

John Perry Primary School



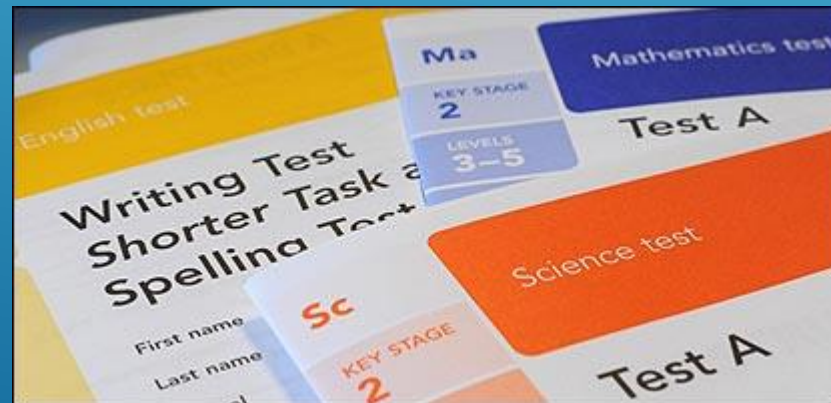
KEY STAGE 2 SATS
2023

AIMS OF THE SESSION:

- Set out the timeline of the upcoming SATs
- Provide information about what SATs will be like, how we are preparing your children and share examples of content
- Explain Access Arrangements
- Explain how parents can support children at home

What are SATs?

SATs are 'Standard Assessment Tests' that measure children's attainment in Reading, Grammar, Punctuation and Spelling (GPS) and Mathematics at the end of Key Stage 2 (Year 6).



The purpose of SATs

- Provides the government with a standardised, consistent assessment of all pupils regardless of who their teacher was and where their school was.
- Gives you information about where your child is (academically).
- Gives you a comparison to see how much your child has progressed throughout their time in primary education.
- Informs secondary schools of academic ability and this information may be used for target setting.

REMEMBER – ALL children are different. Our aim is to make sure all children learn and make progress throughout their time at primary school.

Test timetable for 2023:

The tests must be taken on the scheduled day.

Tuesday 9 May	English grammar, punctuation and spelling (GPS) papers 1 (questions) and 2 (spelling)
Wednesday 10 May	English reading paper
Thursday 11 May	Mathematics papers 1 (arithmetic) and 2 (reasoning)
Friday 12 May	Mathematics paper 3 (reasoning)

A hot, nutritional breakfast will be served from Tuesday to Friday free of charge.



SATS PAPERS

Please visit the following websites if you would like to download or simply have a look at real SATs papers:

<https://www.satspapers.org.uk/Page.aspx?TId=5>

<https://www.satspapersguide.co.uk/ks2-year-6-sats/ks2-year-6-sats-papers/>

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>

WHAT WILL BE TESTED?

ENGLISH

- ✓ Punctuation and Grammar test, Spelling test.
- ✓ Reading comprehension test.



The Grammar, Punctuation and Spelling Test:

The grammar, punctuation and spelling test focuses on knowing and applying grammatical terminology with the full range of punctuation tested.

There are 2 papers:

Paper 1: short answer questions to test grammatical and punctuation knowledge out of context. 45 minutes. Worth 50 marks in total.

Paper 2: spelling. A test transcript to be read by the test administrator and an answer booklet for pupils to complete 20 missing words. The test is expected to take approximately 15 minutes, but is not strictly timed. The questions are worth 20 marks in total.

GPS

PAPER 1 GRAMMAR AND PUNCTUATION (45 MINUTES)



40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

Punctuation and Grammar

Punctuation and grammar are taught explicitly and also as part of English lessons.

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

Sample questions

Sample Questions

1. Circle all the **adverbs** in the sentence below.
Open the drawers carefully and quietly when using the filing cabinet.

2. Tick one word to complete the sentence below.

Michael and Kate read their books _____ they ate their sandwiches.

Tick **one**.

- | | |
|---------|--------------------------|
| while | <input type="checkbox"/> |
| which | <input type="checkbox"/> |
| between | <input type="checkbox"/> |
| during | <input type="checkbox"/> |

3. Draw lines to match each sentence with the most likely final punctuation.

Sentence	Punctuation
Look out	?
How are you doing	!
January is the first month of the year	.

4. Circle the word that describes **how** William played on the field.
William played badly on the field.

5. Look at this sentence:

The shopping list said he should buy bread, butter, jam and tea.
a) What is the name of the punctuation mark that is used after the words 'bread' and 'butter'?

- b) Why is this punctuation mark needed in the sentence above?

