



# KS2 SAT INFORMATION EVENING

Wednesday 31<sup>st</sup> January 2024

# Assessment

## KS2 SATs Papers:

- Grammar, Spelling and Punctuation
- Reading
- Maths paper 1 (arithmetic); Maths papers 2 & 3 (reasoning)
- Writing (continually assessed)
- Science

We also submit teacher assessment judgements before the SATs results come out.

# Key Dates

- SATs week Monday 13<sup>th</sup> – Thursday 16<sup>th</sup> May

Monday 13 <sup>th</sup> May 2023	English grammar, punctuation and spelling test: <ul style="list-style-type: none"><li>• Paper 1, short answer questions.</li><li>• Paper 2, spelling.</li></ul>
Tuesday 14 <sup>th</sup> May 2023	English reading test
Wednesday 15 <sup>th</sup> May 2023	Mathematics: <ul style="list-style-type: none"><li>• Paper 1 arithmetic test</li><li>• Paper 2 reasoning</li></ul>
Thursday 16 <sup>th</sup> May 2023	Mathematics: <ul style="list-style-type: none"><li>• Paper 3, reasoning</li></ul>

# Grammar, Punctuation and Spelling - External

Some of the terminology that the children need to know and understand:

- **Adverbials**
- **Determiners**
- **Active/passive voice**
- **Prepositional phrases / Noun phrases**
- **Subordinating / Co-ordinating conjunctions**
- **Perfect form / progressive form of verbs**
- **Use of brackets, dashes, hyphens, semi-colons**

# Grammar – example questions

1. Rewrite the sentence below so that it is in the **passive voice**:

I broke the window.

2. Circle all the **determiners** in the sentence below:

Two apple trees screened the open windows on one side.

3. Underline the **subordinate clause** in the sentence:

Although his Mum thought they were very smart, Peter disliked his new trousers.

# Example spelling test

1. pronunciation

2. conscience

3. controversy

4. hindrance

5. mischievous

6. signature

7. privilege

8. existence

9. accommodate

10. equipped

# Reading – Externally marked

- 1 hour
- Different text types
- Tests pupils' ability to retrieve, infer, deduce, comment on its structure and explain an author's intent.
- Variety of question types: multiple choice; single word answers; key phrases; explanation of vocabulary; longer, more detailed answers requiring opinions.

And I was struck by the beauty you can only see underground. Etched on a wall, as big as my hand, are the delicate fronds of soft coral. Further on, a long expanse of wall seems to have been covered in melted candle wax: in fact it's rock, and the surreal effect is produced by the same process that makes stalactites. Here, mineral crystals sparkle in the light of our lamps; there, along a rock face worn glassy smooth, the swirls and backflows of millions of years of flowing water have left their intricate patterns on the solid rock. Emerging, at last, into the fading daylight, all four of us beginners were babbling, laughing, exhilarated. We'd been challenged, and we'd come through. Sure, we'd skipped Challenge Cavern and Sardine Chamber, and the sump, where icy water flows through an airless tube and cavers hold their breath and swim against the current, in total blackness, to reach air on the other side, six metres away. Those treats could wait. We'd done plenty for one day.



# Reading Question Example

Look at the text, starting from *And I was struck by the beauty ...* to the end of the article.

Explain the writer's thoughts and feelings.

***up to 3 marks***

# Teacher Assessment of Writing – Internal assessment

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue and themes
- selecting vocabulary and grammatical structures
- using a range of cohesive devices, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures
- using adverbs, preposition phrases and expanded noun phrases effectively
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly (years 5 and 6)
- maintaining legibility, fluency and speed in joined- up-handwriting

# Maths – Externally marked

- The children will sit 3 maths papers.
- Paper 1: **arithmetic**, 30 minutes
- Papers 2 and 3: **reasoning**, 40 minutes per paper (*no calculators are allowed*).
- The papers are testing a broad range of mathematical skills including number, algebra, shape & space, measures, data handling and most importantly their ability to use and apply their knowledge.
- There is a greater emphasis upon their reasoning skills and the paper will include problems based upon all of their KS2 learning.
- The children are encouraged to ask for reading support during both paper 2 and paper 3.

# Maths

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.

Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem

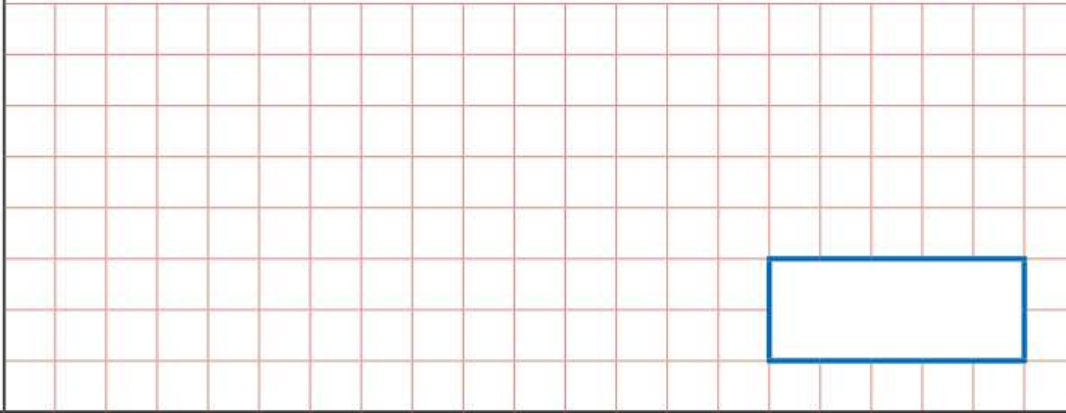
# The Reasoning tests may also include ...

- Comparing and ordering fractions  $>1$
- Long division
- 4 operations with fractions
- Calculate decimal equivalents of fractions
- Understand and use order of operations
- Plot points in all 4 quadrants
- Generate and describe linear sequences
- Convert between miles and km
- Name radius / diameter and know relationship
- Use formulae for area / volume of shapes
- Calculate area of triangles / parallelograms
- Calculate volume of 3D shapes
- Use letters to represent unknowns (algebra)
- Find solutions to unknowns in problems

# Arithmetic

10

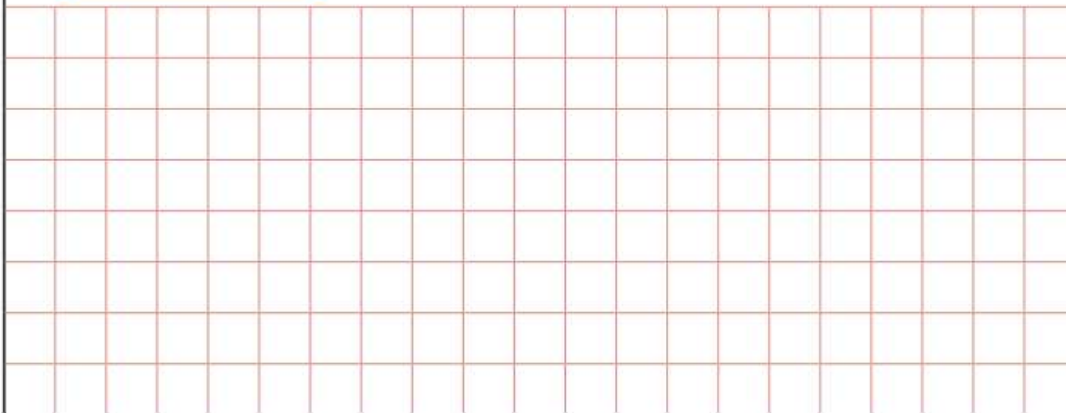
$$91 \div 7 =$$



1 mark

11

$$\boxed{\phantom{000}} = 87 - 65$$



1 mark

# Maths – Reasoning Paper example questions

A cat sleeps for **12 hours** each day.

**50%** of its life is spent asleep.



Write the missing percentage.

A koala sleeps for **18 hours** each day.

 %

of its life is spent asleep.



