Walk On Water

Statutory Assessments at St. Paul's



Aims

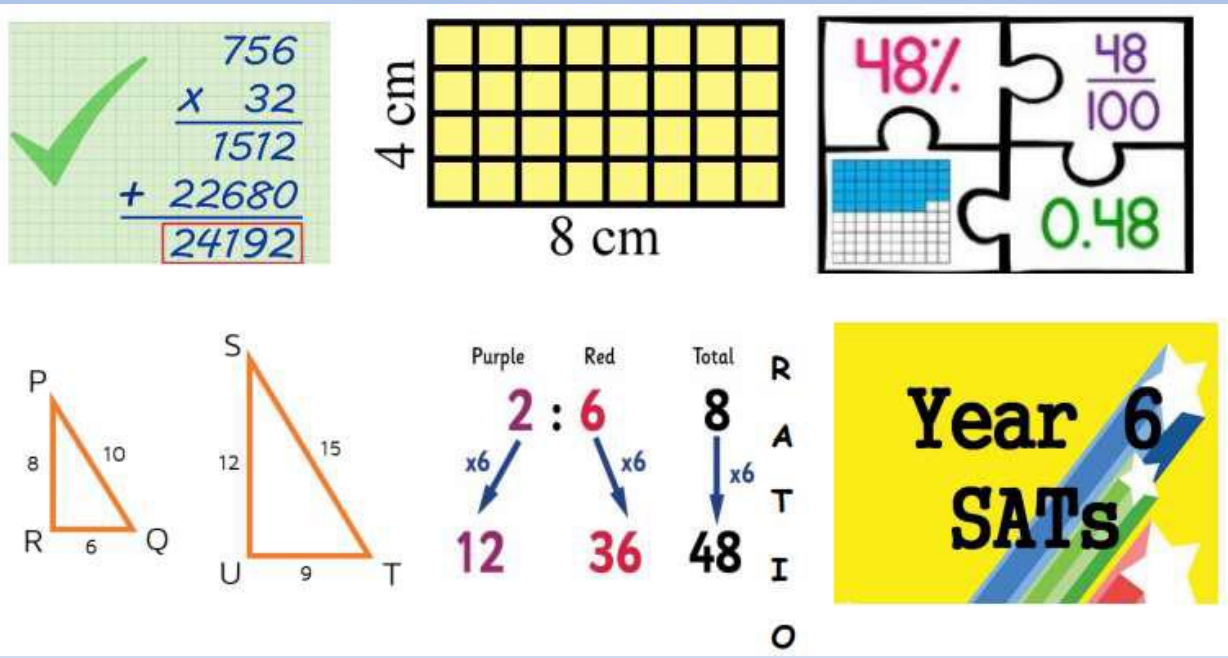
- To gain an understanding of the Y4 Multiplication Times Tables Check.
- To understand how the KS2 SATS tests are administered and what they involve.
- To understand how statutory assessments are important for Secondary School.

Times Tables - National Curriculum Expectations

Year Group	Expectation
Year 1	Count in multiples of 2, 5 and 10. Recall and use all doubles to 10 and corresponding halves.
Year 2	Recall and use multiplication and division facts for the 2, 5 and 10 times tables including recognizing odd and even numbers.
Year 3	Recall and use multiplication and division facts for the 3, 4 and 8 times tables.
Year 4	Recall and use multiplication and division facts for tables up to 12 x 12
Year 5	Revision of all times tables and division facts up to 12 x 12
Year 6	Revision of all times tables and division facts up to 12 x 12

Why is multiplication important?

- Times tables knowledge underpins much of the primary Maths curriculum.
- Mastering times tables and having the ability to quickly recall known facts is a necessary step to approaching more challenging topics as they progress through school.



What is the MTC?

The Multiplication Tables Check is a statutory assessment which all children in **Year 4** are required to take.

The aim of the multiplication check is to determine whether Year 4 pupils can recall their multiplication tables up to 12 x 12 fluently as outlined in the National Curriculum.

How is the MTC test administered?

- The times table test is online and on screen – children need to practise doing this on ipads/laptops which is where TTRS is really good to use.

- Only multiplication will be checked – not division.

- The test will take place in a 2-week window in June – there is no set date and no expectation of the children all taking it at the same time.

- The children have 6 seconds from the time the question appears to input their answer and they will have 25 questions with a three second pause between each question.

- Questions on the 6, 7. 8, 9 and 12 times tables are more likely to be asked than the 2, 3, 4, 5, 10 or 11 multiplication tables.

- There will be no questions from the 1x table and there will only be a maximum of 7 questions from the 2, 5 and 10 times tables.

