



Key Stage 2 SATs

A school presentation to Parents

Information and Guidance on the Changes and Expectations

Aims of the Curriculum

By the end of Key Stage 2 children should be able to demonstrate:

- **Fluency** in the core skills including: times tables, counting, reading, grammar, punctuation, spelling and handwriting.
- **Reasoning** through exploration of ideas and concepts be that of their mathematical understanding, reading comprehension or written communication.
- **Application** of the skills they have learnt consistently and accurately in a range of contexts.
- **Problem Solving** to demonstrate their knowledge of key mathematical ideas and strategies or communicating their ideas through reading and writing in systematic and efficient ways.

Key Stage 2 SATs changes

- In 2015/16 all year groups studied the 'new' national curriculum.
- This year, Year 6 will be the fifth group of pupils to receive the new tests and to receive the new style of reporting results.

Assessment and Reporting

- From 2016, test scores are now reported as 'scaled scores'.
- This means it is very difficult to compare the assessment of a child who took the SATs before 2016 with the current assessment system.
- Your child will still be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.
- The current curriculum is more rigorous and sets high expectations which all schools have had to work hard to meet since its introduction.

The Tests



Key Stage 2 tests

Assessment and Reporting

- What does your child's Maths result mean?

Standard	Raw score on the test	Scaled score
Expected standard not achieved (NS)	3-60	80-99
Expected standard achieved (AS)	61-95	100-109
High score	96-110	110-120

- What does your child's Reading result mean?

Standard	2017		2018	
	Raw score on the test	Scaled score	Raw score on the test	Scaled score
Not reached the expected standard	3-25	80-99	3-27	80-99
Expected standard	26-50	100-120	28-50	100-120
High score	39-50	110-120	40-50	110-120

- What does your child's SPaG result mean?

Standard	Raw score on the test	Scaled score
Not reached the expected standard	0-37	80-99
Expected standard	38-70	100-120
High score	56-70	110-120

The Tests

- Key Stage 2 SATs take place nationally in the week commencing Tuesday 9th May 2023.
- Statutory tests will be administered in the following subjects:

English

- Punctuation, Vocabulary and Grammar (45 mins)
- Spelling (Approx 15 mins)
- Reading (60 mins)

Maths

- Paper 1: Arithmetic (30 mins)
- Paper 2: Reasoning (40 mins)
- Paper 3: Reasoning (40 mins)

The Tests

Date	Tests
Tues 9th May 2023	English – Spelling, Punctuation & Grammar (45 mins) English – Spelling Test
Weds 10th May 2023	English – Reading Test (60 mins)
Thurs 11th May 2023	Maths – Arithmetic Paper 1 (30 mins) Maths – Reasoning Paper 2 (40 mins)
Fri 12th May 2023	Maths – Reasoning Paper 3 (40 mins)

- All tests are externally marked.
- Writing will be ‘Teacher Assessed’ internally and moderated by Hampshire appointed moderators and across other local schools, as in recent years.

Reading Sample Test

Reading paper

11

Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

1 mark

Reading Sample Test

Reading paper

Award 1 mark for all four correct.

	Fact	Opinion
Anousheh Ansari kept an online diary.	✓	
Brushing your teeth in space is a joy.		✓
Being weightless is endlessly entertaining.		✓
Tourists can stay on the International Space Station.	✓	

Reading Sample Test

Reading paper

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks

Reading Sample Test

Reading paper

Examples of 2 mark responses:

- *A vicious beast is going to eat them later on because it says there is a constant menace therefore they may not get to confirm to England that they were real dinosaurs.*

Examples of 1 mark responses:

- *They got lost and stayed there and became friends with the Iguanodons*
- *They might be pounced on.*

Do not accept general answers not relating to specific events or actions, e.g.

- *It's going to be dangerous*
- *They carry on exploring.*

Do not accept textual evidence that is not taken from the last paragraph, e.g.

- *They will find more footprints and follow them.*

Do not accept predictions not supported by the last paragraph, e.g.

- *They catch some dinosaurs and take them back to England.*

Reading Sample Test

Reading paper

29

The Iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the Iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

3 marks

Reading Sample Test

Reading paper

Award 3 marks for a response that identifies one acceptable point for *inoffensive* **and** one acceptable point for *brutes*, **both** with evidence, e.g.

