



# Welcome to the Key Stage 2 Assessments briefing for parents

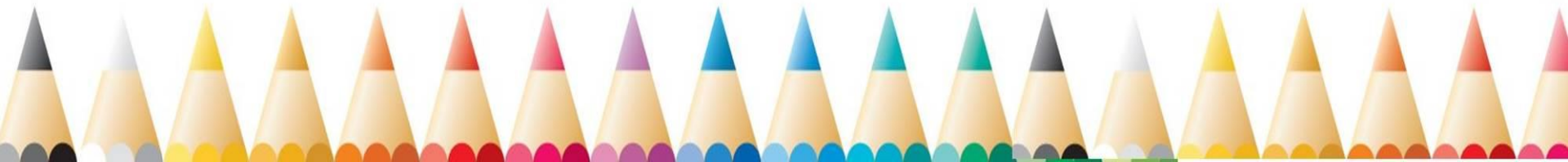
28.3.22 (6:30pm) and 1.4.22 (9:15am)





# What are SATs?

- These are Standardised Assessment Tests that are given to children at the end of KS2.
- They take place over 4 days in school hours
- They are sat under exam conditions
- After they are completed, the papers are sent away and marked externally
- The results are sent to the school in July

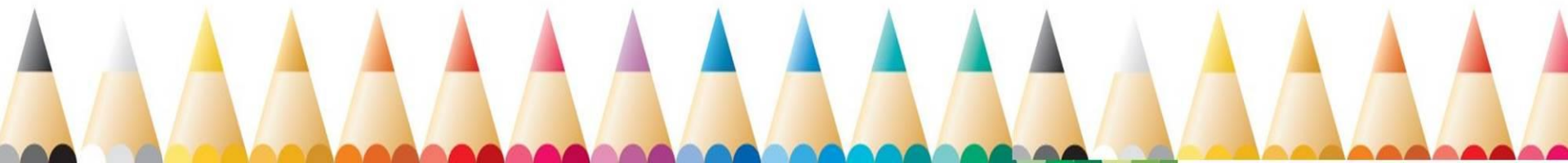




# When and how are they completed?

Date	Test
Monday 9 May	English grammar, punctuation and spelling Paper 1: questions English grammar, punctuation and spelling Paper 2: spelling
Tuesday 10 May	English reading
Wednesday 11 May	Mathematics Paper 1: arithmetic Mathematics Paper 2: reasoning
Thursday 12 May	Mathematics Paper 3: reasoning

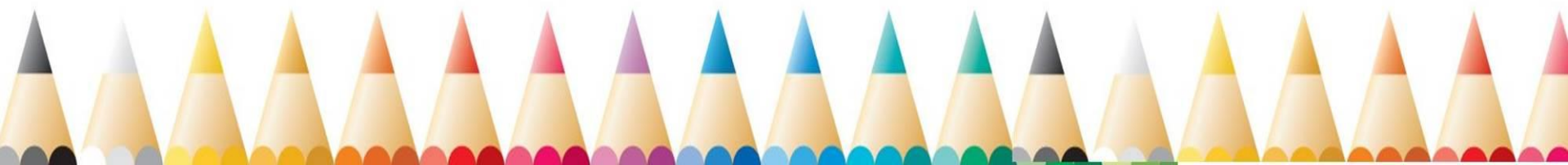
Writing is assessed using evidence collected throughout year 6.





# Results

- Results are given in July
- The children get:
  - a raw score (total number of marks on the paper)
  - A scaled score
  - A judgement whether the National Standard has been met





# Results - Scaled Scores

- After marking the raw score is converted to a scaled score
- Scaled scores range from 80-120.
- A scaled score of 100+ shows the pupil is meeting the National Standard.

The minimum raw score is determined each year.

A raw score of 28 out of 50 in the 2019 Reading paper converted to a scaled score of 100.

