



# Key Stage 2 SATs

A School Presentation to Parents

# In this meeting, we will discuss...

- ▶ An overview of the SATs
- ▶ The timetable for SATs week
- ▶ Details on each test paper that the children will sit
- ▶ Additional time
- ▶ Marking of the SATs
- ▶ Ways to help your child
- ▶ Time for questions

# This year...

- ▶ Year 6 children across the country will be sitting their Year 6 SATs exams in May.
- ▶ Secondary schools will receive these results, but often assess the children using their own assessments in September.

# The tests

- ▶ Key Stage 2 SATs take place nationally in the week commencing 13<sup>th</sup> May 2024.
- ▶ **Statutory tests will be administered in the following subjects:**
  - Punctuation, Vocabulary and Grammar (45 minutes)
  - Spelling (approximately 15 minutes)
  - Reading (60 minutes)
  - Mathematics
    - Paper 1: Arithmetic (30 minutes)
    - Paper 2: Reasoning 2 (40 minutes)
    - Paper 3: Reasoning 3 (40 minutes)
- ▶ All tests are externally marked.
- ▶ Writing will be teacher assessed internally.

Monday 13 <sup>th</sup> May	Tuesday 14 <sup>th</sup> May	Wednesday 15 <sup>th</sup> May	Thursday 16 <sup>th</sup> May	Friday 17 <sup>th</sup> May
Breakfast Club 8.30am	Breakfast Club 8.30am	Breakfast Club 8.30am	Breakfast Club 8.30am	No Breakfast Club
<b>Grammar, Punctuation and Spelling test</b>  (45 minutes for the Punctuation and Grammar test; 15 minutes for the Spelling test)	<b>Reading test</b>  (1 hour to read three texts and answer questions)	<b>Mathematics Paper 1: Arithmetic</b>  (30 minutes)	<b>Mathematics Paper 3: Reasoning 3</b>  (40 minutes)	Variety of activities which focus on other areas of the curriculum
Playtime	Playtime	Playtime	Playtime	Playtime
		<b>Mathematics Paper 2: Reasoning 2</b> (40 minutes)	Production reveal!	Variety of activities which focus on other areas of the curriculum

# Grammar, Punctuation and Spelling

- ▶ A spelling test is administered containing 20 words and will last approximately 15 minutes.
- ▶ A separate test is given on grammar, punctuation and vocabulary.
- ▶ This test lasts for 45 minutes and requires short answers including some multiple choice.
- ▶ Marks for these two tests are added together to give an overall total. 70 marks are available for grammar, punctuation and spelling.

# Key stage 2

## English grammar, punctuation and spelling

### Paper 1: questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

1

Which sentence is a **command**?

Tick **one**.

The relay race will be next.

I hope I don't drop the baton.

Run as fast as you can.

I know you can win this race.

1 mark

2

Tick one box in each row to show whether the sentence is an **exclamation** or a **question**.

Sentence	Exclamation	Question
How disappointing it was that it rained on sports day		
How many times have you been to the swimming pool this week		
How will you spend your summer holidays		
How kind you are to give me this present		

1 mark

# Key stage 2

## English grammar, punctuation and spelling

### Paper 2: spelling

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

## Spelling

1. There was a \_\_\_\_\_ in the field.
2. I kept in \_\_\_\_\_ with my old friends when we moved.
3. The questions were \_\_\_\_\_ from one to ten.
4. The cup of tea was so hot it was \_\_\_\_\_.
5. We learnt the \_\_\_\_\_ to the song.
6. You \_\_\_\_\_ to wear your coat.
7. The footballer got a red card for \_\_\_\_\_.
8. We saw a \_\_\_\_\_ sunset.
9. The dog was trained to \_\_\_\_\_ its owner.
10. The \_\_\_\_\_ spokesperson delivered a speech.

# Reading

- ▶ The reading test consists of a single test paper containing three unrelated reading texts. Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- ▶ A total of 50 marks are available.
- ▶ Questions are designed to assess the comprehension and understanding of a child's reading.
- ▶ Some questions are multiple choice or selected response; others require short answers and some require a longer response or explanation.