- *it explains that the iguanodons were harmless because it says they eat foliage which means they are vegetarians. It also says 'I do not know how long we have stared at this spectacle' which means they hadn't tried to hurt them or kill them when most dinosaurs would have tried to kill them for food. They were like brutes because they were so strong and pulled out trees without any effort. [AP2 - inoffensive + ev, AP4 - inoffensive + ev and AP6 - brutes + ev]*

Award 2 marks for a response that identifies one acceptable point for *inoffensive* **and** one acceptable point for *brutes*, **one** with evidence, e.g.

- *They were very strong as they could tear down a tree. And the children played lots of games [AP6 - brutes + ev and AP1 - inoffensive]*

Award 1 mark for **two** acceptable points, one for *inoffensive* **and** one for *brutes* or **one** acceptable point with evidence for either *inoffensive* **or** *brutes*, e.g.

- *They are vegetarians but they are really strong [AP2 - inoffensive and AP6 - brutes]*

Assessment of Reading

This is how we are expected to judge if a child has met expected level in Reading . To demonstrate that pupils have met the standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of **all** the statements within the standard.

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

How to Help Your Child with Reading

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- 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 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 from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - it's free!

Spelling, Punctuation & Grammar

- A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- A separate test is given on Punctuation, Vocabulary and Grammar
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

Spelling Sample Test

Spelling

1. Sara wanted to be an explorer and _____ new lands.
2. The spy was sent on a secret _____.
3. For PE lessons, your clothes should be _____
and comfortable.
4. The _____ showed which way to go.
5. China is a large _____.

Spelling Sample Test

1. discover
2. mission
3. loose
4. sign
5. country
6. gymnastics
7. edible
8. posture
9. sleigh
10. delicious

11. scent
12. illusion
13. re-enter
14. parachute
15. abundance
16. unavoidably
17. dissolve
18. ominous
19. drawer
20. possession

SPAG Sample Test

Grammar, Punctuation and Spelling Paper 1

23

Write the correct label in each box.

verb V	noun N	connective C	adverb A
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The goalkeeper moved quickly and saved the penalty.

↑

↑

↑

↑

1 mark

SPAG Sample Test

Grammar, Punctuation and Spelling Paper 1

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

SPAG Sample Test

Grammar, Punctuation and Spelling Paper 1

21

Write a sentence using the word cover as a **noun**.
Remember to punctuate your answer correctly.

1 mark

Write a sentence using the word cover as a **verb**.
Remember to punctuate your answer correctly.

1 mark

SPAG Sample Test

Grammar, Punctuation and Spelling Paper 1

35

Explain how the use of **commas** changes the meaning in the two sentences.

Mangoes, which are grown in hot countries, taste delicious.

Mangoes which are grown in hot countries taste delicious.

SPAG Sample Test

Grammar, Punctuation and Spelling Paper 1

45

Add a prefix to the beginning of each word to form its antonym.

_____agree

_____legal

_____regular

1 mark

Assessment of Writing

This is how we are expected to judge if a child has met expected level in Writing. To demonstrate that pupils have met the standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of **all** the statements within the standard.

- The pupil can write for a range of purposes and audiences.
- In narratives, they can describe settings, characters and atmosphere.
- They can integrate dialogue in narratives to convey character and advance action.
- They can select vocabulary and grammatical structures that reflect what the writing requires mostly appropriately (e.g. contracted forms, passive verbs, modal verbs).
- They can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
- They can use verbs tenses consistently and correctly throughout their writing.
- They can use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).
- They can spell correctly most words from the year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- The pupil maintains legibility in joined handwriting when writing at speed.

Assessment of Writing

Exemplification materials for teachers show the high standard of writing required. The example below is of a child who would achieve the 'Working Towards' standard (not the 'Expected' standard).

In this new world, humans developed and continue developing technology (something that would change peoples mind). Technology was invented a long time ago and now you can see everyone becoming dependent of it. Technology mainly involves, computers, laptops, tablets, I pads, televisions and the most popular of them all are the mobile phones.

People use phones to communicate faster like to call and text a friend which is too far, as it is very convenient and efficient.

Nearly, everyone prefers texting and calling people rather than sending a letter by mail as it will take too long.

Should mobile phones be allowed in schools?

Assessment of Writing

The example below is of a child who would achieve the 'Expected' standard.

