



Meeting for Parents regarding the end of KS2 SATS

Tuesday 20th 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 11th May | Tues 12th May | Wed 13th May | Thurs 14th 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

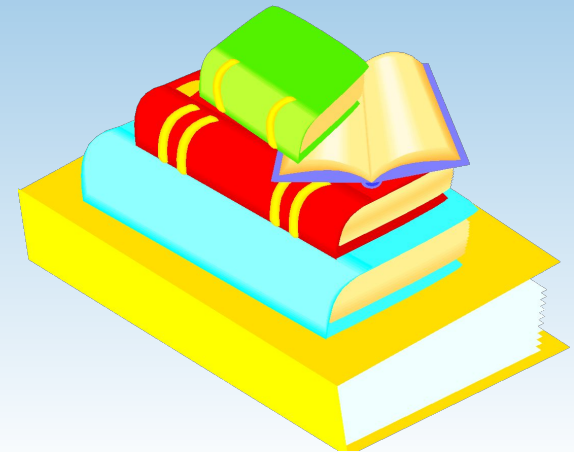


- **The Reading SAT**
- Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace. Approx 36 questions.
- They can approach the test as they choose: e.g. working through one text and answering the questions before moving on to the next.
- 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

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

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 | No scaled score (%) | 17 | 92 | 34 | 103 |
| 1 | | 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 | 91 | 33 | 104 | 50 | 120 |

100 - EXS

110 - GDS

Writing



- Based on teacher assessment over the year and especially from spring and summer term.
- Not met, achieved expected or greater depth (GD something special / flair / own voice/ demonstrating change of mood).
- Editing skills essential - checking and correcting their work to ensure accurate punctuation, use of a dictionary to check spellings.
- Evidence of a range of writing for a variety of purposes.
- For expected standard, children need to show an awareness of appropriate levels of formality through their choices of vocabulary and grammar.
- Evidence of joined, consistent handwriting.
- Reading a variety of engaging and challenging texts has a huge impact on children's writing!



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

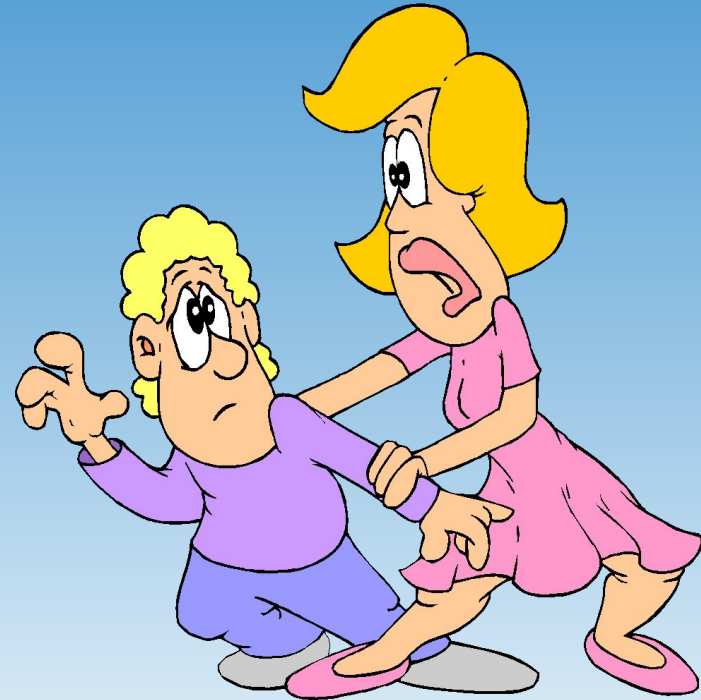
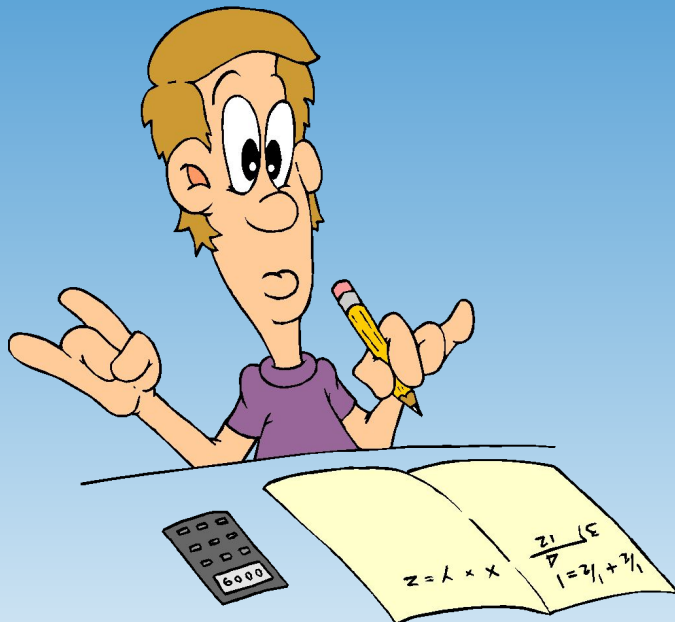
The pupil can:

- 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



- Designated lessons focusing on revision and test technique
- Booster groups.
- Support given through tailored learning - revising key areas needed in the run up to the tests.
- Practice SATS - familiarity with the format of the tests, the timings, the spaces that will be used and the adults they will be with.
- Access arrangements for some children.
- Expectation for children to do **their** best - we are all different.

At home



In the lead up to the tests

- Complete homework tasks.
- Reading and discussion of texts.
- Focus on spellings - weekly lists and key words at back of planners.
- Practise times tables.
- LBQ helpful document - sent via email

In test week

- Time to unwind - limit time on devices
- Plenty of sleep
- Punctual each day



Thank you for attending
More than happy to answer any
questions

<https://www.youtube.com/watch?v=2H2D1Ul4pjE&authuser=0>

School website under Parents, SATS guides