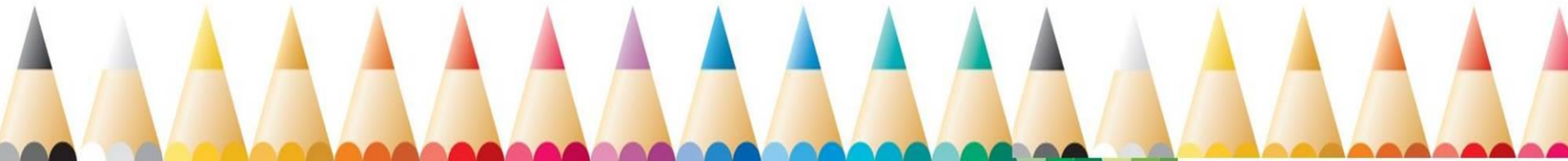




# Monday 9th May - Spelling, punctuation and grammar

Spelling, punctuation and grammar consists of 2 papers

- Paper 1 focuses on all three with questions and lasts for 45 minutes.
- Paper 2 is a spelling test only and takes approximately 15 minutes.



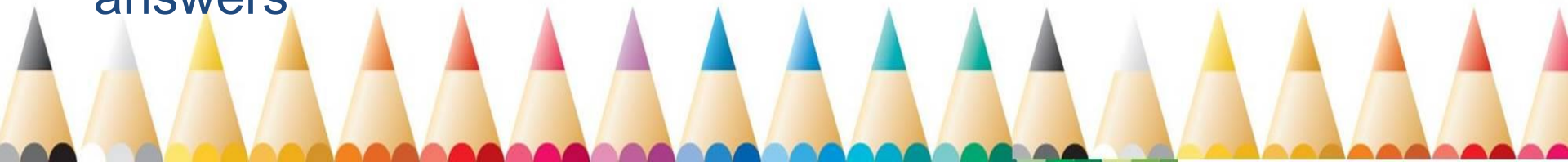


# Monday 9th May - Spelling, punctuation and grammar

Paper 1 focuses on:

- Grammatical terms/word classes
- Functions of sentences
- Combining words, phrases and clauses
- Verb forms, tenses and consistency
- Punctuation
- Vocabulary
- Standard English and formality

A range of answer types are required but not longer formal answers







Which sentence has been punctuated correctly?

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

Tick **one**.

☐☐☐☐

Complete the sentence with an **adjective** formed from the verb create.

The artist was very \_\_\_\_\_ and produced many original works.

**37**

Rewrite the sentence below so that it is written in the **passive voice**.  
Remember to punctuate your answer correctly.

The pouring rain drenched us.

---







**Spelling 12:** The word is **illusion**.

The magician performed an **illusion**.

The word is **illusion**.

**Spelling 13:** The word is **re-enter**.

Jane had to **re-enter** the cloakroom to get her gloves.

The word is **re-enter**.

**Spelling 14:** The word is **parachute**.

The skydiver released her **parachute**.

The word is **parachute**.

**Spelling 15:** The word is **abundance**.

There is an **abundance** of blackberries at the end of the summer.

The word is **abundance**.

**Spelling 16:** The word is **unavoidably**.

Ali was **unavoidably** late for school.

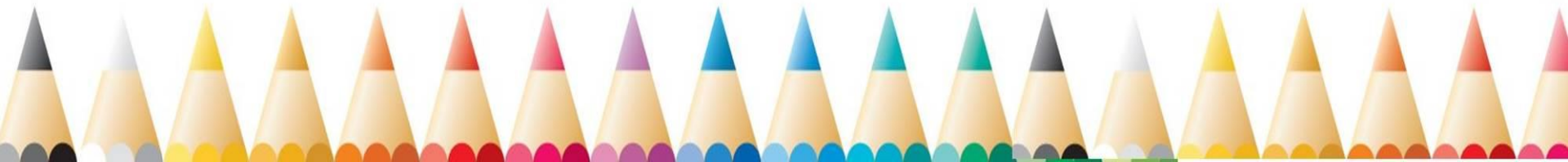
The word is **unavoidably**.





