

Meeting for Parents
regarding the end of
KS 2 SATS

Wednesday 24th January

Aims of the meeting



- Aware of expectations
- Understand how we prepare the children
- How you can support your child at home and our expectations for homework
- Alleviate any worries

The SATS timetable.

Mon 13th May	Tues 14th May	Wed 15th May	Thurs 16th May
SPAG paper 1	Reading SAT	Maths Paper 1 Arithmetic	Maths Paper 3 Reasoning
SPAG paper 2		Maths Paper 2 Reasoning	



“A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education.”

Literacy Tests

- **The Reading SAT**

- Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace. Approx 36 questions.
- They can approach the test as they choose: e.g. working through one text and answering the questions before moving on to the next.
- The least-demanding text will come first with the following texts increasing in level of difficulty.

Different types of questions

- Multiple choice
- Answer straight forward questions on the text
- Read between the lines
- Think why the author wrote the text in the particular way
- Write about their own opinions – backed up from the text
- Identify features
- Explain the effects of words or phrases
- Infer feelings, motives and actions by reflecting on what they have read
- Many questions on word knowledge
- Also on grammatical understanding within the context of text





Word Level Questions (Approx 33% of total questions)

meaning..... ?
that **infers/suggests** that?
Look in the paragraph; find one word/phrase
that **shows** that?
that tells you that?

Give the meaning of the wordin the sentence?

What does a particular word **suggest/infer** about a person/setting?

Sentence/Phrase Level Questions (Approx 17 % of total questions)

What **impressions** do you get of a setting/a person from a sentence/phrase?

What does a particular phrase **suggest/infer** about a person/setting?



Paragraph Level Questions ((Approx 33% of total questions)

What **impressions** do you get of a **setting/a person** from a paragraph?

What does a particular paragraph **suggest/infer** about a person/setting?

how can you **tell**

From the paragraph starting how do you know that a character felt /is a particular adjective?

what evidence is there

What 1/2/3 things are you **told**

about a **setting/character** from one paragraph?

What can you **infer**

Look at the paragraph.....

Why did someone do /feel something?

Why is somewhere an adjective/noun phrase?

What did someone do in order to/as a result of?

Whole Text Level (Approx 17% of total questions)

Using information from the text, decide if the following **statements** are true or false?

Do you think that someone will do/act differently in the future?

In what ways might a character/a setting **appeal** to readers?

SPAG

Paper 1 grammar and punctuation– 45 minutes

- Multiple choice answers and short answers
- Approx 50 questions

Paper 2 spelling

- 20 words within a sentence

Paper 1



- Children must know the correct grammar terms.
- Spot mistakes and correct them.
- Underline particular grammatical features
- Explain meaning of words

Examples



6 Which sentence uses the colon correctly?

Tick one.

- I bought several beach toys: a bucket, a spade, a ball and a kite.
- I bought several beach toys a: bucket, a spade, a ball and a kite.
- I bought several beach toys: a bucket, a spade, a ball and a kite.
- I bought several: beach toys, a bucket, a spade, a ball and a kite.

10 Tick one box in each row to show if the sentence is in the present progressive or the past progressive.

Sentence	Present progressive	Past progressive
Joy was playing football in the park after school.	<input type="checkbox"/>	<input type="checkbox"/>
Joy's football skills are improving all the time.	<input type="checkbox"/>	<input type="checkbox"/>
Joy is hoping to be a professional footballer.	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

17 Replace the underlined words in the sentences below with their expanded forms.

We're going into town later, so I'll buy some bread then.

We got to be back late.

1 mark

1 mark

21 What does the root *graph* mean in the word family below?

graphics autograph photography paragraph

Tick one.

- moving pictures
- writing or drawing
- colourful or bright
- in a group

1 mark

1 mark

Spelling test



Spelling task

1. Jordan's messy room was in a state of _____
2. David gave a _____ on the door before entering.
3. Anita was _____ her shoes.
4. The coat was made from a _____ fabric.
5. I am _____ you help with your homework.
6. Eagles have excellent _____
7. Ali _____ his hat in the crowded cloakroom.
8. The mountains could be seen in the _____
9. Freya thought that her painting was _____
10. It is _____ to drop litter in the playground.

The Maths SAT



Maths

- ▶ Children will sit three papers in maths:
- ▶ Paper 1: arithmetic, 30 minutes
- ▶ Papers 2 and 3: reasoning, 40 minutes per paper
- ▶ 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



Arithmetic example questions

4	$468 - 9 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

29	$15\% \times 440 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

14	$3.005 + 6.12 =$	<input type="text"/>	<input type="checkbox"/> 1 mark

30	$\begin{array}{r} 6574 \\ \times 31 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 2 marks
	Show your method 		

Reasoning Examples



Write the three missing digits to make this addition correct.

$$\begin{array}{r} 15\boxed{} \\ + 4\boxed{}4 \\ \hline \boxed{}15 \end{array}$$

2 marks

1

Here is part of the bus timetable from Riverdale to Mill Haven.

Riverdale	10:02	10:12	10:31	10:48
Kingbridge	10:11	10:21	10:38	10:55
Fordham	10:29	10:38	10:54	11:11
Thornont	10:36	10:44	11:00	11:17
Mill Haven	10:53	11:01	11:17	11:34

How many minutes does it take the 10:21 bus from Riverdale to reach Mill Haven?