How is the MTC test administered?

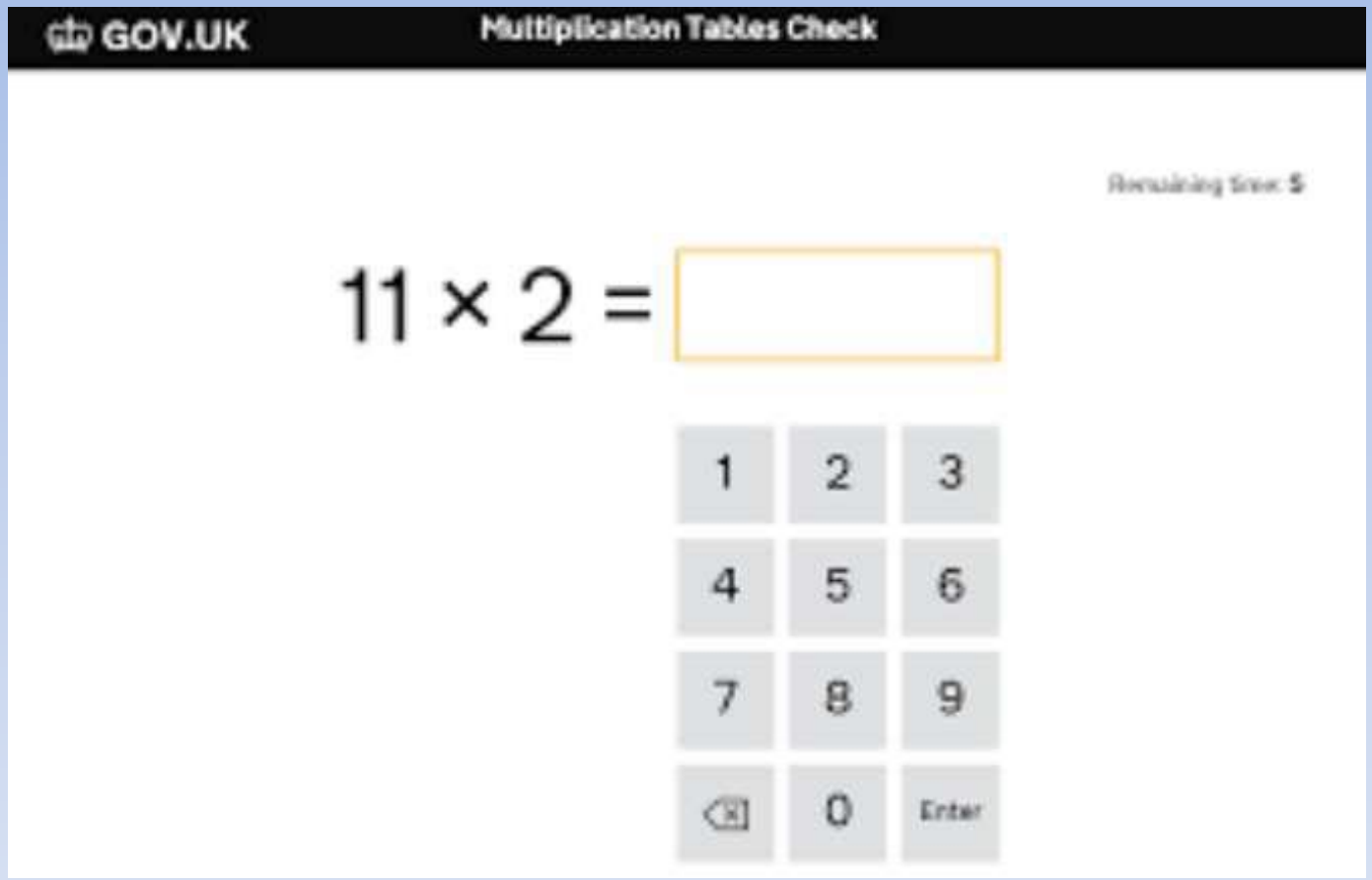
- Children will only be able to take the test once.
- Scores will be reported to parents.
- Children may only be considered to be fluent if they score full marks.

Department for Education

The DfE state that the motivation behind the MTC is purely to allow teachers a chance to identify children who need some more help with their times tables to stop them from falling further behind their peers as they move up to Year 5 and then Year 6.

Department for Education

An example:



What if my child does not achieve full marks?

The MTC will serve as a measure of how well children understand and can recall their times table knowledge.

Any child who does not achieve full marks in the MTC, will receive further additional support to plug any gaps in their times table knowledge in Years 5 and 6.