# Tuesday 10th May - Reading paper

- There is one reading paper that lasts for 60 minutes
- Children can approach the test in a way which suits them
- It is designed to measure the children's comprehension of age-appropriate reading material
- There are 3 different texts which could be a combination of non-fiction, fiction and/or poetry





# Reading Test

- Children may refer back to the reading booklet at any time and are encouraged to do so.
- They are encouraged to move on to the next question if they are struggling to answer and re-visit questions at the end if necessary.
- There are a range of open and closed question types some of which require short answers. Children are advised to look at the number of marks a question is worth and think carefully about the level of detail needed in their answer.





# Reading Test

The test covers the following areas:

- give/explain the meaning of words in context
- Retrieve and record information/identify key details
- Summarise main ideas
- Make inferences and/or justify inferences with evidence from the text
- Predict what might happen from details stated and implied
- identify/explain how information/content is related to the meaning as a whole
- identify/explain how meaning is enhanced through choice of words/phrases
- Make comparisons within the text







# Reading Test

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.

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

1

What is Ajay doing when the post arrives?

1 mark

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



# Reading Test



## 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?

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1 mark

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





# Reading Test

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

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

Impression	Evidence
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

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



# Reading Test

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.

In the 2019 Reading SATs paper,

- 12% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 42% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 36% 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.

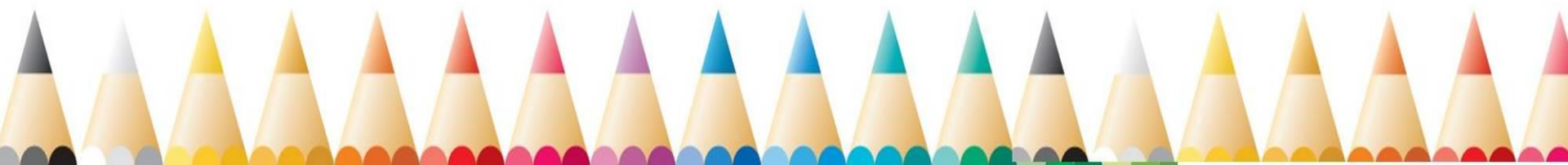




# Reading Test

Some examples of questions you could ask at home:

- What does this word mean?
- Which word in this paragraph is the closest in meaning to...?
- What [character] doing when [event] happened?
- True or false questions about a paragraph/ text.
- Why do you [character] did [event]? Can you think of another reason?





# Wednesday 11th and Thursday 12th - Maths

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 11<sup>th</sup> May
- Paper 2: Reasoning (40 minutes) – Wednesday 11<sup>th</sup> May
- Paper 3: Reasoning (40 minutes) – Thursday 12<sup>th</sup> May





# Maths Tests

## Paper 1: Arithmetic

- A total of 40 marks
- Covers the 4 main operations, percentages of amounts and calculating with decimals and fractions.

16	$1,440 \div 12 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
17	$20\% \text{ of } 1,500 =$	<input type="text"/>	<input type="checkbox"/> 1 mark





# Maths Tests

6

$$5.87 + 3.123 =$$

1 mark

11

$$\boxed{\phantom{000}} = 87 - 65$$

1 mark

15

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

1 mark







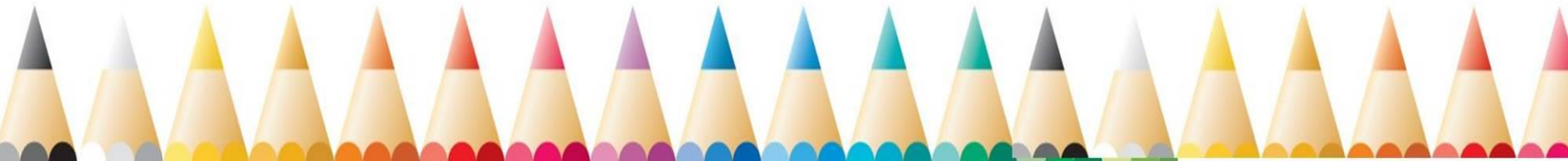
# Maths Tests

## Paper 2 and 3 - Reasoning:

- 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.

