



The purpose of this pack is to provide you with information about SATs.

Our focus is not to prepare the children to score as high as possible in a paper. Instead, our focus is to use this statutory test to teach the children stress management strategies and boost their self esteem.

The children's wellbeing is our top priority.

Should you have any questions that this pack does not answer, or you'd like to discuss your child as an individual please contact their class teacher or myself via Dojo

# The Tests

Key Stage 2 SATs take place nationally in the week commencing 8<sup>th</sup> May 2023

Statutory tests will be administered in the following subjects:

- Punctuation, Vocabulary and Grammar (45 minutes)
  - Spelling (approximately 15 minutes)
  - Reading (60 minutes)
  - Mathematic
    - Paper 1: Arithmetic (30 minutes)
    - Paper 2: Reasoning (40 minutes)
    - Paper 3: Reasoning (40 minutes)
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- All tests are externally marked.
  - As in recent years, writing will be teacher assessed internally. The revised 'pupil can' statements for English writing place a greater emphasis on composition and the statements that relate to the more 'technical' aspects of English writing (grammar, punctuation and spelling) have been made less prescriptive.

# Assessment and Reporting

- As of 2014, the 'old' national curriculum levels (e.g. level 3, 4, 5) were abolished as set out in government guidelines.
- The 2014 curriculum is rigorous and sets noticeably higher expectations than previous curricula, which is why all schools have had to work hard to meet and adapt to it since its introduction.
- Since 2016, test scores have been reported as 'scaled scores'.

# Scaled Scores

What is meant by 'scaled scores'?

It is planned that 100 will always represent the 'national standard'.

Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.

Using the scaled score, the lowest a child can score is 80, with the highest being 120.

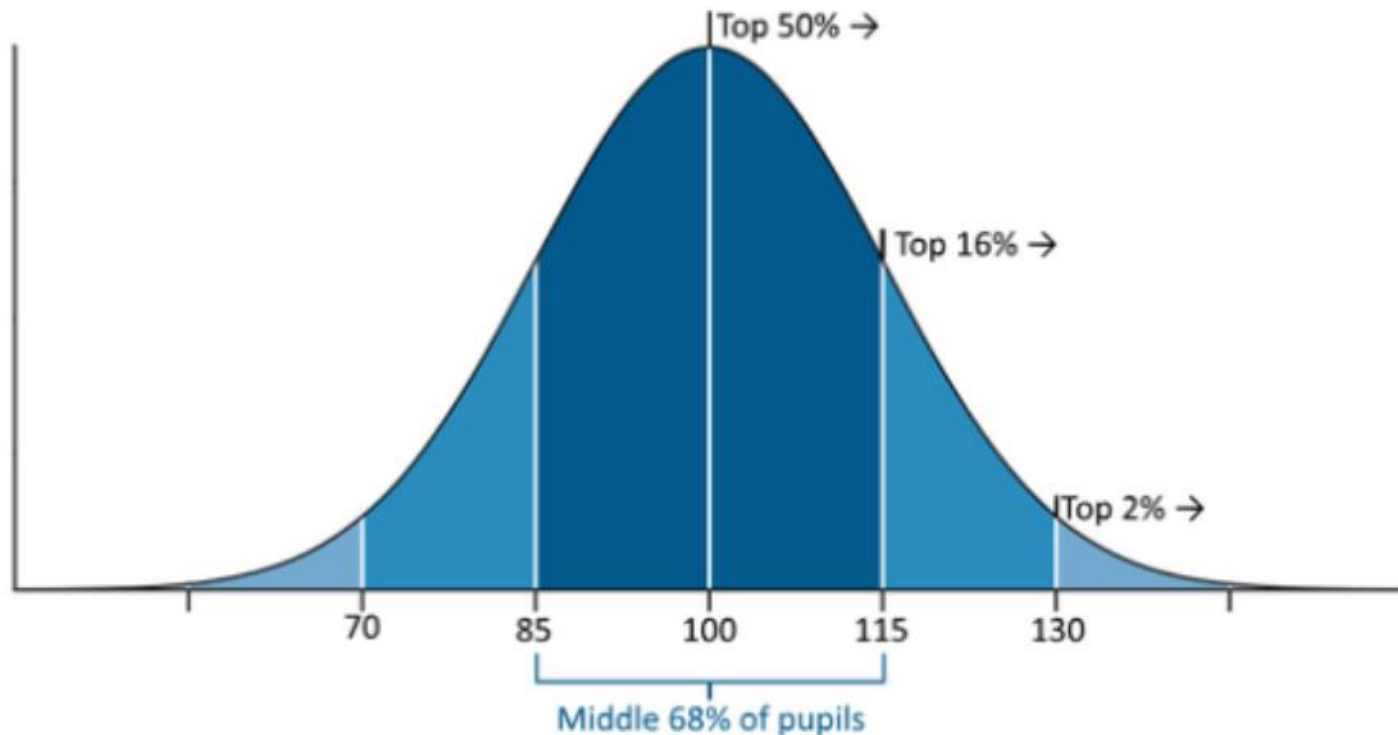
A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

Each pupil receives:

- a raw score (number of raw marks awarded);
- a scaled score in each tested subject;
- confirmation of whether or not they attained the national standard.

On publication of the test results in July:

- a child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test;
- If a child's score is close to 120, they are working beyond (or above) the expected national standard.
- a child's score is close to 80, they are judged to have not yet met the national standard and performed below the expectation for their age.



# Grammar, Punctuation & Spelling- TUESDAY

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes.
- A separate test is given on grammar, punctuation and vocabulary.
- 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 grammar, punctuation and spelling.

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

40

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

44

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I \_\_\_\_\_ able to join you, but it will not be possible.

