

# SATs Information Meeting 2023

- *SATS*
- *How children are preparing at school*
- *How parents can help at home*

# The Tests

SATs - Standard Assessment Test/Tasks (SATs) are designed to assess pupils' knowledge and understanding of specific elements of the KS2 programmes of study. Teachers attend training.

These tests are both set and marked externally.

Test administration and seating and access arrangements.

- Extra Time
- Prompt/Rest breaks
- Reader
- Scribe/transcribe

The children will undertake tests in:

## English:

Reading

Grammar, punctuation and spelling

## Maths:

Paper 1: Arithmetic

Paper 2: Reasoning

Paper 3: Reasoning

Writing: standards are evidenced across several pieces of writing. A teacher assessment that is moderated internally. Local Authority moderators quality assure judgements.

**National curriculum tests**  
**Key stage 2**

**Mathematics**  
**Paper 1: arithmetic**

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

**National curriculum tests**  
**Key stage 2**

**Mathematics**  
**Paper 2: reasoning**

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

**National curriculum tests**  
**Key stage 2**

**Mathematics**  
**Paper 3: reasoning**

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

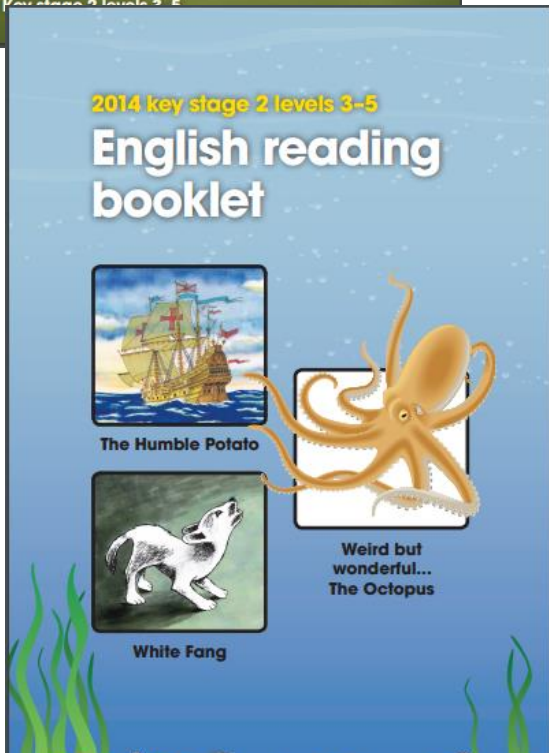
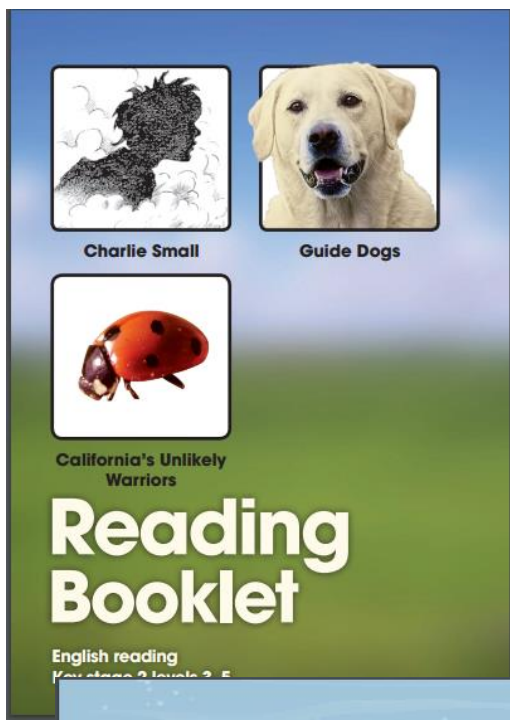
**SAMPLE BOOKLET**  
Published July 2015  
This sample test indicates how the national curriculum will be assessed from 2016. Further information is available on GOV.UK at [www.gov.uk/sats](http://www.gov.uk/sats).

# Timetable

<b>Tuesday 9<sup>th</sup> May</b>	<b>English SPaG test 45 mins English spelling test 20 mins</b>
<b>Wednesday 10<sup>th</sup> May</b>	<b>English Reading test 60 mins</b>
<b>Thursday 11<sup>th</sup> May</b>	<b>Maths Arithmetic (Paper 1) 30 mins Maths Reasoning (Paper 2) 40 mins</b>
<b>Friday 12<sup>th</sup> May</b>	<b>Maths Reasoning (Paper 3) 40 mins</b>

# Reading

- 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.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an



There maybe a non-fiction text included, e.g. an information text, a persuasive leaflet or a newspaper article.

# Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

**How would you get to your space hotel?**

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

**Fact:** The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

**What would a space holiday be like?**

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

**Fact:** The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

**Who has already had a holiday in space?**

In 2006, Anousheh Ansari became the first female space tourist from Russia to the International Space Station (ISS). And for eight days and kept a blog (an online diary). Parts of her



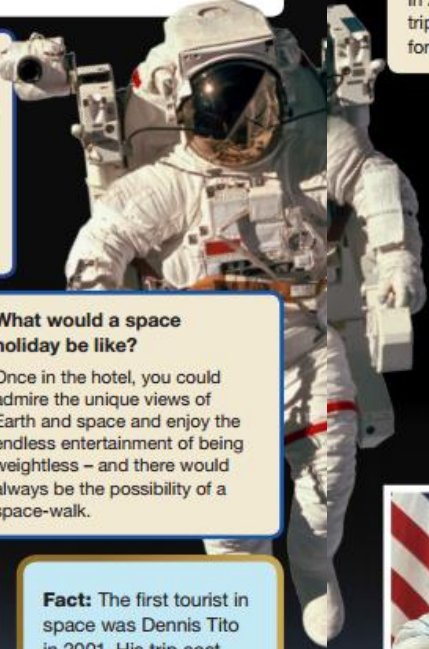
**Anousheh's Space Blog**

**September 25th**

Everyone wants to know: how do you live in space? How do you brush your teeth? I must admit keeping clean in space is no shower with running water. Here, it 'floats' – which makes it difficult to clean yourself. There are wet towels that are used. Now brushing is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

**September 27th**

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.



4

5

Questions 1–15 are about *Space Tourism* (pages 4–6).

1 Look at the introduction.

Why is space tourism *impossible* for most people?

1 mark

2 How would you get from the spacecraft to the space hotel?

1 mark

3 Look at page 4.

According to the text, what could you do on your space holiday?



# Giants

How would you like it –  
Supposing that you were a snail,  
And your eyes grew out on threads,  
Gentle, and small, and frail –  
If an enormous creature,  
Reaching almost up to the distant skies,  
Leaned down, and with his great finger touched  
Your eyes  
Just for the fun  
Of seeing you snatch them suddenly in  
And cower, quivering back  
Into your pitiful shell, so brittle and thin?  
Would you think it was fun then?  
Would you think it was fun?

And how would you like it,  
Supposing you were a frog,  
An emerald scrap with a pale, trembling throat  
In a cool and shadowed bog,  
If a tremendous monster,  
Tall, tall, so that his head seemed lost in the mist,  
Leaned over, and clutched you up in his great fist  
Just for the joy  
Of watching you jump, scramble, tumble, fall,  
In graceless, shivering dread,  
Back into the trampled reeds that were grown so tall?  
Would you think it a joy then?  
Would you think it a joy?

*Lydia Pender*

23

*Just for the joy  
Of watching you jump, scramble, tumble, fall*

**Find** and **copy two** more words from the poem that show that the frog was frightened.

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

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

1 mark

24

What is the main message of the poem?

Tick **one**.

People can learn a lot from holding small creatures.

☐

People should think about how their actions affect others.

☐

People are much bigger than frogs and snails.

☐

People should overcome their fear of nature.

☐

1 mark

Poetry appears regularly in the test paper. Children are asked to describe the effect of certain word choices and comment on the poem's meaning.

The last text in the paper is usually the most demanding. At this stage, there may also be more inference based questions – the answers may be implied rather than stated in an obvious way.