1 mark

Mr Evans is at Fordham at 10:30

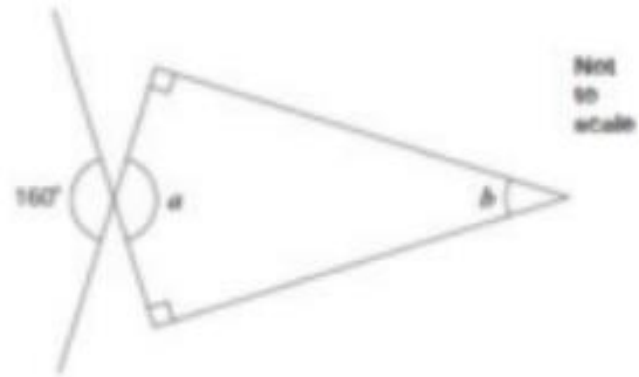
What is the earliest time he can reach Thornont on the bus?

1 mark



17

Calculate the size of angles a and b in this diagram.



$a =$ $^\circ$

$b =$ $^\circ$

Results and Marking



- ▶ Children will be given scaled scores.
- ▶ You will be given your child's raw score (the actual number of marks they get), alongside their scaled score and whether they have reached the national average.
- ▶ The scores range from 80-120. The scaled score required to achieve the Expected Standard is 100. Anything below that score has not met the expected standard. Greater Depth is classed as a scaled score of 110+.

English Reading		English Reading		English Reading	
Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score
0		17	92	34	105
1	No scaled score (%)	18	93	35	106
2		19	93	36	107
3	90	20	94	37	107
4	90	21	95	38	108
5	91	22	96	39	109
6	92	23	96	40	110
7	93	24	97	41	112
8	94	25	98	42	113
9	95	26	99	43	114
10	96	27	99	44	115
11	97	28	100	45	117
12	98	29	101	46	118
13	99	30	101	47	120
14	99	31	102	48	120
15	99	32	103	49	120
16	99	33	104	50	120

100 - EXS

110 - GDS

Expected Standard 2022



Maths

- 62/110 marks = 100 = expected
- 96/110 marks = 110 = greater depth

Reading

- 29/50 marks = 100 = expected
- 41/50 marks = 110 = greater depth

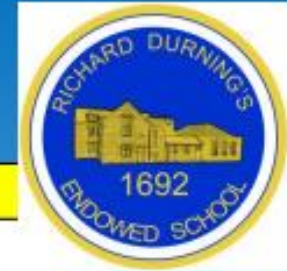
SPAG

- 35/70 marks = 100 = expected
- 55/70 marks = 110 = greater depth

Writing



- Based on teacher assessment from a range of pieces over spring and summer term
- Not met, achieved expected or greater depth result
- Must be able to do neat cursive handwriting
- Editing skills essential
- Wide range of sentence starters
- Our “I’m a Clever Writer” approach includes all elements. Focus now for Y6 to be editing and improving their own writing
- Star Write = assessed pieces
- GD – flair, something special as well as demonstrating change of mood in writing
- Punctuation key for all – all basics must be perfect. Higher level included for GD.



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 correctly¹ (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



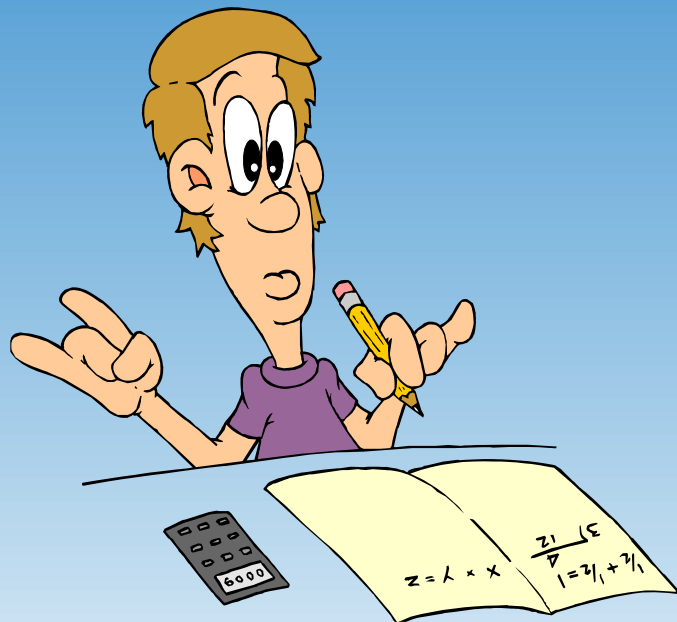
Working at greater depth

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 writing³ 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.^

How to prepare your child?

- In school



- At home



At school



- Teach the curriculum
- Weekly booster lessons
- Questions in the style of SATs for all subjects
- Additional extra maths lesson – LBQ / Mathletics
- Daily 5 in 5 maths
- Test paper practice – variety of ways
- Revision weeks
- Homework specifically for Y6
- Covering whole curriculum
- “Do your best” attitude promoted
- Not a cohort competition – individual
- Keep curriculum exciting and engaging
- Whole curriculum

At home



- Support good routine with homework – laying the seeds for Y7 also
- Hearing your child read frequently and discuss unfamiliar vocab - range of high level texts – fiction and non-fiction
- Support your child in developing stamina for reading
- Revision routine
- Times tables practise for some children
- Little and often
- Promoting skills for high school and life - routine
- Bought resources – revision guides
- Avoid giving children real SAT papers except those sent from school
- Extra support from school
- We are always here to help



10-Minute Tests: Book 2
KS2 SAT Buster





Thank you for attending
More than happy to answer any
questions