Another dimension

In 2627 on the planet Zorda, a young but poor boy carelessly fixed his droid, ~~which~~ which was the only source of income he had left. Whilst his mother was busy, he typed things on the micro tablet that soon constantly shut down ~~without~~ in the middle of a game. "Please fix the droid properly with care," his mother begged. "And when you've finished, take it to the market to be sold," she cried. "Yes mother," he groaned and nodded as he said it. Quickly, Jack picked up the brand-new looking droid and raced out the door before he was shouted at again. ~~Soon~~ Within a few minutes he was already at the ~~end of~~ alley way which led to the market when an old man in a ~~coat~~ ~~was~~ blocked the pathway. "Where are you going with that droid boy?" asked the curious old man. "I intend to sell it at the market Sir," Jack said, feeling disrupted from his walk.

Assessment of Writing

Working towards the expected standard.

The pupil can:

- write for purpose and audience
- use paragraphs to organise ideas
- describe settings and characters
- use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- using different verb forms mostly accurately
- use co-ordinating and subordinating conjunctions
- 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.

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)
- describe settings, characters and atmosphere
- integrate dialogue to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use a range of clause structures
- use adverbs, preposition phrases and expanded noun phrases to add detail, qualification and precision
- use verb tenses consistently and correctly throughout their writing including passive and modal verbs
- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas, punctuation for parenthesis, semi-colons, dashes, colons & hyphens)
- 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

How to Help Your Child with Writing

- **Practise and learn weekly spelling lists – make it fun!**
- **Revise the word classes together – nouns, adjectives, verbs are one thing, but what about determiners? Relative clauses? Prepositions? Subjunctive form? Past progressive? Learn together!**
- **Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.**
- **Write together – be a good role model for writing.**
- **Encourage use of a dictionary to check spellings and a thesaurus to find synonyms and expand vocabulary.**
- **Allow your child to use a computer for word processing, which will allow for editing and correcting errors without lots of crossing out.**
- **Remember that good readers become good writers! Identify good writing features when reading (e.g. sentence structure, punctuation).**

Maths Sample Test

Maths Paper 1: Arithmetic

28

$$\frac{5}{8} \div 2 =$$

1 mark

29

$$45\% \text{ of } 460 =$$

1 mark

30

$$2\frac{1}{3} + \frac{5}{8} =$$

1 mark

Maths Sample Test

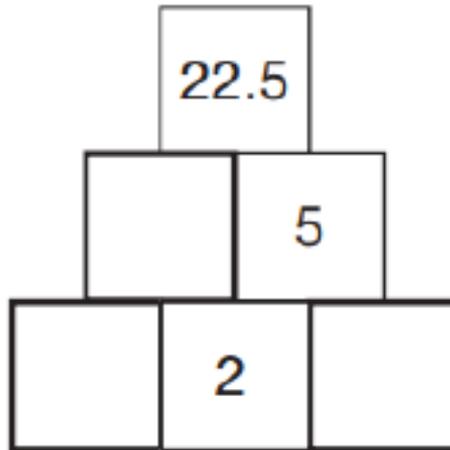
Maths Paper 2 / Paper 3 : Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

Maths Sample Test

Maths Paper 2 / Paper 3 : Reasoning

19

The area of a rugby pitch is 6,108 square metres.

A football pitch measures 112 metres long and 82 metres wide.

How much larger is the area of the football pitch than the area of the rugby pitch?

Show
your
method

A large grid for showing the method to solve the problem. The grid is 20 units wide and 20 units high. A small box at the bottom right of the grid contains the text "square metres".

square metres

Maths Sample Test

Maths Paper 2 / Paper 3 : Reasoning

20

Adam says,

0.25 is smaller than $\frac{2}{5}$



Explain why he is correct.

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

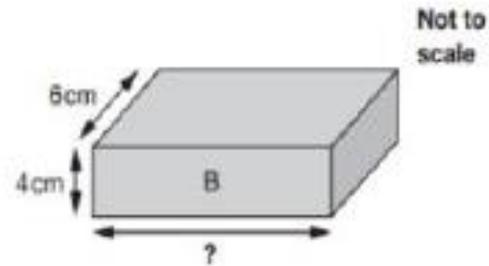
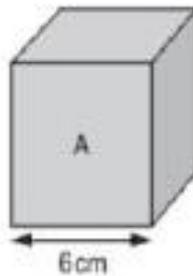
1 mark

Maths Sample Test

Maths Paper 2 / Paper 3 : Reasoning

24

Cube A and cuboid B have the same volume.