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

# The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

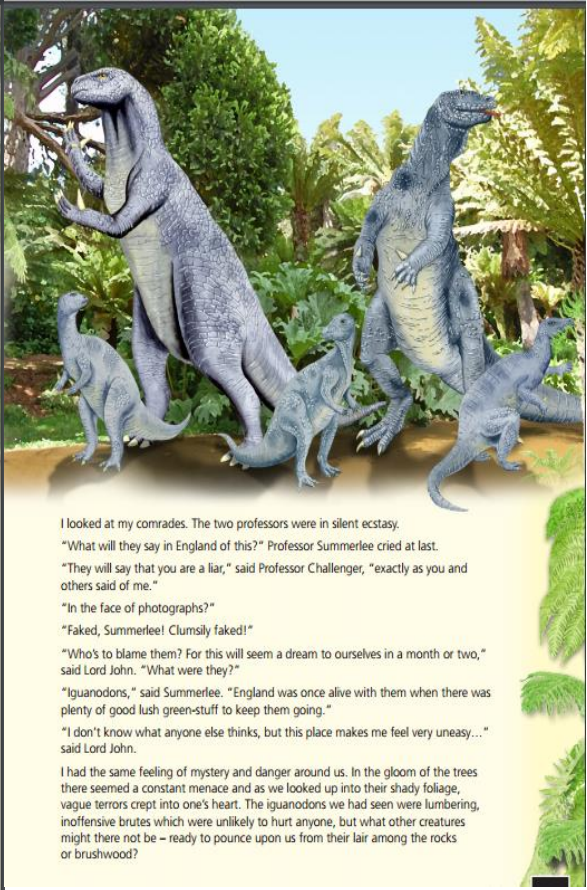
"A beast?"

"No, a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.



I looked at my comrades. The two professors were in silent ecstasy.

"What will they say in England of this?" Professor Summerlee cried at last.

"They will say that you are a liar," said Professor Challenger, "exactly as you and others said of me."

"In the face of photographs?"

"Faked, Summerlee! Clumsily faked!"

"Who's to blame them? For this will seem a dream to ourselves in a month or two," said Lord John. "What were they?"

"Iguanodons," said Summerlee. "England was once alive with them when there was plenty of good lush green-stuff to keep them going."

"I don't know what anyone else thinks, but this place makes me feel very uneasy..." said Lord John.

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

35 The mood of the characters changes throughout the extract.

(a) Find and copy the group of words on page 9 where Lord John's mood changes.

1 mark

(b) How does Lord John's mood change?

1 mark

29 The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

3 marks

# How are we preparing in school?

- **Daily guided or whole class reading activities** – teach the skills of scanning, inferring, justifying and using evidence.
- **Hearing children read and reading aloud to them** –Class teachers/Teaching assistants model how to read with expression and lead class discussions about literature.
- **Opportunities for reading across the curriculum** – incorporating different types of non-fiction texts (such as newspaper articles, fact-files and even comic strips) in History, Geography and Science.
- Practise with previous SATs papers and CGP materials.



# How can parents help?

- **Listen to your child reading**

It's still really important that your child continues to read aloud to you. The emphasis will be on reading fluently and with expression, understanding more complex plots and broadening their vocabulary as well as building an understanding of how punctuation and grammar are used.

- **Check understanding**

Whatever your child is reading it's good to check that they are grasping the deeper levels of meaning (why things happen or how things work). Ask them to tell you about what they are reading, retell parts of the story, explain a specific section or make connections.

- **Carey Federation Website**

**<https://www.thecareyfederation.co.uk/wp-content/uploads/Reading-domain-support-questions-and-prompts.pdf>**

# Grammar, spelling and punctuation

- A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- A separate test is given on Punctuation, Vocabulary and Grammar
- 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 Spelling, Punctuation and Grammar.

## Spelling

1. Sara wanted to be an explorer and \_\_\_\_\_ new lands.
2. The spy was sent on a secret \_\_\_\_\_.
3. For PE lessons, your clothes should be \_\_\_\_\_ and comfortable.
4. The \_\_\_\_\_ showed which way to go.
5. China is a large \_\_\_\_\_.
6. Laura won a medal for \_\_\_\_\_.
7. Not all berries are \_\_\_\_\_.
8. Sit up straight to improve your \_\_\_\_\_.
9. Karen went on a \_\_\_\_\_ ride in Lapland.
10. Misha ate a \_\_\_\_\_ chocolate pudding.

11. Dogs can follow the \_\_\_\_\_ of other animals.
12. The magician performed an \_\_\_\_\_.
13. Jane had to \_\_\_\_\_ the cloakroom to get her gloves.
14. The skydiver released her \_\_\_\_\_.
15. There is an \_\_\_\_\_ of blackberries at the end of the summer.
16. Ali was \_\_\_\_\_ late for school.
17. First, \_\_\_\_\_ the sugar in 300ml of hot water.
18. The grey clouds looked \_\_\_\_\_ in the sky.
19. Omar put the cutlery back in the \_\_\_\_\_.
20. Ellen's gold bracelet was her most treasured \_\_\_\_\_.

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

Ali was **unavoidably** late for school.