**A Noise in the Night**



**Bats Under the Bridge**



**A Howl at Dusk**

# Reading Booklet

2023 key stage 2 English reading booklet

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

## A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing, she told herself strictly. It's a hedgehog, or a mole. It's something nice and harmless.*



The sound died away, and everything was quiet once more. But not completely. There was Abby's gentle breathing. Someone coughed in one of the other tents. It sounded like Toby. And then there was another sound – a deep throbbing that was growing steadily louder. Just for a second a bright light flashed across the tent as a car drove past the campsite, followed by another.

Priya was surprised, and now she was completely awake. They had only seen a couple of cars all day, and now two had come past together. Although, now she thought about it, one of them must have been a truck, or a tractor, because its engine had sounded much too deep for a car.

She looked at the dark hump beside her that was Abby, fast asleep. The noise didn't seem to have woken anyone else. She could still hear it, and she imagined the two cars, or whatever they were, reaching the foot of the hill and crossing the bridge by Greystone Farm. She heard the rattle as they crossed the cattle grid on the far side, so now they must be going along the other side of the valley.

For a while the sound didn't change and then, quite suddenly, it stopped. Priya wondered about that. Maybe they had stopped at the Jones's farm. Maybe the farmer had been out visiting someone in the other valley. Whatever it was, she was going to take a look.

Very quietly, so as not to wake Abby, she unfastened the zip of the tent. She pulled back the flap and realised she could see the whole valley, blue and black and silver in the moonlight. Directly opposite, on the far side of the valley, she saw two pairs of headlights, not moving. As she watched, the lights went out.

Then it hit her.

Rustlers! They had to be. It couldn't possibly be Mr Jones. Why would he have two vehicles? Why would he park there with the lights out? She knew she was right.

She wriggled back inside the tent and shook Abby's shoulder. 'Abby! Wake up!'

'What is it? What's going on?'

'Abby, something's happening. On the other side of the valley... I think they're stealing sheep.'

Abby groaned. 'It's the middle of the night. I'm asleep.'

'We have to do something,' Priya said. 'We have to tell the farmer. Abby, wake up!'

She shook Abby again, and this time Abby emerged from her sleeping bag rubbing her eyes. 'What time is it?' she asked. 'You'd better not be making this up.'

Priya looked at her watch. 'It's two in the morning,' she said. 'I can't believe the truck didn't wake you up. Have you got your binoculars?'

Abby grunted and got the binoculars out of her bag. Priya pulled on her shoes and went outside. Seconds later, Abby joined her.

'Show me,' she whispered. 'Where did you see them?'

Priya pointed, and heard a sharp intake of breath from Abby.

'You're right,' she breathed. 'Those are Mr Jones's sheep. We have to do something.'



Questions 1–12 are about *A Noise in the Night*  
(pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. \_\_\_\_\_

2. \_\_\_\_\_

2 marks

2 Look at page 4.

Why did Priya find it surprising to hear two vehicles drive by?

\_\_\_\_\_

\_\_\_\_\_

1 mark

3 What made Priya realise that one of the vehicles was not a car?

\_\_\_\_\_

1 mark

4

Look at the paragraph beginning: *The sound died away...* to the paragraph ending: *...the other side of the valley.*

Number the following locations 1–4 to show the order in which Priya thought she heard the vehicles travel.

the foot of the hill

the campsite

the cattle grid

the bridge

1 mark

5

Look at page 4.

What made Priya decide *to take a look* outside the tent?

Tick **one**.

She heard hedgehog noises.

She heard Toby coughing.

She heard the engine stop.

She heard the noise from the road.

