

Mill Lane School



Key Stage 2 SATs 2024

Information Evening for Parents/Carers

Wednesday March 13th 2024

Our aims tonight are to explain....

- What National Curriculum Tests (SATs) are.
- What we are doing to prepare your child.
- How parents can help at home.

What are the SATs?

- ▶ SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- ▶ The SATs take place over four days, starting on **Monday 13th May** ending on **Thursday 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**
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

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.

When and how the SATs are completed

- ▶ The tests take place during normal school hours, under exam conditions.
- ▶ Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.
- ▶ After the tests are completed, the papers are sent away to be marked **externally**.
- ▶ The results are then sent to the school in July.
- ▶ Each test lasts no longer than 60 minutes:
 - ▶ Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) - 45 minutes
 - ▶ Spelling, punctuation and grammar (paper 2: Spelling) - 20 minutes
 - ▶ Reading - 60 minutes
 - ▶ Maths (paper 1: Arithmetic) - 30 minutes
 - ▶ Maths (paper 2: Reasoning) - 40 minutes
 - ▶ Maths (paper 3: Reasoning) - 40 minutes

Specific arrangements for SATs

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- ▶ Additional (extra) time;
- ▶ Tests being opened early to be modified;
- ▶ An adult to scribe (write) for them;
- ▶ Using word processors independently;
- ▶ An adult to read for them (including a translator);
- ▶ The use of prompts or rest breaks;
- ▶ Arrangements for children who are ill or injured at the time of the tests.

Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). Pupils who use the modified large print or braille versions of the tests are automatically allowed up to 100% additional time.

The Results

Tests are marked externally. Once marked, the tests will be given the following scores:

- ▶ A raw score (total number of marks achieved for each paper);
- ▶ A scaled score (see below);
- ▶ A judgement on if the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.

Spelling, Punctuation and Grammar: Monday 13th May

Spelling, Punctuation and Grammar consists of two papers.

- ▶ Paper 1 focuses on all three elements (spelling, punctuation and grammar). The paper lasts for **45 minutes**.
- ▶ Paper 2 consists of a spelling test only. It should take approximately **20 minutes**, although this is not a set amount of time (pupils should be given as much time as they need to complete the test).

Spelling, Punctuation and Grammar: Paper 1

The children will have been working hard on developing and securing their knowledge of the technical vocabulary needed in this test.

This test focuses on:

- ▶ Grammatical terms/ word classes; (24%)
- ▶ Functions of sentences; (8%)
- ▶ Combining words, phrases and clauses; (8%)
- ▶ Verb forms, tenses and consistency; (12%)
- ▶ Punctuation; (32%)
- ▶ Vocabulary; (10%)
- ▶ Standard English and formality.(6%)

This test requires a range of answer types but does not require longer formal answers.

Spelling, Punctuation and Grammar: Paper 1

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

Spelling task

Example questions:

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

Reading: Tuesday 14th May

There is one reading test that lasts for 60 minutes.

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of non-fiction, fiction and/ or poetry.

The test covers the following areas (known as Content Domains):

- ▶ Give/ explain the meaning of words in context;
- ▶ Retrieve and record information/ identify key details from fiction and non-fiction;
- ▶ Summarise main ideas from more than one paragraph;
- ▶ Make inferences from the text/ explain and justify inferences with evidence from the text;
- ▶ Predict what might happen from details stated and implied;
- ▶ Identify/ explain how information/ narrative content is related and contributes to meaning as a whole;
- ▶ Identify/ explain how meaning is enhanced through choice of words and phrases;
- ▶ Make comparisons within the text.

Reading

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



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.

Example questions:

Based on text 2: Fact Sheet: About 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:

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>	Up to 3m																
	<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 spaceshe 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 spaceshe 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	
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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>																	

Reading

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

Last year's Reading SATs paper,

- ▶ 18% of marks could be gained from answering questions involving giving and explaining the meaning of words in context.;
- ▶ 32% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- ▶ 46% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.