1 mark

- Tick **one**.
- | | |
|-----------------------------------|--------------------------|
| to mark the start of a new clause | <input type="checkbox"/> |
| to show that a word is missing | <input type="checkbox"/> |
| to separate the items in a list | <input type="checkbox"/> |
| to take the place of brackets | <input type="checkbox"/> |

6. The sentences below each have an error. The errors are underlined.
Write the correction in the box, making sure the verb matches the tense.
One has been done for you.

had

Yesterday, I have the chance to play for my local team.

Our local café makes great cakes. We like to sit and ate them on a Saturday.

The children are going to a shopping centre tomorrow and they had bought some new toys.

I am putting on my shoes and I will have been for a walk in the park right now!

1 mark

2019 Spelling script

Spelling 1: The word is **creature**.

The dragon is an imaginary **creature**.

The word is **creature**.

Spelling 2: The word is **enough**.

There was **enough** food for everyone.

The word is **enough**.

Spelling 3: The word is **reception**.

My little brother is in **reception** class.

The word is **reception**.

Spelling 4: The word is **numb**.

Playing in the snow made my fingers **numb**.

The word is **numb**.

Spelling 5: The word is **division**.

We learned how to do **division** in mathematics.

The word is **division**.

Spelling 6: The word is **sighed**.

Charlie **sighed** with relief.

The word is **sighed**.

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.
4. Playing in the snow made my fingers _____.
5. We learned how to do _____ in mathematics.
6. Charlie _____ with relief.
7. _____ is easier with a compass.
8. Khalid was a _____ boy.
9. Gran _____ us a snack when we arrived.
10. Do your stretches so you don't pull a _____.

SPELLING



- ▶ Your child will be sent home spellings to support their in-class work
- ▶ Please help your child learn them
- ▶ Spellings will be given out on a weekly basis, however as we get closer to testing they may be given out more frequently

Say it slowly, sound it out "Say the word slowly, counting one finger for each sound you hear. Repeat it, recording each sound as you hear it."	Imaginary Phoneme Frames "Slide one finger into each box of an imaginary phoneme frame while saying the word slowly, to help you to hear and record each sound."	Check – does it look right? "Write the word down." "Check – does it look right?" "Is there any part of the word you think you need to change?"
Syllables Clap or tap the beats of a word to break it into smaller, manageable chunks: Sep/tem/ber Im/por/tant Dic/tion/ary Con/den/sa/tion	Mind Photos – when a word is not phonetic "Take a picture of the word, framing it with your fingers. Once you've clicked, say the letter names out loud. Either turn around and write it down or carry it into another room and then write it down"	Analogy – Sounds like... Think of a word that rhymes with the word you want to spell e.g. ball - all "I think you can spell 'ball'". Try and use it to help you write 'all'."
Root word + pattern/rule smile + ing = smiling (drop the e) cry + ed = cried (change the y to i) hop + ing = hopping (short vowel/single final consonant = double final consonant)	Mnemonics said – silly ant is dancing -ough- o u get her -ould – o u like duck because – big elephants can add up small elephants	Look it up Use dictionary or spell checker to find your word!!

- sharp
- whiskers
- surveyed
- lying
- rigid
- intruder
- scattered
- enough
- females
- doubt
- ravenously
- approached
- cautiously
- bristling
- sensible
- height
- corridor
- proud
- straightened
- voice

The Reading test:

The English reading test focuses on the comprehension elements of the national curriculum and includes a mixture of text genres.

The test consists of a reading booklet and a separate answer booklet.

Pupils will have 60 minutes to read the 3 texts in the reading booklet and complete the questions which are worth 50 marks in total.

The test is designed so that the texts increase in their level of difficulty.

Pupils will have been taught how to approach the test, for example working through one text and answering the questions before moving on to the next.



THE ASPECTS OF READING TO BE ASSESSED

- ▶ 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**.

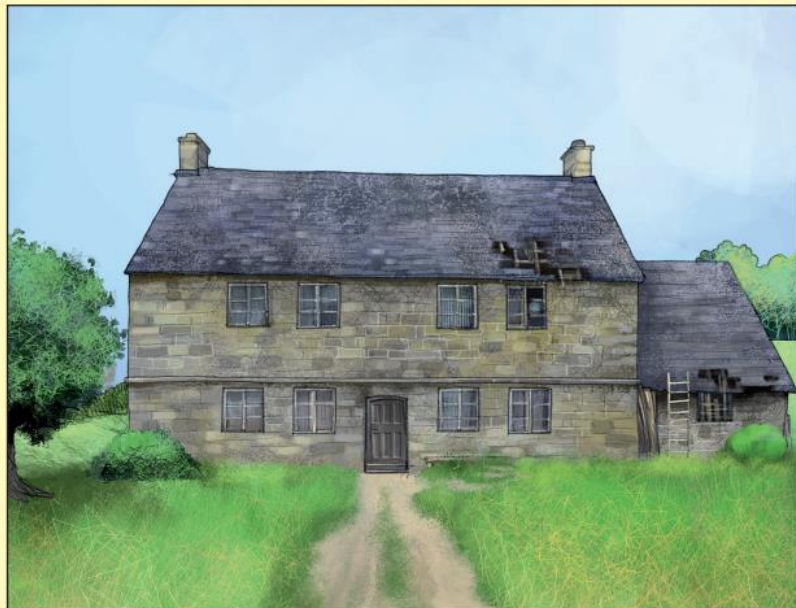
Children have three Reading lessons every week. These aspects are taught explicitly using high-quality texts.



