



Key Stage 2 SATs Presentation for Parents and Carers

Cake Week!

When and how the SATs are completed

The tests take place during normal school hours, under exam conditions.

Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.

After the tests are completed, the papers are sent away to be marked externally.

The results are then sent to the school in July.

Tests have different time allocations:

Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) – 45 minutes – Tuesday 9th May

Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes – Tuesday 9th May

Reading – 60 minutes – Wednesday 10th May

Maths (paper 1: Arithmetic) – 30 minutes Thursday 11th May

Maths (paper 2: Reasoning) – 40 minutes Thursday 11th May

Maths (paper 3: Reasoning) – 40 minutes Friday 12th May

Specific arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

Additional (extra) time;

Tests being opened early to be modified;

An adult to scribe (write) for them;

Using word processors independently;

An adult to read for them (including a translator);

The use of prompts or rest breaks;

Arrangements for children who are ill or injured at the time of the tests.

Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.

Pupils working above and below age related expectations

- The tests are designed for all children who are either 'Working Towards' the expected standard, 'Meeting' the expected standard or working at 'Greater Depth' within the expected standard.
- Each test will have scope for higher-attaining pupils to show their strengths. This means that some questions towards the end of the tests may be more difficult for many children, but they should be encouraged to attempt as much of the test as they can.

Results – July
grade boundaries change from year to year!

Grammar, Punctuation and Spelling: Tuesday 9th May

Grammar, punctuation and spelling consists of two papers.

Paper 1 focuses on all three elements (grammar, punctuation and spelling or GPS). The paper lasts for 45 minutes.

Paper 2 consists of a spelling test only. It should take approximately 15 minutes, although this is not a set amount of time (pupils should be given as much time as they need to complete the test).

Grammar, Punctuation and Spelling: Paper I (GPS)

Example questions:

4

Which sentence must end with a **question mark**?

Tick **one**.

Shall we go round the fitness trail in the park ☐

We could go tomorrow if you like ☐

What I really like is the rope bridge ☐

Let me know what you would like to do ☐

1 mark

37

Complete the sentence below with an appropriate **subordinating conjunction**.

_____ it rained all afternoon, the picnic was a success.

1 mark

32

The teacher wants to write a sign to remind children to turn the lights off.

Write the **command** that the teacher might use on the sign.
Remember to punctuate your answer correctly.

1 mark

Grammar, Punctuation and Spelling: Paper 2 (spelling)

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

Spelling

1. The children were _____ the objects from smallest to largest.
2. Do not show _____ to anyone.
3. I was given a _____ award.

2022 Spelling script

Spelling 1: The word is **ordering**.

The children were **ordering** the objects from smallest to largest.

The word is **ordering**.

Spelling 2: The word is **disrespect**.

Do not show **disrespect** to anyone.

The word is **disrespect**.

Spelling 3: The word is **special**.

I was given a **special** award.

The word is **special**.

Reading: Wednesday 10th May

There is one reading test that lasts for 60 minutes.

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of non-fiction, fiction and/ or poetry.

The test covers the following areas (known as Content Domains) and link to our 'VIPERS' skills:

Give/ explain the meaning of words in context;

Retrieve and record information/ identify key details from fiction and non-fiction;

Summarise main ideas from more than one paragraph;

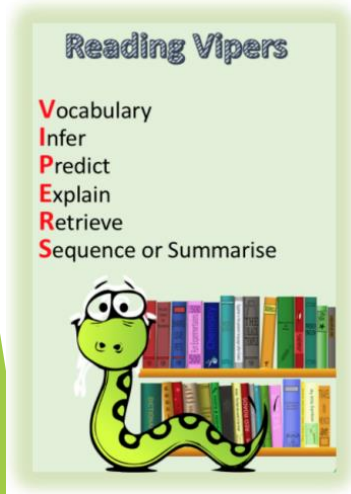
Make inferences from the text/ explain and justify inferences with evidence from the text;

Predict what might happen from details stated and implied;

Identify/ explain how information/ narrative content is related and contributes to meaning as a whole;

Identify/ explain how meaning is enhanced through choice of words and phrases;

Make comparisons within the text.



Reading

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–11 are about *The Parsnips* (pages 4–6)

1 Veronika's football team has two names.

What are the **two** names?

1. _____

2. _____

THE CLUB – THE FACTS

Name: Parrs Under 11s, also known as "The Parsnips"

Ground: Lornton FC, Low Road, Lornton

Capacity: 500

Plays in: The Nettie Honeyball Women's League

Sponsor: Sweet Peas Garden Centre, Mowborough

Coach: Hannah Preston

Assistant coach: Katie Regan

Qu.	Requirement	Mark
1	<p>Veronika's football team has two names.</p> <p>What are the two names?</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to Parrs Under 11s and The Parsnips, e.g.</p> <ul style="list-style-type: none">• <i>The Parsnips</i>• <i>Parsnips</i>• <i>Parrs under 11s</i>• <i>Parrs</i>.	1m

Reading

Example questions:

Based on text 2: My Circus Life

- 17** Look at page 9.
- Vladik is always changing his *Dralion* performance.
- Give **two** ways that these changes to his performance happen.
1. _____
 2. _____
- 2 marks

Do those changes happen naturally, or are you looking for ways to change it?