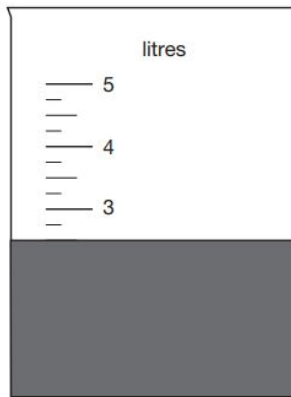




# Maths Tests

7

Jack pours some dark paint into a container.



In litres, how much paint is in the container?

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.

25

53

1 mark

1 mark

18

Circle the **prime** number.

95

89

87

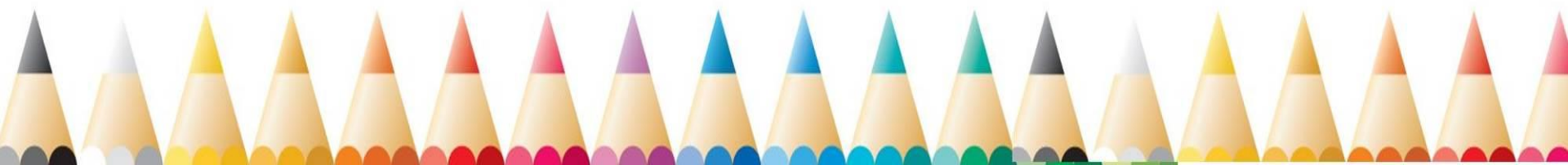
Explain how you know the other numbers are **not** prime.

1 mark



# Writing

- There is no written test for writing.
  - It is assessed using evidence collected throughout year 6
  - This can be writing across the curriculum
  - We moderate as a school and with other schools
- 
- Children have to meet certain 'I can...' statements for the different judgements



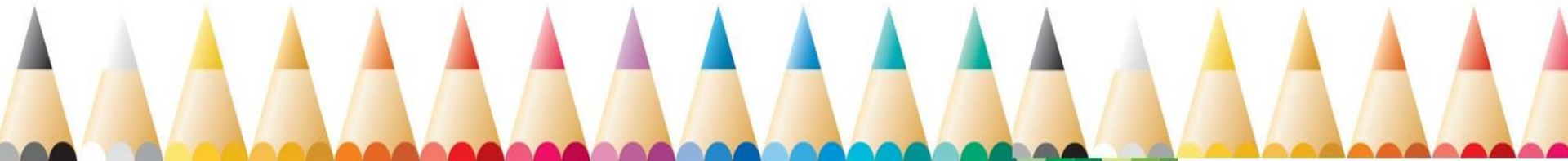


# Writing Assessment

## 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.<sup>1</sup>





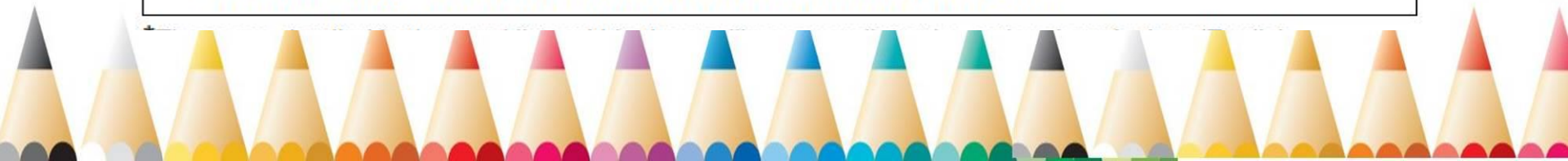


# Writing Assessment

## 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 correctly<sup>1</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>