1 mark

17

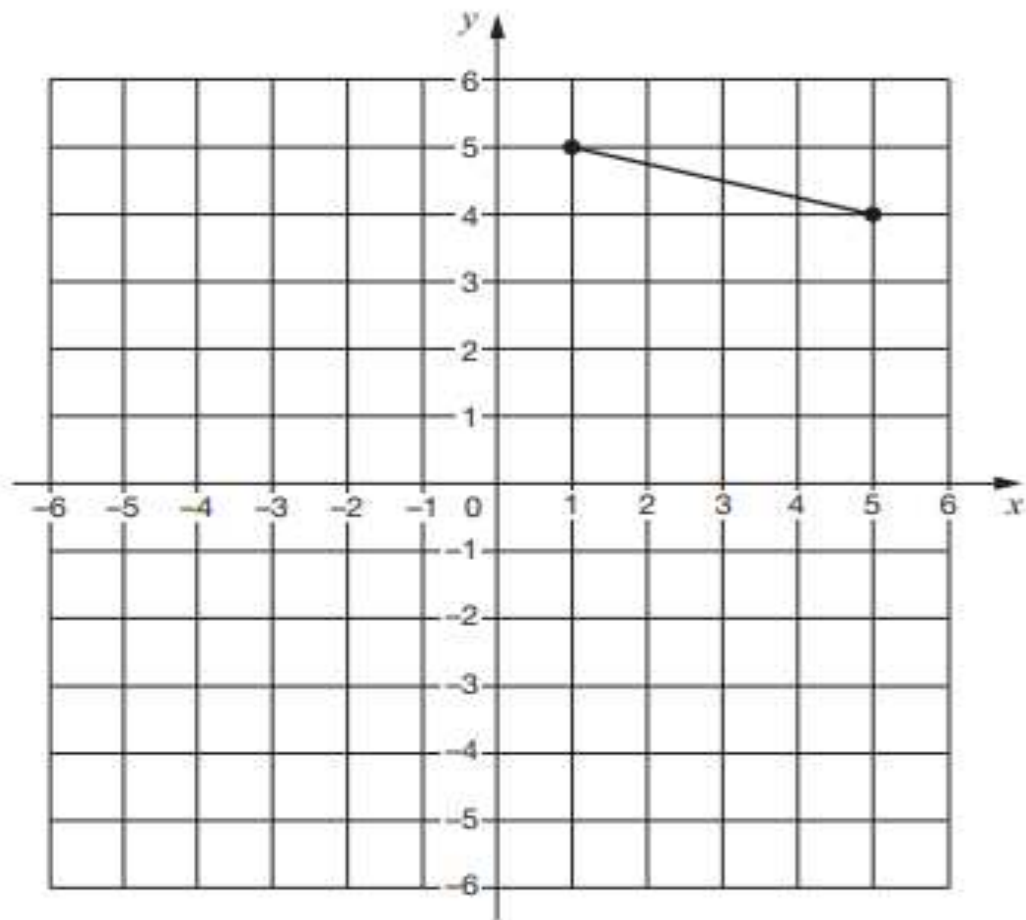
The vertices of a quadrilateral have these coordinates.

 $(1, 5)$  $(5, 4)$  $(1, -3)$  $(-3, 4)$ 

One side of the quadrilateral has been drawn on the grid.

Complete the quadrilateral.

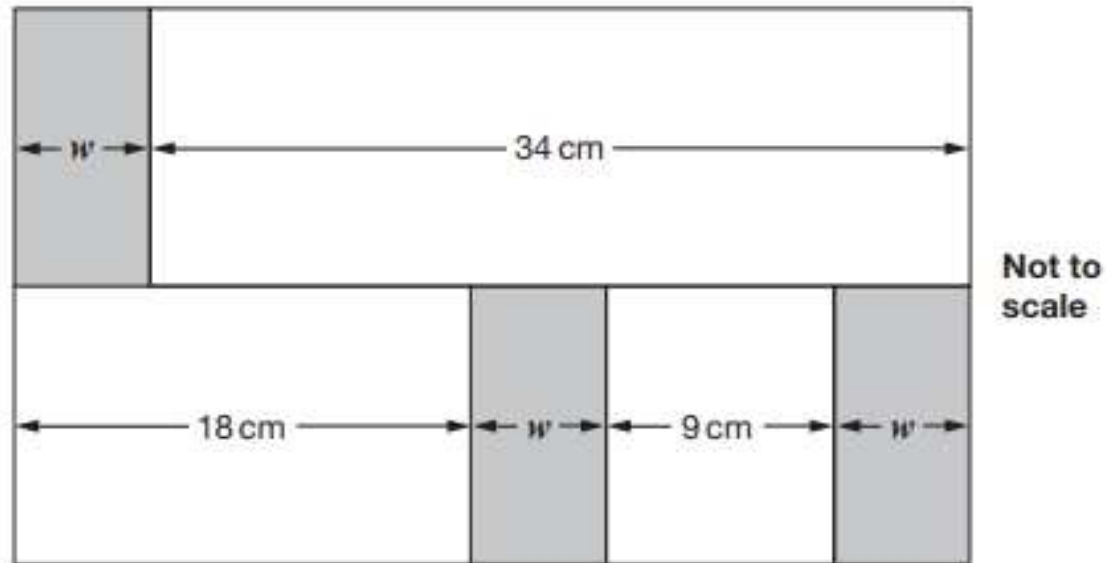
Use a ruler.