The word is **unavoidably**.

**Spelling 18:** The word is **ominous**.

The grey clouds looked **ominous** in the sky.

The word is **ominous**.

**Spelling 17:** The word is **dissolve**.

First, **dissolve** the sugar in 300ml of hot water.

The word is **dissolve**.

**Spelling 19:** The word is **drawer**.

Omar put the cutlery back in the **drawer**.

The word is **drawer**.

**Spelling 20:** The word is **possession**.

Ellen's gold bracelet was her most treasured **possession**.

The word is **possession**.



## Sample SPaG question

4

Which sentence has been punctuated correctly?

Tick **one**.

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.

☐

## Sample SPaG question

17

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.		

## Sample SPaG question

26

Circle all the words in the sentences below that should start with a **capital letter**.

henry tudor married his first wife, catherine, in june 1509. they  
married in london.

# How are we preparing in school?

- **Integrate grammar and punctuation knowledge into general writing tasks**—when children are composing their own pieces, e.g. stories, reports, diary entries, we focus on how to construct different types of sentences and ensure that children use a variety of punctuation confidently.
- **Regular spelling, grammar and punctuation lessons** – teach the terminology, how to use punctuation devices and practise spelling rules.
- **Familiarity with test-style questions**— practise.



# How can parents help?

- **Help your child learn any spellings that are sent home**

Rewrite the spellings to practise; play spelling games and compete against each other; keep spellings on display, somewhere central.

- **Be a punctuation detective**

When reading to and/or with your child discuss they use of inverted commas to mark speech, the use of parenthesis (brackets) to add additional information, the use of capital letters etc.

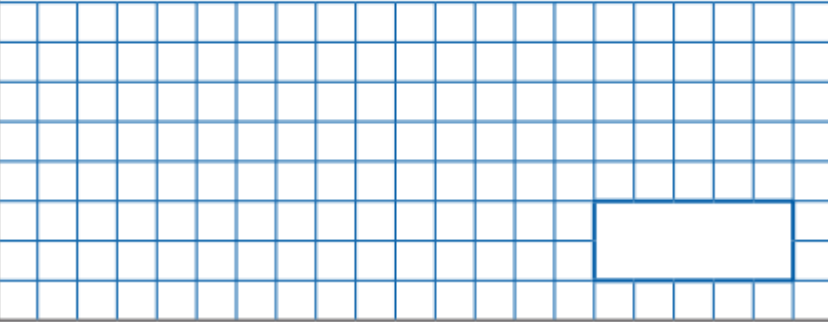
# Maths

- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic'- usually about 36 questions- lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.
- Pupils need to apply calculation skills to answer questions in context and decide what is required to find a solution.