READING PAPER (1 HOUR)



Albion's Dream



There were rooms in the old farmhouse which I never saw used and which smelt of a past that held extraordinary fascination for me: little windows where unknown ancestors had sat on autumn evenings; old leather-lined bookcases with books that no one had handled for fifty years; dust that no one had bothered to remove; piles of candle wax in unlikely corners; huge chamber pots and cracked basins, and everywhere a great generosity of space.

Outside there was a big lawn hardly walked on, flowerbeds hardly looked at, a vegetable garden which always produced too much, a vast horse chestnut with enough conkers to satisfy the needs of a whole village of boys, a second lawn that nobody ever sat on, and the poignant smells of animals and harvests of a bygone age.

Questions 30–40 are about *Albion's Dream* (pages 8–10)

30 Look at the first paragraph.

What suggests that the inside of the old farmhouse was not very well looked after?

Give **two** things.

1. _____
2. _____

1 mark

31 Look at the first two paragraphs.

Which sentence below **best** describes the farmhouse?

Tick **one**.

It had always been a lifeless place.

☐

No one ever went there by choice.

☐

It seemed stuck in the past.

☐

The outside was better looked after than the inside.

☐

1 mark

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30

Look at the first paragraph.

1m

What suggests that the inside of the old farmhouse was not very well looked after?

Give **two** things.

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text

Award 1 mark for reference to any **two** of the following:

1. dusty, e.g.

- *the house had dust everywhere.*

2. piles of candle wax, e.g.

- *no-one had bothered moving the candle wax that was in all the corners.*

3. cracked basins, e.g.

- *there were basins that were cracked.*

4. smells old / of the past

Also accept reference to untouched books, e.g.

- *books which hadn't been handled for a very long time.*

Also accept reference to unused rooms, e.g.

- *there were rooms he never saw used.*

31

Look at the first two paragraphs.

1m

Which sentence below **best** describes the farmhouse?

Tick **one**.

Content domain: 2c – summarise main ideas from more than one paragraph

Award 1 mark for:

It had always been a lifeless place.

☐

No one ever went there by choice.

☐

It seemed stuck in the past.

☒

The outside was better looked after than the inside.

☐

WRITING

Focus on the progress children make throughout the school year, as opposed to a test-day snapshot of what they know.

DfE Guidance:- TA provides a rounded judgement that:

- is based on knowledge of how the pupil has performed over time and in a variety of contexts
- takes into account strengths and weaknesses of the pupil's performance

WRITING

- Composition and Effect
- Text Organisation
- Sentence structure and Punctuation
- Spelling and Handwriting

Children are expected to be able to write using a range of different genres including:

- | | |
|--------------------|---------------------|
| ■ Newspaper report | ■ Report |
| ■ Biography | ■ Recount |
| ■ Autobiography | ■ Balanced argument |
| ■ Diary Entry | ■ Advert |
| ■ Narrative | ■ Instructions |
| ■ Formal letter | ■ Playscript |
| ■ Informal letter | ■ Poetry |

WRITING ASSESSMENT FRAMEWORK

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.¹

WRITING ASSESSMENT FRAMEWORK

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

WRITING ASSESSMENT FRAMEWORK

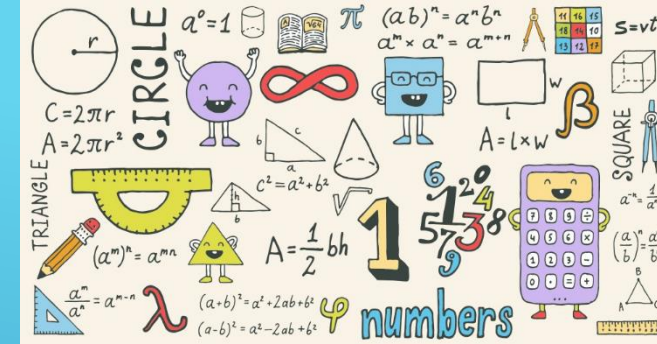
Working at greater depth

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.[^]

[There are no additional statements for spelling or handwriting]

MATHS



This test consists of three papers:

- Paper 1 – Arithmetic- 30 minutes (worth 40 marks)

These questions aim to test the child's ability in all 4 operations. This is a written test but they are required to use both mental and written skills.

