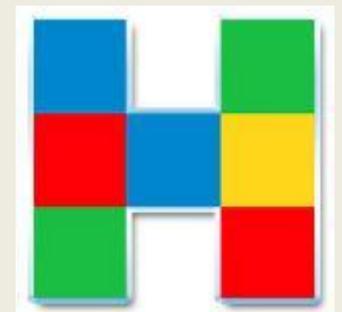


# End of Key Stage Tests May 2019

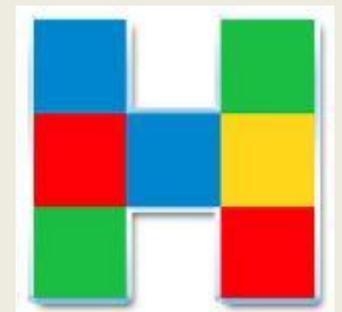


- Timetable
- Tests
  - Spelling, Grammar and Punctuation
  - Reading
  - Mathematics
- Writing
- Reporting to Parents
- Preparations
- Questions



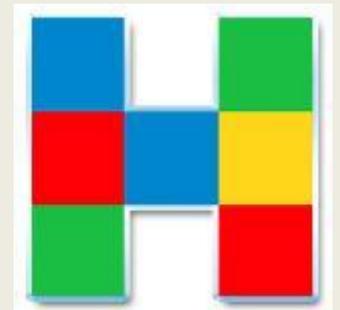
# Timetable

	Morning (Before break)	Morning (After break)
Monday 13 May	<b>English grammar, punctuation and spelling: paper 1</b>	<b>English grammar punctuation and spelling: paper 2</b>
Tuesday 14 May	<b>English reading test</b>	
Wednesday 15 May	<b>Mathematics</b> Paper 1 Arithmetic	<b>Mathematics</b> Paper 2 Reasoning
Thursday 16 May	<b>Mathematics</b> Paper 3 Reasoning	
Friday 17 May	<b>No Tests</b>	



# Grammar, Punctuation and Spelling

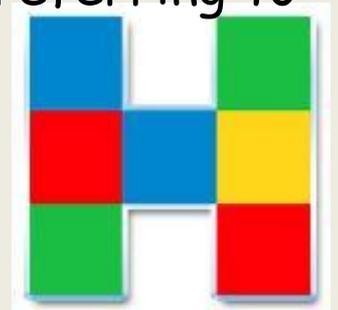
- 2 papers
  - Paper 1 Grammar and punctuation
    - Knowing and applying grammatical terminology
    - 45 mins
    - 50 marks
  - Paper 2 Spellings
    - 20 marks
- Total marks = 70



# Reading Test

1 hour to read 3 texts and answer questions

- 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.'
- Total marks = 50



# Mathematics

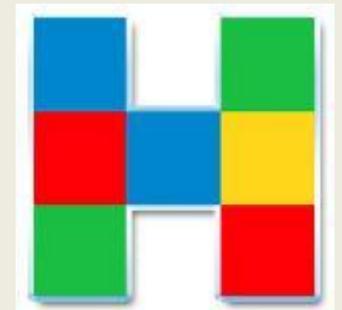
- 3 papers
  - Paper 1 arithmetic
    - 30 mins
    - Written calculations
    - 40 marks
  - Paper 2 and 3 reasoning
    - 40 mins
    - Word problems
    - Application of maths knowledge
    - 35 marks per paper

Total marks = 110



# Writing

- Teacher Assessment
  - Do not meet 'working towards'
  - Working towards the expected standard
  - Working at the expected standard
  - Working at greater depth within the expected standard



# Reporting to Parents

Teacher assessment for writing and science

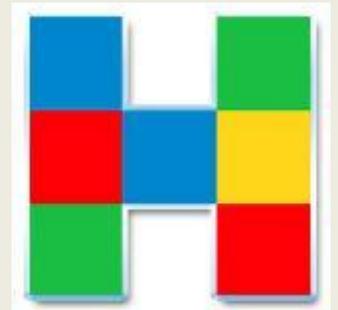
- Working at the expected standard
- Do not meet the expected standard



