

**St Joseph's RC
Primary
KS2 SATS 2024**

Y6 information Session

Wednesday 20th March 2024

WELCOME AND THANK YOU FOR COMING.

AIMS:

- **TO BECOME FAMILIAR WITH SATS.**
- **TO UNDERSTAND HOW THE TESTS WILL BE MARKED.**
- **TO HAVE A LOOK AT EXAMPLES FROM THE NEW TEST PAPERS.**
- **TO UNDERSTAND HOW TO HELP THE CHILDREN IN THE BUILD UP TO THE SATS.**

What are SATs?

- KS2 SATs (Standard/Statutory Assessment Tests) are tests children take at the end of Year 6. SATs test children on what they have learnt between Year 3 and Year 6.
- KS2 SATs are **mandatory** tests from the National Curriculum assessment programme. All state schools in England are required to provide the tests.
- They are marked externally and the results sent to schools.

Key Stage 2 SATS



This year's Key Stage 2 tests are timetabled for:

**Monday 13th May – Thursday 16th
May 2024**

Key Stage 2 SATS Timetable

Mon 13th May - Thurs 16th May

- The SATs papers consist of:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling) – Monday 13th May
 - Spelling, punctuation and grammar (paper 2: Spelling test) – Monday 13th May
 - Reading – Tuesday 14th May
 - Maths (paper 1: Arithmetic) – Wednesday 15th May
 - Maths (paper 2: Reasoning) – Wednesday 15th May
 - Maths (paper 3: Reasoning) – Thursday 16th May

• *The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.*

Reporting the results

- All test outcomes at KS2 will be reported as scaled scores and you will be told whether or not your child has met the expected standard.
- The national (expected) standard will be 100.
- Raw scores (the number of marks awarded for each subject) will be translated to scaled scores using a conversion table devised by the DfE.
- You will be given your child's scaled score and whether they have reached the expected standard set by the Department for Education.
- No child will be awarded greater depth for maths, reading or GPS.

The English Tests

- Reading – 1 hour
- Grammar, Punctuation and Spelling Test – 45 minutes
 - - Spelling test – 20 words – about 15 minutes
- Writing - A Teacher Assessment of writing ability will be made in June 2024.

Reading Test

The Reading Test

- For this test there will be one reading book and one answer booklet.
- The test will last for **one hour** (including reading time).
- There will be a range of texts including fiction, non fiction and poetry.

- Marks will be awarded as follows:
 - Multiple choice or other selected responses: 10% - 30%
 - Short responses: 40% - 60%
 - Extended responses: 20% - 40%

Reading

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Qu.	Requirement	Mark
1	<p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none">• <i>just about to tuck into his tea and toast</i>• <i>having his breakfast</i>• <i>drinking tea.</i>	1m

Reading

Example questions:
Based on text 2: Fact Sheet:
About Bumblebees



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

19 In what way is *buzz pollination* more useful than other forms of pollination?

1 mark

Qu.	Requirement	Mark
19	<p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to either of the following:</p> <ol style="list-style-type: none">it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><i>because it releases trapped pollen that they wouldn't have been able to get out</i><i>it makes a buzz that gets more pollen than other bees do</i><i>it helps release more pollen.</i>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i><i>it means we can buy more common foods cheaper</i><i>it would be harder to grow beans.</i>	1m

Reading

Example questions: Based on text 3: Music Box

32 What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

3 marks

Qu.	Requirement	Mark																
32	<p>What impressions do you get of Piper's house?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table border="1"> <thead> <tr> <th>Acceptable points (impressions)</th> <th>Likely evidence</th> </tr> </thead> <tbody> <tr> <td>1. it is rickety / old</td> <td> <ul style="list-style-type: none"> there are widening cracks in the planks in the ceiling </td> </tr> <tr> <td>2. it is small / tiny</td> <td> <ul style="list-style-type: none"> she wishes she had a bigger work space she has to eat at the same table that she works at </td> </tr> <tr> <td>3. it is warm / cosy</td> <td> <ul style="list-style-type: none"> there is a fire / stove <i>comfortable nest</i> </td> </tr> <tr> <td>4. it is untidy / cluttered</td> <td> <ul style="list-style-type: none"> <i>Piston rings, bolts, and cylinders littered its surface</i> </td> </tr> <tr> <td>5. it is old fashioned</td> <td> <ul style="list-style-type: none"> no electricity / kerosene lamps / cast-iron stove </td> </tr> <tr> <td>6. it is isolated</td> <td> <ul style="list-style-type: none"> it is situated among fields <i>to go outside and watch the fields</i> </td> </tr> <tr> <td>7. it is safe</td> <td> <ul style="list-style-type: none"> the storm coming outside is dangerous </td> </tr> </tbody> </table>	Acceptable points (impressions)	Likely evidence	1. it is rickety / old	<ul style="list-style-type: none"> there are widening cracks in the planks in the ceiling 	2. it is small / tiny	<ul style="list-style-type: none"> she wishes she had a bigger work space she has to eat at the same table that she works at 	3. it is warm / cosy	<ul style="list-style-type: none"> there is a fire / stove <i>comfortable nest</i> 	4. it is untidy / cluttered	<ul style="list-style-type: none"> <i>Piston rings, bolts, and cylinders littered its surface</i> 	5. it is old fashioned	<ul style="list-style-type: none"> no electricity / kerosene lamps / cast-iron stove 	6. it is isolated	<ul style="list-style-type: none"> it is situated among fields <i>to go outside and watch the fields</i> 	7. it is safe	<ul style="list-style-type: none"> the storm coming outside is dangerous 	Up to 3m
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	<p>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>																	