# Writing Assessment

## 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 writing<sup>3</sup> 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]



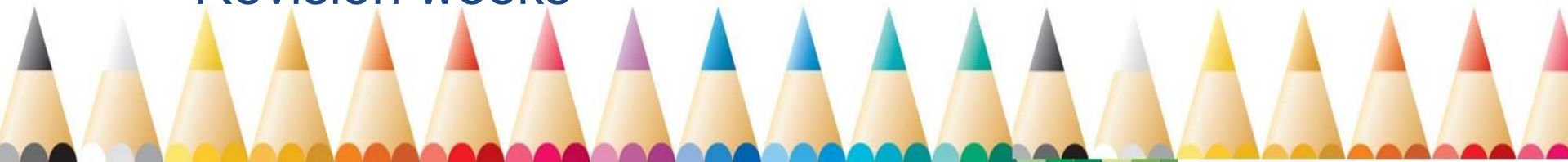




# Supporting your children

At school:

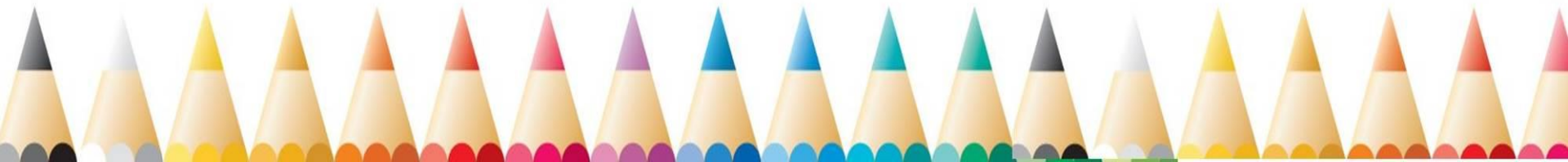
- We have been teaching the curriculum but identifying and addressing gaps
- Children have had (and will continue to have) opportunities to apply their skills in a range of different contexts.
- Children have seen example test questions and papers.
- Exam techniques have been taught to help the pupils cope well in the test conditions and achieve their full potential in the tests.
- Revision weeks





- After the Easter holidays, your children will need to have a clear pencil case.
- Make sure they have a 30cm ruler which has cm and mm on it. Inches are not allowed.
- Label their equipment.
- Home learning for the Easter holidays and after will be different

Breakfast will be offered the week of the SATs.

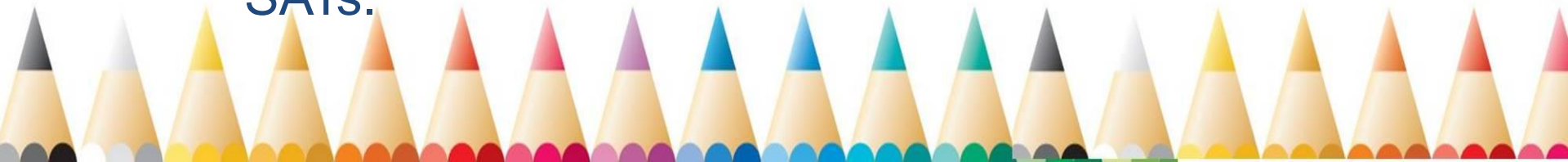




# Supporting your children

## At home

- A positive attitude goes a long way
  - Talk to your child's class teacher if you have any concerns
  - Encourage your child to speak to a trusted adult at school if they need help or have anxieties
- 
- Ensure children are attending school and punctual
  - Allow your child to have a quiet place to learn at home
  - Ensure your child is eating, drinking and sleeping well
  - Give your child time to go outside and reduce screen time
  - Plan something fun for the weekend before and after SATs.





# Supporting your children

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 last year.

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.