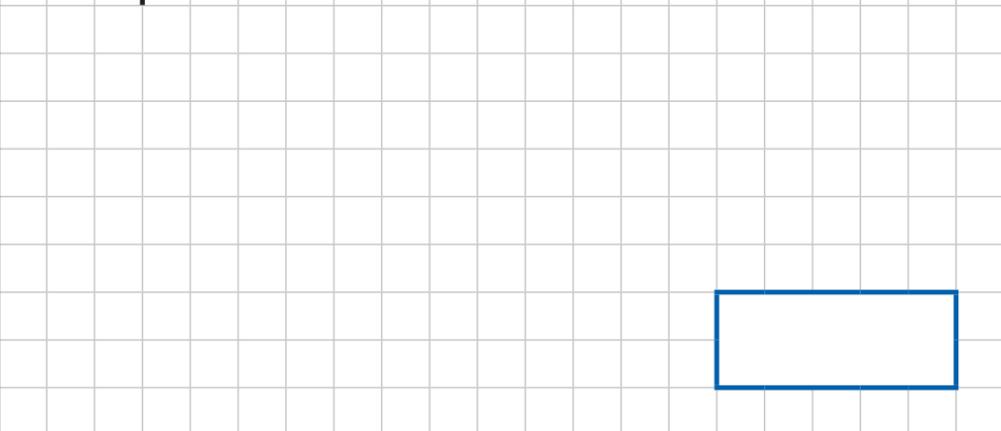
1 mark

# Maths

- ▶ Children will sit three tests: paper 1, paper 2 and paper 3.
- ▶ Paper 1 is for arithmetic and lasts 30 minutes. It covers calculation methods for all operations, including the use of fractions, percentages and decimals.
- ▶ Paper 2 and 3 cover problem solving and reasoning, each lasting for 40 minutes.
- ▶ Children will still require calculation skills for Paper 2 and 3 but will need to answer questions in context and decide what calculations are required to find a solution.
- ▶ A total of 110 marks are available (40 for arithmetic and 35 for each reasoning paper).

# Paper 1: Arithmetic

<b>8</b>	<input type="text"/> = 8,217 - 5,463	<input type="checkbox"/> 1 mark
		

<b>25</b>	4 7 <u>6 1 1</u>	<input type="checkbox"/> 2 marks
Show your method	 <input type="text"/>	

# Paper 2 / Paper 3: Reasoning

17

The manager of a flower shop orders 4 boxes of red roses.

There are 50 roses in each box.

The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?

Show  
your  
method

A large grid for showing the method to solve the problem. A small rectangular box is drawn in the bottom right corner of the grid.

2 marks

# Paper 2 / Paper 3: Reasoning

9

Jack says,

I multiplied a  
whole number by 3  
My answer was 32



Explain why Jack is **not** correct.

A large, empty, cloud-shaped box with a scalloped border, intended for the student to write their explanation.

1 mark

# Special consideration...

- ▶ If something happens, which could affect the pupil's performance at the time of the test(s), special consideration could apply.
- ▶ Please contact Mrs Dowdall or Mr Tull to speak with them directly.
- ▶ Special arrangements may be put in place for any unforeseen circumstances that take place in the run up or during the week of SATs.

# Additional time...

- ▶ Some children will qualify for 25% additional time in all assessments.
- ▶ There are a variety of different ways that mean that children can qualify for extra time. One particular way that children can apply is because they have a reading speed less than 90 words in a minute when reading a challenging text.
- ▶ All children in the year group have been assessed for this and parents will be notified in the coming weeks if their child's application for additional time has been successful.

# Marking of the SATs papers

- ▶ All tests are marked externally.
- ▶ A scaled score of 100 will always represent the ‘national standard’.
- ▶ Each pupil’s raw score (the number of questions they get correct) will be converted into a score on the scale, either at, above or below 100.
- ▶ A child who achieves the ‘national standard’ (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- ▶ **Each pupil receives:**
  - a raw score in each tested subject;
  - a scaled score in each tested subject;
  - confirmation of whether or not they attained the national standard.
- ▶ Writing will be teacher assessed internally.

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- ▶ It is important to remember that SATs only provide a snapshot of a child's learning.
  - ▶ Each child's end of year report will also contain the teacher's assessment of each subject area including reading, writing and maths.

# How to help your child

- ▶ Support and reassure your child that there is nothing to worry about and they should always try their best.
- ▶ Ensure your child has the best possible attendance at school prior to the tests.
- ▶ Support your child with any revision they may be set from their study guides.
- ▶ Reading daily and times tables practice are always good ways to prepare your child.
- ▶ Make sure your child has a good sleep and healthy breakfast every morning (or take advantage of the breakfast that will be provided free-of-charge each day in school from 8.30am).

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the left and right sides of the slide, framing the central text. The overall aesthetic is clean and modern.

Time for questions