# Arithmetic

1

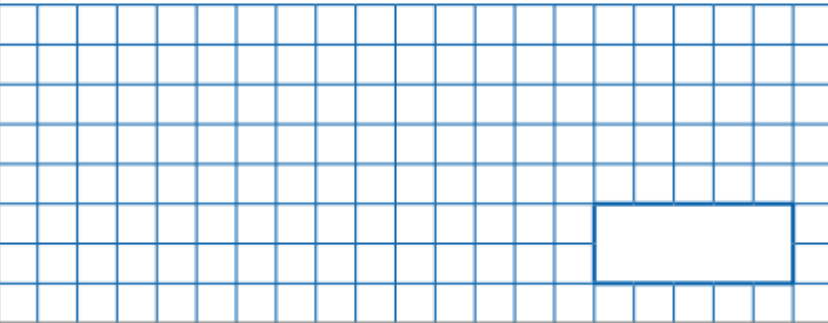
$$979 + 100 =$$



1 mark

2

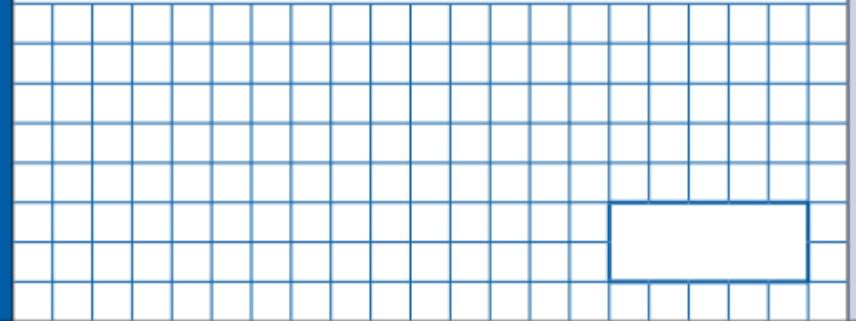
$$123 \times 2 =$$



1 mark

3

$$6.1 + 0.3 =$$



1 mark

# Arithmetic

26

$$\frac{1}{4} \times \frac{1}{8} =$$

34

3 7 2 3 3 1

27

$$95\% \text{ of } 240 =$$



# Reasoning

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

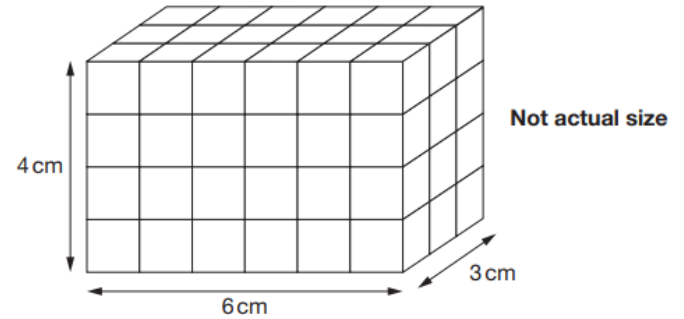
They share the cost equally.

How much does each child pay?

Show  
your  
method

2 marks

Amina made this cuboid using centimetre cubes.

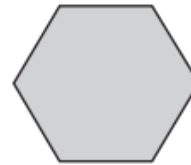


Stefan makes a cuboid that is 5 cm longer, 5 cm taller and 5 cm wider than Amina's cuboid.

What is the **difference** between the number of cubes in Amina's and Stefan's cuboids?

These two shapes have the **same** perimeter.

regular hexagon



square



Not actual size

The length of each side of the **hexagon** is 8 centimetres.

Calculate the **area** of the **square**.

# Reasoning

18

Here are the ingredients for chocolate ice cream.

cream	400 ml
milk	500 ml
egg yolks	4
chocolate	120 g
sugar	100 g



Stefan has only 300ml of cream to make chocolate ice cream.

How much **chocolate** should he use?

Show  
your  
method

A blank sheet of graph paper with a grid pattern. A small rectangular box containing the letter 'g' is located near the bottom right corner.

Here are five numbers.

~~2~~ 3 4 5 6

Write each number on the correct cards.

The number 2 has been written on the correct cards for you.

## Prime numbers

2

## Factors of 12

2

### Factors of 15

2 marks

# How are we preparing in school?

- **Fluency of methods across four operations** – efficiency in mental and formal written methods.
- **Opportunities to reason** – we encourage children to apply their calculation skills to different contexts and try to make links to real-life where possible.
- **Familiarity with test-style questions–**

# How can parents help?

- **Rehearsing times tables**

Recall of times tables facts can help with multiplication and division questions, but also when working out word problems in the reasoning paper.

- **Regular practise of written arithmetic methods**

The more practise that children can have of using formal calculation methods, the better.

- **Homework**



# Marking the National curriculum tests

From 2016, scaled scores have been used to report SATs test outcomes. Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment.

- What is meant by 'scaled scores'?
- Each pupil's raw test score is converted into a scaled score ranging from above or below 100.
- A scaled score of 100 represents the Expected National Standard.
- The scale does have a lower end point below 100 and an upper end point above 100.
- for the test results, each pupil will receive a summary from their school that shows:
  - A raw score (number of raw marks awarded).
  - A scaled score in each tested subject.
  - Standard achieved

Across the Federation we offer an afterschool SATs Club:

Dates have been shared in the newsletter. A tried and tested way that helps boost children's confidence to tackle the tests.

Plus – they get a drink of squash and a couple of biscuits too!!!

# Things to do at home

- Keep the children calm! We want them to do well but don't wish the children to get unduly stressed
- Motivation and having a positive attitude are both important. We want the children to have high aspirations!
- Ensure that the children do find time to complete homework.
- Use any of the (numerous) revision guides available. These are most effective when adults work through some of the activities with their child – most of the guides will have notes for parents (a huge variety available on amazon.co.uk)
- The revision materials and practice tests are generally effective in helping children – obviously don't over do it!
- Past papers <http://www.satspapers.co.uk/ks2.php>
- As the tests get closer ensure the children are eating and sleeping well – healthy body, healthy mind theory. Give them time for fun too – particularly the chance to be active

# Questions?