



Key Stage 2 SATs

Presentation to Parents

Mar 2024

The Tests

Key Stage 2 SATs take place nationally in the week commencing 13th May 2024

Statutory tests will be administered in the following subjects:

- Spelling (approximately 15 minutes)
- Punctuation, Vocabulary and Grammar (45 minutes)
- Reading (60 minutes)
- Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
- All SATS tests are sent off and externally marked.

Once papers are marked, scores get turned into a scaled score between 80 and 120.

- 80-99 is working towards the expected standard.
- 100+ is expected standard.
- 110+ is greater depth.

The Tests

Writing and Science are not part of the testing week.

These subjects are teacher assessed from work produced throughout Y6:

- Writing will be teacher assessed as one of the following options:

Working at a pre-key stage standard

Working towards the expected standard

Working at the expected standard

Working at greater depth

- Science will be teacher assessed as one of the following options:

Working at the expected standard

Has not met the expected standard

Key Dates

The key stage 2 tests are timetabled from Monday 13th May to 16th May 2024.

Date	Activity
Monday 13th May 2024	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14th May 2024	English reading
Wednesday 15th May 2024	Mathematics papers 1 and 2
Thursday 16th May 2024	Mathematics paper 3

The Tests – The Details



Spelling, Grammar & Punctuation

- 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: Spelling

20 words to be written as part of a cloze procedure into separate sentences.

The teacher has a prescribed script to read. Each word is read 3 times for the children to hear.

The sentence gives the children a sense of context, so there can be no confusion with homophones, e.g. here and hear.

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

The school provided an **excellent** education for its pupils.

The word is **excellent**.

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

Generous people give to charity.

The word is **generous**.

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

Everyone sang the **chorus** loudly.

The word is **chorus**.

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

I burnt my **tongue** on the hot soup.

The word is **tongue**.

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

Sarah **accidentally** spilled water all over the table.

The word is **accidentally**.

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

The criminal tried to **deceive** the police.

The word is **deceive**.

Sample Questions: Grammar and Punctuation

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.		

What is the grammatical term for the underlined words in the sentence below?

The new paintbrushes are in the box.

Sample Questions

Circle the three **determiners** in the sentence below.

William didn't have any cereal in the house, so he went out to buy some cornflakes.

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

- The reading test consists of a single test paper with three different 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 retrieval skills and comprehension (understanding) of a child's reading.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on: text features, grammar within the text and authorial vocabulary choices.
- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.

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

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

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

1 mark

Sample Questions

Reading Paper

- 29 *She pulled on a pair of her father's old boots, **slung** his brown coat over her nightdress, and opened the door.*

The word *slung* suggests that Piper put on the brown coat...

Tick **one**.

carelessly.

slowly.

tidily.

thoughtfully.

Sample Questions

Reading Paper

34

When Edward was exploring the bookcase, he noticed *something in the dark **recesses** of the shelf.*

Which of the following words is closest in meaning to *recesses*?

Tick **one**.

wood

spaces

contents


design


Mathematics

- 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

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

32	$43 \overline{) 1118}$	<input type="checkbox"/>
		

Sample Questions

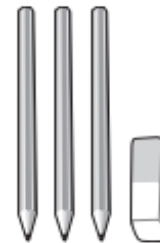
Maths Paper 2 / Paper 3 : Reasoning

9

6 pencils cost **£1.68**

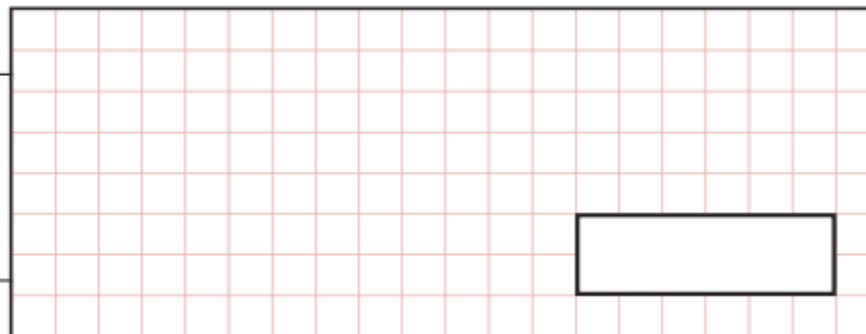


3 pencils and 1 rubber cost **£1.09**



What is the cost of **1 rubber**?