Sometimes those changes happen naturally, yeah. Sometimes I say to myself, "Wait a minute! I'm doing this differently." I don't know how it even happens. Some things, of course, I modify deliberately; I add a trick in or something. It's easy to do it in practice. I have many, many tricks in training. But when you're on stage, it's different because you really have to have it perfect. Especially because you get used to doing the same things for that long. So when you start to put in something new, you automatically feel your body doing something wrong. [Laughs]

Qu.	Requirement	Mark
17	<p>Look at page 9.</p> <p>Vladik is always changing his <i>Dralion</i> performance.</p> <p>Give two ways that these changes to his performance happen.</p> <p>Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none">1. Vladik's performance changing naturally / without him knowing how it happens, e.g.<ul style="list-style-type: none">• <i>changes happen naturally</i>• <i>he just does the changes and he doesn't even realise.</i>2. Vladik deliberately making changes to his performance, e.g.<ul style="list-style-type: none">• <i>he modifies them on purpose</i>• <i>they happen deliberately.</i>3. Vladik adding a trick, e.g.<ul style="list-style-type: none">• <i>putting in a new trick.</i>	Up to 2m

Reading

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2022 Reading SATs paper,

10% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;

38% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;

44% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.

Maths: Thursday 11th May and Friday 12th May

The maths assessments consist of three tests.

Paper 1: Arithmetic (30 minutes) – Thursday 11th May

Paper 2: Reasoning (40 minutes) – Thursday 11th May

Paper 3: Reasoning (40 minutes) – Friday 12th May

Maths Paper 1: Arithmetic

The maths arithmetic paper has a total of 40 marks and lasts for 30 minutes.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BIDMAS), percentages of amounts and calculating with decimals and fractions.

Example questions:

6	$6.48 + 8.6 =$ <div>$\begin{array}{r} 6.48 \\ + 8.6 \\ \hline 15.08 \\ 1 \end{array}$</div> <div>15.08</div> <div><input type="checkbox"/> 1 mark</div>	15	$4,172 = 596 \times 7$ <div>$\begin{array}{r} 596 \\ \times 7 \\ \hline 4172 \\ 64 \end{array}$</div> <div></div> <div><input type="checkbox"/> 1 mark</div>
27	$15\% \text{ of } 3,200 =$ <div>$\begin{array}{l} 10\% \text{ of } 3,200 = 320 \\ 5\% \text{ of } 3,200 = 160 \\ 15\% \text{ of } 3,200 = 480 \end{array}$</div> <div>480</div> <div><input type="checkbox"/> 1 mark</div>	35	$6 + 4 \div 2 =$ <div>$\begin{array}{l} 4 \div 2 = 2 \\ 6 + 2 = 8 \end{array}$</div> <div>8</div> <div><input type="checkbox"/> 1 mark</div>

Maths Paper 2 and 3: Reasoning

Paper 2 will take place on Thursday 11th May and paper 3 will take place on Friday 12th May. These tests have a total of 35 marks each and lasts for 40 minutes each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

Number and place value (including Roman numerals);

The four operations;

Geometry (properties of shape, position and direction);

Statistics;

Measurement (length, perimeter, mass, volume, time, money);

Algebra;

Ratio and proportion;

Fractions, decimals and percentages.

Maths Paper 2 and 3: Reasoning

Example questions:

6

Emma has a 5 litre bag of compost.



She uses 2.75 litres.

How much compost does Emma have left?

litres

1 mark

7

In a race, Ali completes a swim, a run and a bicycle ride.

The swim is $\frac{1}{10}$ of the total distance.

The run is $\frac{3}{10}$ of the total distance.

What fraction of the total distance is the **bicycle ride**?

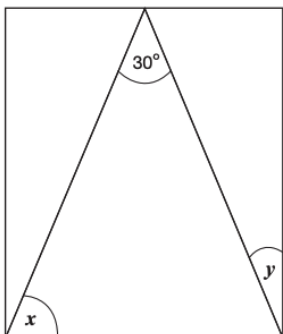
1 mark

Maths Paper 2 and 3: Reasoning

Example questions:

24

Here is an **isosceles** triangle inside a rectangle.



Not to scale

Calculate the sizes of angles x and y .

Show your method

$x =$

°

$y =$

°

2 marks

24

Award **TWO** marks for the correct answer of $x = 75$ **AND** $y = 15$

If the answer is incorrect, award **ONE** mark for evidence of an appropriate method calculating both angles, e.g.

- $180 - 30 = 150$
 $150 \div 2 = 70$ (error)
 $90 - 70$

OR

Award **ONE** mark for either correct x **OR** y .

Up to 2m

Answer need not be obtained for the award of **ONE** mark.

If there is no evidence of an appropriate method and the values for x **AND** y are incorrect, accept for **ONE** mark $x + y = 90$, unless x is between 65–69 (inclusive) **AND** y is between 21–25 (inclusive).

Supporting your child in preparing for the SATs

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best.
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Practise the key skills of reading, spelling and arithmetic (e.g. times tables) regularly
- Don't use past papers as they are used in school to prepare the children
- Talk to your child's class teacher if you have any concerns rather than worry your child – we can often suggest resources for extra practice or reassure you/your child about particular worries
- Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful
- Give your child time to go outside and reduce screen time
- Ensure your child is eating and drinking well and getting a good amount of sleep – especially during SATs week

How to help your child with reading

- We want to encourage a love of reading but also ensure that children develop fluency and comprehension skills
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions
- Look up definitions of unfamiliar words together – you could use a dictionary, the internet or an app on a phone or tablet
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides. Encourage your child to have a varied 'diet' of what they read.
- Encourage your child to keep a record in their reading diaries, using the suggested sentence openers to help them develop their responses.

How to help your child with maths

- Play times tables games eg TTRockstars
- Play mental maths games, including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time – both using analogue and digital clocks
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers eg dominoes, cards

How to help your child with writing

- Practise and learn weekly spelling lists – use Spelling Shed to support this
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).

Things to remember about SATs

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.

SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year. Your school may be able to provide you with more detailed feedback.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.