1 mark

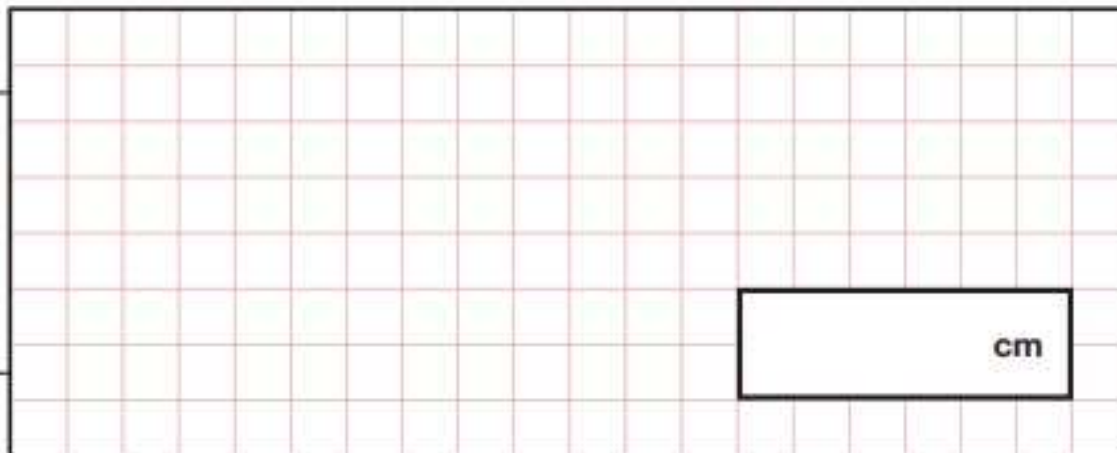


In this diagram, the shaded rectangles are all of equal width ( $w$ ).



Calculate the width ( $w$ ) of one shaded rectangle.

Show  
your  
method



2 marks

# Formal Working Methods

36

5 9 | 2 2 4 2

Qu.	Requirement	Mark	Additional guidance
36	<p>Award <b>TWO</b> marks for the correct answer of 38</p> <p>If the answer is incorrect, award <b>ONE</b> mark for a formal method of division with no more than <b>ONE</b> arithmetic error, i.e.</p> <ul style="list-style-type: none"> <li>long division algorithm, e.g.</li> </ul> $  \begin{array}{r}  38 \text{ r}2 \\  59 \overline{) 2242} \\  - 1770 \\  \hline  474 \quad (\text{error}) \\  - 472 \\  \hline  2  \end{array}  $ <p><b>OR</b></p> $  \begin{array}{r}  35 \quad (\text{error}) \\  59 \overline{) 2242} \\  - 1770 \\  \hline  472 \\  - 472 \\  \hline  0  \end{array}  $ <ul style="list-style-type: none"> <li>short division algorithm, e.g.</li> </ul> $  \begin{array}{r}  3 \text{ } 7 \text{ r}48 \quad (\text{error}) \\  59 \overline{) 224^{47}2}  \end{array}  $	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure must be less than the divisor.</p>

# RAW SCORES TO SCALED SCORES

- Achieve 100 for the 'expected standard'
- Scaled score range: 80- 120
- Upper range 110 +
- Raw score to achieve 100 (based on 2022 conversions):

	100	110+
Reading- 50 marks available	29	41
SPAG – 70 marks available	35	55
Maths – 110 marks available	58	96

# Pupils eligible for extra time

- A few children will be entitled to an additional 25% time for the papers depending on their needs.
- We apply for this extra time for children who are already on our radar.
- We will discuss with you if your child is entitled to this additional time nearer the tests.
- Some children may benefit from having every question read to them or from working in a quiet space. This must be part of our normal practice, and this can be discussed with you.

# What we will do to help prior to and during exam week.

- Give children test practice.
- Ensure they understand what to expect in the test and what might help them.
- Hold booster sessions for some children.
- Keep a positive approach to the week.
- Provide a snack/breakfast prior to the tests.
- Administer the tests in smaller groups where needed.

# What to do if your child is ill.

- Contact the school as soon as possible.
- Provided your child is well enough / not in pain, we can arrange a time for them to sit each missed test. They must not have any contact with children who have already sat the tests.

Test results returned to the  
school

July 2024

# What will be reported to parents from the tests

Each pupil registered for the tests will receive:

- A raw score (*the total marks achieved out of the total marks available*)
- A scaled score (*100 = expected standard*)
- Confirmation of whether or not he/she attained the expected standard
- These will be on the end-of-year reports



Teacher Assessments  
submitted by:

**End of June**

# What will be reported to parents from Teacher Assessments

- Interim teacher assessment framework at the end of key stage 2 – reading and maths

**‘Working at the expected standard’**

- Interim teacher assessment framework at the end of key stage 2 - writing

**‘Working towards the expected standard’**

**‘Working at the expected standard’**

**‘Working at greater depth within the expected standard’**

# Does my child have to sit the tests?

Like GCSEs, the SATs are statutory and all year 6 pupils who are eligible, will sit the tests on the same set days nationally. The only exception is any child who is “working below the level of the test” and would therefore not get a scaled score. This is something we would be communicating about and wouldn’t be a surprise.

# What can you do to help your child?

- Practise times tables and formal written methods in maths
- Encourage use of Mathletics to consolidate their understanding of skills
- **Times table Rockstars**
- Engage with your children about their reading/ ask questions/check understanding
- Ensure your child keeps up with homework
- Provide a quiet and dedicated time/place for children to complete tasks at home
- Attendance to Booster classes after Easter
- Make sure they relax, get some exercise and plenty of sleep!

Any questions?