Grammar and Punctuation

The Grammar, Punctuation and Spelling Test:

- There is a specific focus on knowing and applying grammatical terminology with the full range of punctuation tested.
- Technical terms in grammar will be tested.
- There will be one test paper for grammar, punctuation and vocabulary and one test paper for spelling.
- In the grammar test, two thirds of the marks will be for multiple choice questions. The remaining questions will require pupils to write a longer answer.

Spelling, Punctuation and Grammar: Paper 1

Example questions:

1 Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

1 mark

8 Insert a **relative pronoun** to complete the sentence below.

e.g. that,
which

Everyone loved the music _____ was played last night.

1 mark

34 Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.

2. I asked if Jake, Thomas and Lily were coming to the barbecue.

e.g. The first sentence is about two people and
the second sentence is about three people

1 mark

Spelling, Punctuation and Grammar: Paper 2

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

Example questions:

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.

Writing



Writing is assessed differently to all other areas. There is no writing SAT. Instead throughout the year:

- Teachers assess children's writing in a range of different genres.
- Children's grammar, punctuation and spelling skills will be assessed as part of their writing along with their creativity and writing style.
- Schools will moderate their judgements with other members of staff and may be moderated by the LA.

Writing

Writing will be judged against the following criteria set by the DfE:

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

Writing

Writing will be judged against the following criteria set by the DfE:

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

Writing

Writing will be judged against the following criteria set by the DfE:

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.[^]

[There are no additional statements for spelling or handwriting]

Writing



For writing, teacher assessment will be reported in the end of the year reports in terms of children:

- working towards the expected standard
- working at the expected standard
- working at greater depth

Maths: Thursday 11th May and Friday 12th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 15th May
- Paper 2: Reasoning (40 minutes) – Wednesday 15th May
- Paper 3: Reasoning (40 minutes) – Thursday 16th May

Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of 40 marks.

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

Example question:

23	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	<input type="text"/>	2 marks
	Show your method		

Qu.	Requirement	Mark	Additional guidance
23	<p>Award TWO marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <ul style="list-style-type: none">$\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$ <p>OR</p> <ul style="list-style-type: none">$\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$

Maths Paper 1 (Arithmetic)

Example questions:

6 $5.87 + 3.123 =$

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

1 mark

11 = $87 - 65$

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

1 mark

15 $60 \div (30 - 24) =$

$$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$$

1 mark

18 $20\% \text{ of } 3,000 =$

$$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$$

1 mark

Maths Paper 1 (Arithmetic)

Example questions:

22 $1\frac{3}{7} - \frac{4}{7} =$

$\frac{10}{7} - \frac{4}{7} = \frac{6}{7}$

1 mark

25

3 7 8 8 8

Show your method

2 marks

Qu.	Requirement	Mark	Additional guidance
25	<p>Award TWO marks for the correct answer of 24</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, i.e.</p> <ul style="list-style-type: none"> long division algorithm, e.g. $\begin{array}{r} 23 \text{ r}29 \\ 37 \overline{)888} \\ \underline{-740} \\ 140 \text{ (error)} \\ \underline{-111} \\ 29 \end{array}$ <p>OR</p> $\begin{array}{r} 42 \text{ (error)} \\ 37 \overline{)888} \\ \underline{-740} \\ 148 \\ \underline{-148} \\ 0 \end{array} \quad \begin{array}{l} 20 \times 37 \\ 4 \times 37 \end{array}$ <ul style="list-style-type: none"> short division algorithm, e.g. $\begin{array}{r} 23 \text{ r}27 \text{ (error)} \\ 37 \overline{)888} \end{array}$	Up to 2m	<p>Working must be carried through to reach a final answer for the award of ONE 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>

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 15th May and paper 3 will take place on Thursday 16th May. These tests have a total of 35 marks 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,

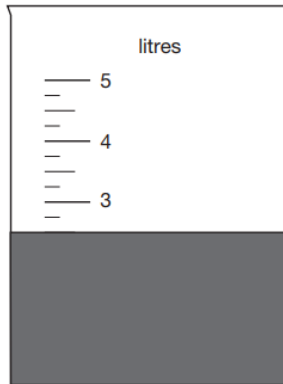
- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Maths Papers 2 (Reasoning)

Example questions:

7

Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or 2 ½ litres

1 mark

8

In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

11

25

53

109

1 mark

1 mark

Maths Papers 2 (Reasoning)

Example question:

18

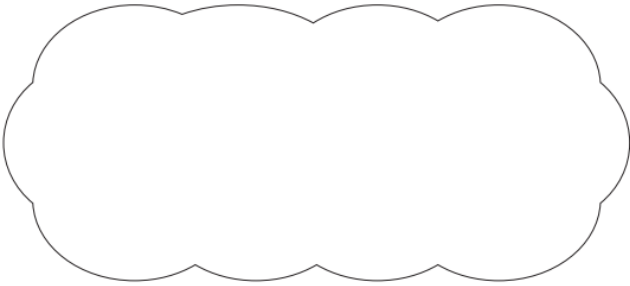
Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.



1 mark

18

Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

- 87 is divisible by 3 and/or 29 **AND** 95 is divisible by 5 and/or 19
- 87 is in the 3 times table **AND** 95 is in the 5 times table
- 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87
- $8 + 7 = 15$ and 15 is divisible by 3 **AND** 95 is divisible by 5

1m

No mark is awarded for circling '89' alone.

Both non-primes must be explained correctly for the award of the mark.

Do not accept vague or incomplete explanations, e.g.

- The other 2 numbers have more than 2 factors (vague)
- 87 is divisible by 3 (incomplete).

Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.

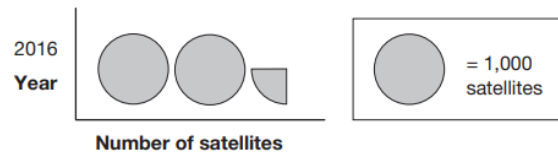
- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

Maths Papers 3 (Reasoning)

Example questions:

9

This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

2,250

1 mark

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

400 km

1 mark

Maths Papers 3 (Reasoning)

Example question:

19 Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.

Each necklace has **105** beads.

She makes **34** necklaces.

How many beads does Layla use **altogether**?

Show your method

beads

3 marks

Qu.	Requirement	Mark	Additional guidance
19	<p>Award THREE marks for the correct answer of 7,174</p> <p>If the answer is incorrect, award TWO marks for:</p> <ul style="list-style-type: none"> evidence of an appropriate complete method which contains no more than one arithmetic error, e.g. $\begin{array}{r} 53 \\ \times 68 \\ \hline 3504 \text{ (error)} \end{array} \qquad \begin{array}{r} 105 \\ \times 34 \\ \hline 3570 \end{array}$ $3,504 + 3,570 = 7,074$ <p>Award ONE mark for:</p> <ul style="list-style-type: none"> evidence of an appropriate method with more than one arithmetic error. <p>OR</p> <ul style="list-style-type: none"> sight of 3,604 as evidence of long multiplication step (68×53) completed correctly. <p>OR</p> <ul style="list-style-type: none"> sight of 3,570 as evidence of long multiplication step (105×34) completed correctly. 	Up to 3m	<p>Answer need not be obtained for the award of ONE mark.</p> <p>A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.</p> <p>TWO marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p>ONE mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one arithmetic error.</p>

How are we preparing?

- Continuous Assessment – identifying the gaps and helping to fill them
- Focused (timed) arithmetic lessons
- Focused GPS lessons (Spelling, Punctuation & Grammar)
- Focused Reading Comprehensions
- Writing Assessments carried out regularly and editing of work – pupils involved in this process – Write Stuff
- Practising previous SATS papers
- Teaching ‘test techniques’ and vocabulary
- Home Learning to support teaching & learning in school
- Booster groups and intervention groups
- Keeping up to date with information provided by the DfE

HELPING AT HOME

- Please support your child with their homework.
- Read regularly and discuss a variety of texts – don't just listen to your child read.
- Try short bursts of arithmetic practice and recalling times tables facts.
- Practise telling the time and problem solving etc.
- Regularly practise the year 5/6 key words/spellings.
- Use websites and online activities to practise skills.
- Encourage your child to believe in themselves, "You can do it!"
- Help children to relax and do things that are not related to school.

Resources to help at home

Read and revise from the Twinkl revision guides

<https://www.bbc.co.uk/bitesize/primary>

BBC BiteSize - This is an excellent site, providing revision help for KS2, KS3, KS 4 and KS5. This covers all subjects through activities and tests.

www.icteachers.co.uk/children/children_sats.htm

ICT Teachers - A wide range of KS2 SATs questions, from both past papers and their own team of teachers.

www.topmarks.co.uk

A huge selection of games to play helping to secure and develop understanding in both Maths and English.

thirdspacelearning.com/blog/category/for-parents/ or register free for the Third Space Learning Maths Hub (mathshub.thirdspacelearning.com)

That's it

I hope you have found our whistle stop tour of SAT's and the build up to the test week useful.

Special Treats

- SATS week breakfast – Monday to Thursday from 8:00 am
- Lunchtime treat - Friday 17th May

Any Questions?