Tick **one**.

am

was

were

be



# Reading-WEDNESDAY

- The reading test consists of a single test paper with three unrelated reading texts. Children are given 60 minutes in total, which includes reading the texts and answering the questions. Since 2018 the reading content of the KS2 SATs has been closely linked to the curriculum to ensure children are drawing on their knowledge when answering reading comprehension questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.

# Reading-WEDNESDAY

There will be a selection of question types, including:

\*Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in the story'

\*Labelling, e.g. 'Label the text to show the title of the story'

\*Find and copy, e.g. 'Find and copy one word that suggests what the weather is like in the story'

\*Short constructed response, e.g. 'What does the bear eat?'

\*Open-ended response, e.g. 'Look at the sentence that begins Once upon a time. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

# Sample Questions

## Reading Paper

15

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

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

\_\_\_\_\_

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

\_\_\_\_\_

2 marks

# Sample Questions

## Reading Paper

27

Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

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1 mark

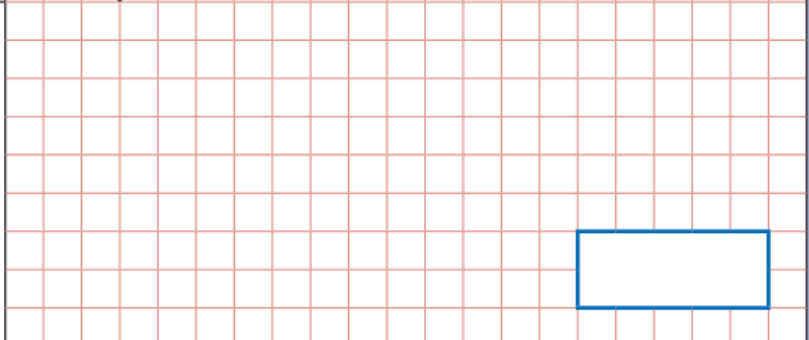
# Mathematics- THURSDAY & FRIDAY

- The mathematics tests have undergone the biggest change in recent years.
- Children will sit three tests: paper 1, paper 2 and paper 3.
- Paper 1 is for arithmetic lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover problem solving and reasoning, each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

# Sample Questions

## Maths Paper 1: Arithmetic

<b>14</b>	$3.005 + 6.12 =$	<input type="checkbox"/>
		

<b>32</b>	$43 \overline{) 1118}$	<input type="checkbox"/>
	<p>Show your method</p> 	



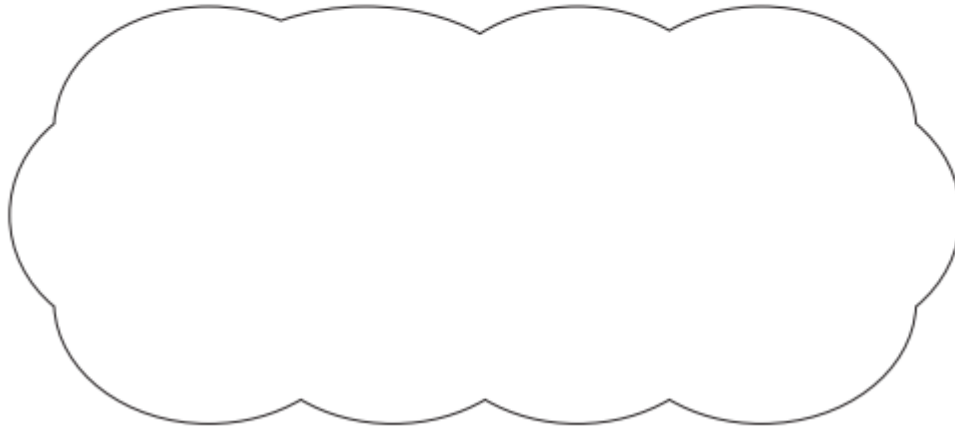
# Sample Questions

## Maths Paper 2 / Paper 3 : Reasoning

21

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to  $18 \times 326$



1 mark



# How we support your child

No two children are the same. This is why we start weekly testing in January as it enables us to find what works for each child.

Some children work best in a silent room with their peers, whereas others might find this daunting. Some children need to move or fiddle with lucky charms to help them think and calm their nerves.

Through weekly testing, the booster groups and discussions with the children we adapt and evaluate to find:

- Which adult they work best with. For some children, just being in a room with a familiar face helps. For others, it may be that a certain teacher has a more calming presence for them. Some work best in small groups. At CHPS, year 6 is a real team effort with all teachers supporting the year 6 children.
- If they need movement breaks. If this is the case, the adult with them will note the time that they pause the test and the time it is restarted to ensure they get their full time allowance.
- If they need to get active before the test to blow off steam. Last year, some children benefited from physical activity before sitting the test in a small group.
- Throughout, we are working on mindful techniques, breathing and calming strategies and skills that they children can apply to the unavoidable testing that comes with growing up.

# How to Help Your Child

- 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 any homework tasks.
  - Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
  - Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
  - Make sure your child has a good sleep and healthy breakfast every morning!
- Please, please, please do not do any EXTRA tests at home!**

# 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: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Visit the local library and school library - it's free!

# How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling 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 of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

# How to Help Your Child with Maths

- Play times tables games such as TTRS or encourage the fact of the day task.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

# Not just a year 6 test

## KS2 Maths SATs papers

Percentage of questions from each year group curriculum (rounded)  
*[change from previous year]*

Year group	2016	2017	2018
3	16%	7% [-9%]	9% [+2%]
4	14%	26% [+12%]	18% [-8%]
5	27%	25% [-2%]	26% [+1%]
6	43%	41% [-2%]	47% [+6%]

2019 maths SATs papers: percentage of Qs from each year group curriculum content (rounded)

Year 3: 10%  
Year 4: 21%  
Year 5: 21%  
Year 6: 47%