Show
your
method



2 marks

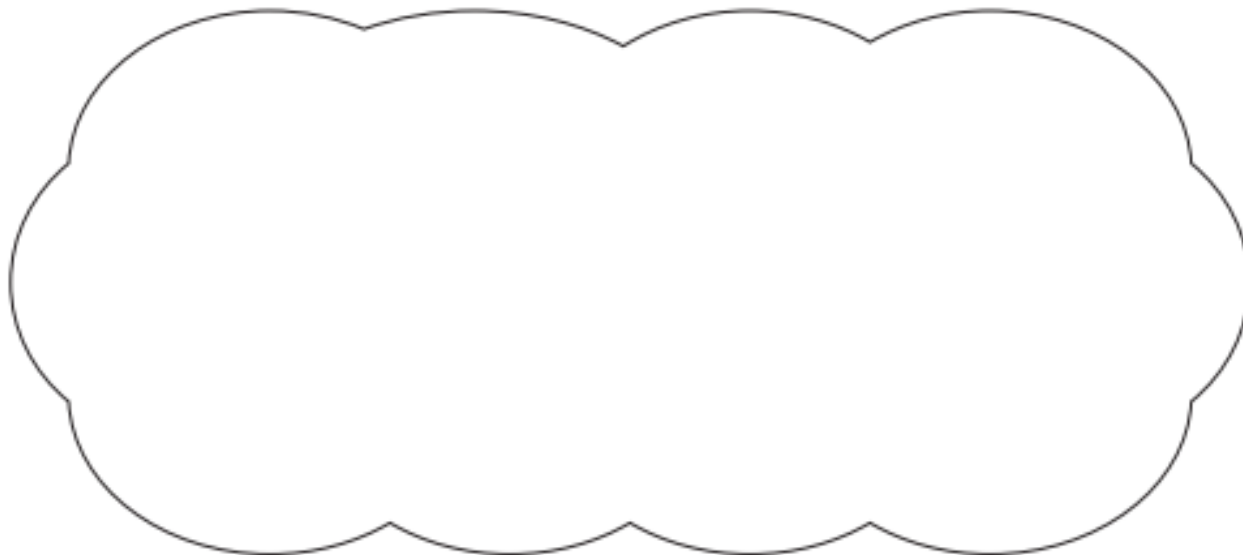
Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

21

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

Explain how you can use this fact to find the answer to 18×326



1 mark

What is expected at the end of Y6?

What 'grades' will my children receive?

Working at Greater Depth



Working at the Expected Standard



Working towards the Expected Standard



Working at a Pre-Key Stage Standard

How do we assess writing?

- Assessment of writing is a continuous process with formal assessment taking place periodically throughout the year. We look to see where the children have demonstrated the key skills across a range of pieces. (These pieces are completed following a sequence of teaching and learning in our English lessons.)
- We assess against the Writing Assessment Framework, using the set criteria, checking and comparing a variety of pieces of independent writing against the End of KS2 Writing Exemplification Texts.
- Other pieces of work from across the curriculum can also be assessed, using the same set criteria, where extended writing has taken place. (e.g. Reports or explanations in history and science.)
- Writing is then moderated across the Year Group to ensure consistency.

The assessment framework is a secure fit.

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[^] (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

Write effectively for a range of purposes and audiences...

Select vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately.

Maintain legibility in joined handwriting when writing at speed.

Greater depth writers:

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.[^]

...drawing independently on what they have read as models for their own writing.

...an assured and conscious control.

End of KS2 writing exemplification

Documents



[Teacher assessment exemplification: English writing - working towards the expected standard, Dani](#)

Ref: ISBN 978-1-78644-852-1, STA/18/8104/e
PDF, 2.13MB, 30 pages



[Teacher assessment exemplification: English writing - working at the expected standard](#)

Ref: ISBN 978-1-78644-850-7, STA/18/8102/e
PDF, 1.97MB, 44 pages



[Teacher assessment exemplification: English writing - working at the expected standard](#)

my eyes. The crashing waves pulling me down. I was conscious that I was drowning. Everything went quite quiet and still. And then the frothing blue water faded into black.

I woke up coughing and spluttering ~~out the~~ in a daze. My clothes were drenched. I wasn't just physically lost: I had no one – I had nothing. My first thought was my shells but only a few remained – scattered around in different pockets. As I looked up, I saw warm yellow light glowing from the cliff face. My curiosity got the better of me. I quickly scrambled to my feet and climbed up the cliff; it turned out there was a tunnel – strewn with little lanterns. Inside were two miners – one young and one a jolly with a bedraggled beard. They were very kind to me but something was still bothering me. Mother had told me that the tin mining business had been ~~but~~ shut down over a hundred years ago so what were they doing here? Were they dead?

A colon and a dash mark the boundaries between 3 short independent clauses. The 2 balanced clauses that follow the colon elaborate on the idea of physical loss expressed in the first clause, while their repetitive structure reinforces Cherry's sense of isolation.
[GP]

Appropriate choice of the passive verb alludes to the historic closure of the tin mine.
[GP]

Summary of key dates

- 13/5/24 – Year 6 SATs week
- June 2024 – final writing judgements by teachers
- Mid July – Schools are sent SATs results.
- SAT results included in your child's report when they are handed out at the end of term.

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. You can use our new Times Tables Rockstars App.
- 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!

Further sources of information

Twinkl: <https://www.twinkl.co.uk/blog/a-guide-to-year-6-sats-for-parents-and-carers#:~:text=So%20what%20are%20SATs%20in,and%20marked%20outside%20the%20school.>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/articles/zrybvk7>

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

Any Questions?





Key Stage 2 SATs

Thank You for Listening!