Calculate the missing length on cuboid B.

Show
your
method

A large grid for showing the method. A small rectangular box is drawn in the bottom right corner of the grid, containing the text 'cm'.

2 marks

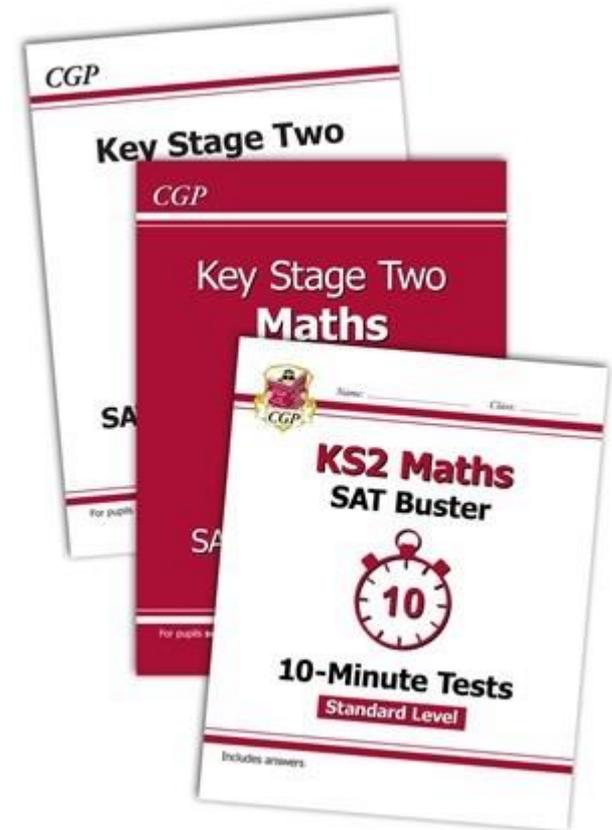
How to Help Your Child with Maths

- **Play times tables games – children must know all 12 x 12 tables!**
- **Play mental maths games including counting in different amounts, forwards and backwards.**
- **Encourage opportunities for telling the time – analogue and digital**
- **Encourage opportunities for counting coins and money: finding amounts or calculating change when shopping.**
- **Look for examples of 2D and 3D shapes around the house.**
- **Identify, weigh or measure quantities and amounts in the kitchen or in recipes and convert between each measure.**
- **Play games involving numbers or logic – dominoes, card games, darts etc**
- **Countdown maths is also a great way to talk about maths.**

Revision guides

- ALL children have access to revision guides. These may be sent home to be completed independently OR kept in school where children can be supported while completing them.

- There is no pressure to have to complete the revision guides but they will cover all the different potential types of questions for SATs.



How to Help Your Child – General Advice

- **First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!**
- **Ensure your child has the best possible attendance at school.**
- **Support your child with their home learning / revision guides.**
- **Reading, spelling and arithmetic (times tables) are always good to practise.**
- **Talk to your child about what they have learnt at school and what books they are reading (characters / plot / their opinion)**
- **Make sure your child has a good sleep and healthy breakfast every morning!**

SATs Breakfast and SATs week treats

- During SATs week, school will be open earlier to give Year 6 a chance to relax with their friends before the tests.
- We will also provide children toast with a selection of spreads each morning and a bacon / sausage sandwiches on the last day of SATs as a treat.
- During the afternoon lessons, after the day's test is complete, we will try to do relaxing activities to avoid worries about the tests. Last minute revising can have a negative effect.
- Other exciting activities will be arranged for after SATs week to celebrate Year 6's final months at Berewood, including our residential trip to PGL and Enterprise Fair to raise funds for leavers celebrations.
- Further information will be sent out nearer to test week.

Finally – A Health Warning

Whilst we do encourage your children to take these seriously and use them to show off all that they are capable of, it is important to remember that all the children in Year 6 are special and unique irrespective of a test.

The value and worth of each child cannot be quantified by a test level and nor should it.

Thank you for taking the time to find out more. If you have any further questions or concerns please feel free to contact me.