➤ Questions types include

- ▶ adding and subtracting, long division and multiplication
- ▶ decimals and percentages
- ▶ complex calculations including with fractions

- Paper 2 and 3 Reasoning – 40 minutes each (35 marks per paper)

Many of the questions require the children to show their skill in mathematical reasoning (problem solving) in a variety of situations.

No tracing paper nor calculators are allowed.

ARITHMETIC

23

$$0.5 \times 28 =$$

☐

1 mark

24

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

☐

1 mark

25

$$1\frac{3}{4} + \frac{3}{4} =$$

☐

1 mark

30

$$99\% \text{ of } 200 =$$

☐

1 mark

31

$$\frac{1}{4} \div 2 =$$

☐

1 mark

32

$$9^2 - 36 \div 9 =$$

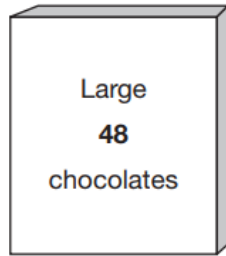
☐

1 mark

REASONING

8 Ken buys 3 large boxes and 2 small boxes of chocolates.

Each large box has 48 chocolates. Each small box has 24 chocolates.



How many **chocolates** did Ken buy altogether?

Show
your
method

chocolates

2 marks

17 There are 28 pupils in a class.

The teacher has 8 litres of orange juice.

She pours 225 millilitres of orange juice for every pupil.



How much orange juice is left over?

Show
your
method

3 marks

MATHS

- ▶ Your child has Arithmetic practice and a maths lesson every day
- ▶ Please support your child in completing their homework, letting us know if there was an area that your child found difficult.
- ▶ Please make sure that your child knows their times tables and key maths facts.

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

SCIENCE

Teachers are required to submit a teacher assessment based on work in class.

A pupil who has completed the programme of study will be judged as either 'working at the expected standard' or 'has not met the expected standard'.



ACCESS ARRANGEMENTS


Some children will receive access arrangements. Types of access arrangements are as follows:

- ▶ Scribe
- ▶ Reader (for tests that are not assessing reading)
- ▶ Rest break
- ▶ Additional time (writing or reading speed is slow)

Your child's end of year report will tell you if your child received an access arrangement.

Several white diagonal lines of varying lengths and thicknesses are positioned in the bottom right corner of the slide, creating a modern, abstract graphic element.

WHAT HAPPENS AFTER THE TESTS?

- ▶ These are sent away to be marked.
 - ▶ The marks awarded are added up to give a raw score. This is then converted to a scaled score. A child needs to achieve a scaled score of 100 to be considered to be meeting the national standard.
 - ▶ If a child achieves a scaled score of 110 or above they will be described as operating at Greater Depth
- 
- A series of white diagonal lines of varying lengths and thicknesses, located in the bottom right corner of the slide.

The Results

At the end of Year 6 you will receive:

- SATs results for Reading, GPS and Maths (including the pupil's scaled score and whether or not they met the expected standard)
- Teacher Assessment in Writing and Science

These normally arrive in July and will be sent out with the end of year report.



What we are doing in school to help your children

- Teachers plan together to secure consistency
- We have high expectations for every child
- Curriculum adaptation
- Ensure that the whole curriculum (all subjects) are taught during the week
- Additional algebra, reading comprehension and GPS lessons and/or practice closer to the time of the tests
- Homework
- 'Mock' SATs to familiarise children with real test papers and conditions

What can you do to prepare your child?

- ✓ Revision – help your child to revise & practise skills.
- ✓ Daily reading and discussion about their books.
- ✓ Learn & practise spellings.
- ✓ Learn & practise times tables (forwards and backwards).
- ✓ Ensure your child completes their homework.

(see leaflet with useful links)

LOOK AFTER YOUR CHILD'S MENTAL HEALTH!

- ▶ If your child is feeling anxious, reassure them and explain that these feelings are normal but encourage them to be positive and picture themselves trying their best- that is all anyone is asking of them! Positive self-talk releases a hormone called serotonin which helps children to keep calm and function well.



HOW TO REVISE

- Concentrate on areas of weakness, not what they can do easily
- Short bursts (20minutes)
- Internet, apps
- Most importantly – don't stress! Your child will be working hard in school and any extra they do at home should be enjoyable.



Believe it or not..... Most
children actually enjoy SATs
week!