The MTC will serve as a helpful tool for teachers and schools in identifying children with gaps in their mathematical knowledge.

What are we doing in school to prepare?

- Times tables are taught discretely once a week and the children are also tested once a week.
- Frequent practise of the MTC is carried out every few weeks.
- All children have access to a Times Table Rockstars account. This includes excellent online games where children are encouraged to practice their tables in a competitive way.
- Children complete my mini maths every day which always includes a multiplication question.
- Times table games are played throughout the week.

How can you help at home?

Encourage your child to actively use Times Tables Rockstars (preferably using a tablet or phone). Use the soundcheck a lot.

Quiz your children regularly and at random on their times tables. This could be done whilst cooking tea together, during car journeys or on the walk to school.

Show your children some fun 'tricks' for remembering the trickier times tables, like nines or the sevens.

Use times table wall charts at home

Create flashcards with your child for each times table and play games like snap or matching them up in specific time. This works well as a competition between siblings, parents or even other family members!

Challenge your children to 'beat Siri' in their times tables!

Support school in any times table practice we send home.

Key Stage 2 SATs – Year 6

Demonstrating learning in Key Stage 2 (Years 3-6).

12th-15th May 2025

Key Stage 2 SATs – Year 6

Monday 12th May 2025 SPaG	Tuesday 13th May 2025 Reading	Wednesday 14th May 2025 Maths	Thursday 15th May 2025 Maths
Paper 1 – SPaG questions worth 50 marks. 45 minutes	Reading booklet - three texts (including at least one story and one non-fiction text) and comprehension questions worth 50 marks. 60 minutes	Paper 1 – arithmetic. Calculations involving four operations, fractions, decimals and percentages worth 40 marks. 30 minutes	Paper 3 – reasoning. Questions involving mathematical fluency, problem-solving and reasoning, worth 35 marks. 40 minutes
BREAK		BREAK	
Paper 2 - 20-word spelling test worth 20 marks. Approx. 30 minutes		Paper 2 – reasoning. Questions involving mathematical fluency, problem-solving and reasoning, worth 35 marks. 40 minutes	

Reading

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases in the text

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."
"A beast?"
"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like

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

30 Tick to show which sentence uses the **past progressive**.

Tick **one**.

After Ali finished his homework, he went out to play. ☐

Gemma was doing her science homework. ☐

Jamie learnt his spellings every night. ☐

Anna found her history homework difficult. ☐

Spelling 13: The word is **re-enter**.
Jane had to **re-enter** the cloakroom to get her gloves.
The word is **re-enter**.

Spelling 14: The word is **parachute**.
The skydiver released her **parachute**.
The word is **parachute**.

Spelling 15: The word is **abundance**.
There is an **abundance** of blackberries at the end of the summer.
The word is **abundance**.

Spelling 16: The word is **unavoidably**.
Ali was **unavoidably** late for school.
The word is **unavoidably**.

Spelling

Spelling, Punctuation and Grammar

35 Explain how the use of **commas** changes the meaning in the two sentences.

Mangoes, which are grown in hot countries, taste delicious.

Mangoes which are grown in hot countries taste delicious.

_____

_____

34

3 7 | 2 3 3 1

32

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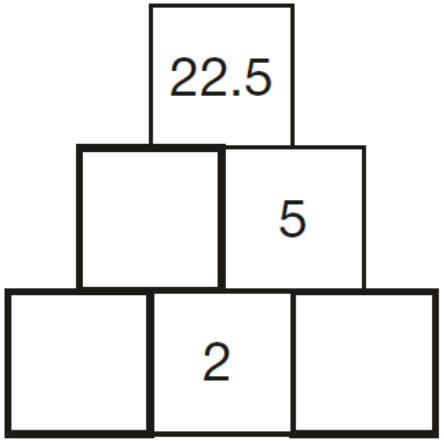
Arithmetic

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.



16 Lara chooses a number less than 100

She divides it by 3 and then subtracts 11

She then divides this result by 2

Her answer is 10.5

What was the number she started with?

Key Stage 2 - Writing

Teachers assess writing by gathering evidence against the National Curriculum's Teacher Assessment Framework.
Hertfordshire County Council will moderate schools every four years to ensure accurate judgements.

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]

Key Stage 2 - Writing

Walk On Water

With God ALL THINGS ARE possible

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.[2]

Key Stage 2 - Writing

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 writing[3] 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.^

Walk On Water

With God ALL THINGS ARE possible

What impact do SATS have when moving into Secondary School?

Please avoid using papers online as these will be covered in school.

See further examples of previous SATs papers.

Do you have any questions?