# Reporting to Parents

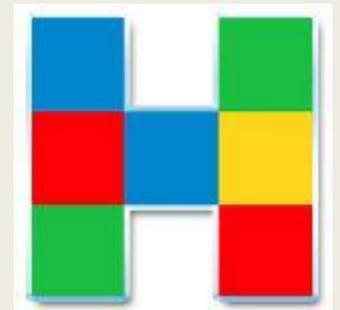
## Scores

- RAW Score - points scored in the test
- SCALED score ranging from 80 - 120
  - Scale Score of 100 or more
    - 'working at the expected standard'
  - Scale Score less than 100
    - 'working below the expected standard'



# Preparation

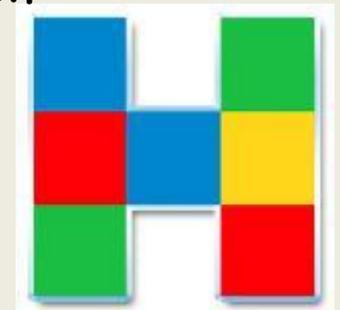
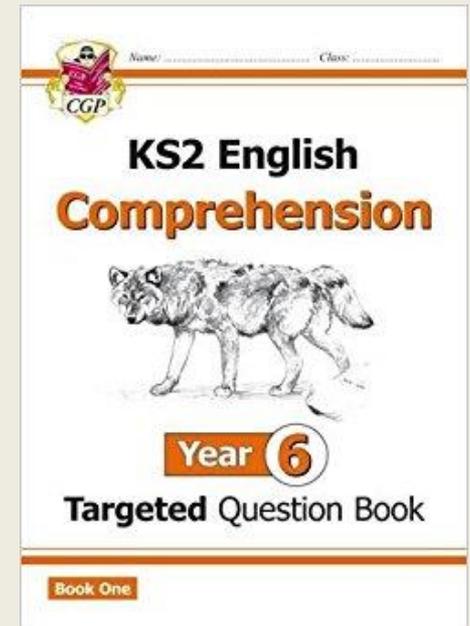
- Grammar
  - Grammar Books
  - Homework
  - In class regular Grammar activities
- Writing
  - Show Grammar at expected standard
  - Regular extended writing activities



# Preparation

- Reading

- Paper reviews
- Reading comprehension work book
- Predict what will happen next
- Read between the lines
- Words in context
- Record all reading at home
  - Children should do an activity based on their reading
  - Read a variety of texts



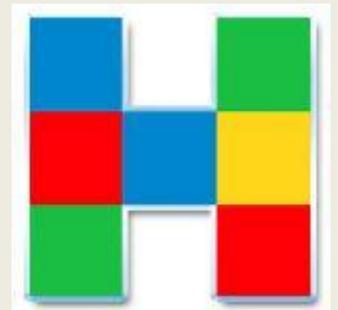
# Reading Preparation

<p><b>Vocabulary</b> Find and explain the meaning of the word in context.</p>	<p>What do the words ....and .... suggest about the character/setting/mood? Which word tells you that.....? Find one word in the text which means..... Find a word or phrase which shows/ suggests that .....</p>
<p><b>Infer</b> Make and justify inferences using evidence from the text.</p>	<p>How do these words make the reader feel? How does the paragraph suggest this? How do the descriptions of ..... show that they are .....? What was ..... thinking when .....? Who is telling the story?</p>
<p><b>Predict</b> Predict what might happen from the details given and implied.</p>	<p>From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen next? What does this paragraph suggest will happen next?</p>
<p><b>Explain</b> Explain how meaning is enhanced by the choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p>	<p>Why is the text arranged this way? What structures has the author used? The mood of the character changes throughout the text. Find and copy the phrases that show this. How does the author engage the reader here?</p>
<p><b>Retrieve</b> Retrieve and record information and identify key details from fiction and non-fiction.</p>	<p>How would you describe this story/text? What genre is it? How do you know? How did....? How often ....? Give one example of .....</p>
<p><b>Summarise</b> Summarise the main ideas from more than one paragraph</p>	<p>Can you remember these events 1-5 in order that they happened? What happened after.....? What was the first thing that happened in the story?</p>



# Preparation

- Mathematics
  - Intervention groups
  - In class - question reviews
  - Rapid recall of times tables
  - Divide and multiply by 10, 100, 1000
  - How much change from ...
  - Vocabulary - multiple, prime number
  - Homework activities



# Any Questions?