Maths: Wednesday 15th and Thursday 15th May

The maths assessments consist of three tests.

- ▶ Paper 1: Arithmetic (30 minutes) - Wednesday 13th May
- ▶ Paper 2: Reasoning (40 minutes) - Wednesday 13th May
- ▶ Paper 3: Reasoning (40 minutes) - Thursday 14th 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 BIDMAS), percentages of amounts and calculating with decimals and fractions.

Example question:

23	$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$	<div style="border: 1px solid blue; width: 80px; height: 30px; margin: 0 auto;"></div> <input type="checkbox"/> 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">$\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}OR\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$	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% of 3,000 =

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

1 mark

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.

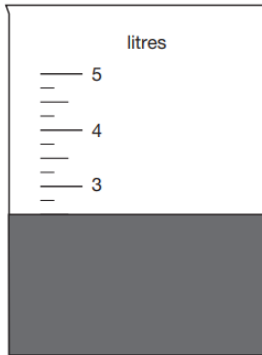
KS2 Maths SATs papers analysis by @_MissieBee						
<i>Percentage of questions by content domain</i>						
Content domain	2016	2017	2018	2019	2022	2023
Number & PV	17	9	10	9	9	10
Calculations	17	22	29	30	38	33
FDP	15	14	14	24	25	25
Ratio & prop.	4	9	6	8	6	6
Algebra	8	9	9	6	3	7
Measurement	15	14	13	9	7	7
Shapes	12	9	10	7	6	6
Pos. & direction	4	3	4	3	2	2
Statistics	8	11	6	4	3	4

Maths Papers 2 (Reasoning)

7

Example questions:

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

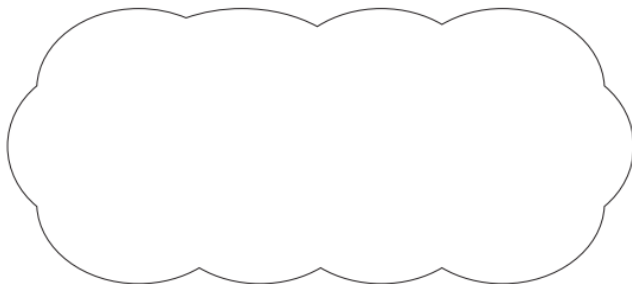
Circle the **prime** number.

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).

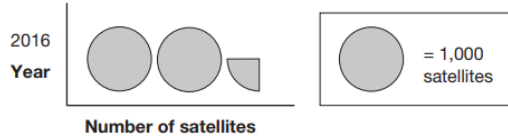
Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.

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

Maths Papers 3 (Reasoning)

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

How can parents help?

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

- Sensible bedtime.
- Healthy diet - eat breakfast.
- Drink plenty of water at home and school.
- Encourage your child positively, without putting too much pressure on him/her.
- Support with homework - provide a quiet place for work.
- Use revision guides and websites to support your child's learning.
- Encourage your child to ask if they are unsure of anything.
- Create a revision timetable that works for you and your child. For some families, 10-20 minute activities over a few days works best. For others, a longer study session once or twice a week may be better.

Things to remember about SATs

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.

SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as in previous years.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.

What to do if you are worried about your child

Talk to the school

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to the school so that everyone concerned can offer the support needed.

Talk to your child

Talk to your child about what aspect of SATs concerns them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

Encourage your child to talk to their teacher

SATs are obviously linked to school. We are here to help and support.

Advice for Year 6 children

- ▶ Listen to your teachers.
- ▶ The adults you work with all want you to do your best.
- ▶ Get plenty of sleep and eat well, this will help your brain.
- ▶ Read all the questions carefully. This can help you to avoid silly mistakes.
- ▶ Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.
- ▶ Remember that the Year 6 SATs last for 4 days out of your whole life!