

# Key Stage 2 SATs 2023

Information for Parents

What are SATs?

How can you support your child at home?



# Key Dates

*Year 6 Breakfast club Open All Week*

<b>Date</b>	<b>Subject</b>	<b>Test paper</b>
Tuesday 9 May	English grammar, punctuation and spelling	Paper 1: spelling Paper 2: questions
Wednesday 10 May	English reading	English reading
Thursday 11 May	Mathematics	Paper 1: arithmetic Paper 2: reasoning
Friday 12 May	Mathematics	Paper 3: reasoning



Key Stage 2 SATs take place nationally in the week commencing 9th May 2023

KS2 Sats are about KS2 – everything that your child has learnt from Y3 – to Y6.

Statutory tests will be administered in the following subjects:

- Punctuation, Vocabulary and Grammar (45 minutes)
- Spelling (approximately 15 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.

Writing and Science are teacher assessed:

- Writing will be teacher assessed internally as follows:
  - Working towards
  - Working at expected level
  - or working above
- Science will be teacher assessed as met, or not met the expected standard



# 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. (approx. 1,500 and 2,300 words long – 2019 paper being the longest with 2,168)
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and 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 authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.



Content domain reference	
<b>2a</b>	give / explain the meaning of words in context
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction
<b>2c</b>	summarise main ideas from more than one paragraph
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text
<b>2e</b>	predict what might happen from details stated and implied
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases
<b>2h</b>	make comparisons within the text

## 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



## Reading Paper

27

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

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

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1 mark



# 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.
- In the grammar paper, children can have questions read to them.
- 





# Year 5/6 words

## Year 5 and 6 Word List

Use this list for **ideas** and to **check** your spelling!

accommodate	committee	embarrass	immediate(-ly)	persuade	signature
accompany	communicate	environment	individual	physical	sincere(-ly)
according	community	equip (-ped, -ment)	interfere	prejudice	soldier
achieve	competition	especially	interrupt	privilege	stomach
aggressive	conscience	exaggerate	language	profession	sufficient
amateur	conscious	excellent	leisure	programme	suggest
ancient	controversy	existence	lightning	pronunciation	symbol
apparent	convenience	explanation	marvellous	queue	system
appreciate	correspond	familiar	mischievous	recognise	temperature
attached	criticise (critic + ise)	foreign	muscle	recommend	thorough
available	curiosity	forty	necessary	relevant	twelfth
average	definite	frequently	neighbour	restaurant	variety
awkward	desperate	government	nuisance	rhyme	vegetable
bargain	determined	guarantee	occupy	rhythm	vehicle
bruise	develop	harass	occur	sacrifice	yacht
category	dictionary	hindrance	opportunity	secretary	
cemetery	disastrous	identity	parliament	shoulder	

## Grammar, Punctuation and Spelling Paper 1

40

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.		

## Grammar, Punctuation and Spelling Paper 1

44

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 ☐

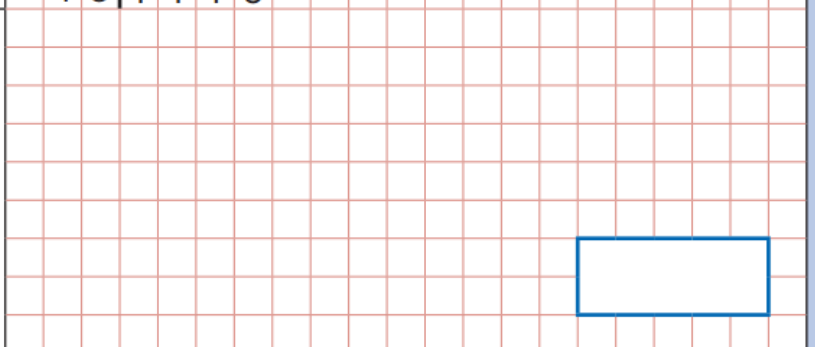
# Mathematics

- 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. We do one of these papers every week so the children are very used to doing these.
- 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.
- Children can have questions read to them.



## Maths Paper 1: Arithmetic

<b>14</b>	$3.005 + 6.12 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
			

<b>32</b>	$43 \overline{) 1118}$	<input type="text"/>	<input type="checkbox"/> 2 marks
Show your method			

## 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

A large rectangular grid with a light red background and a thin black border. The grid is composed of 10 columns and 10 rows of squares. A small rectangular box is located in the bottom right corner of the grid, spanning 2 columns and 2 rows.

2 marks

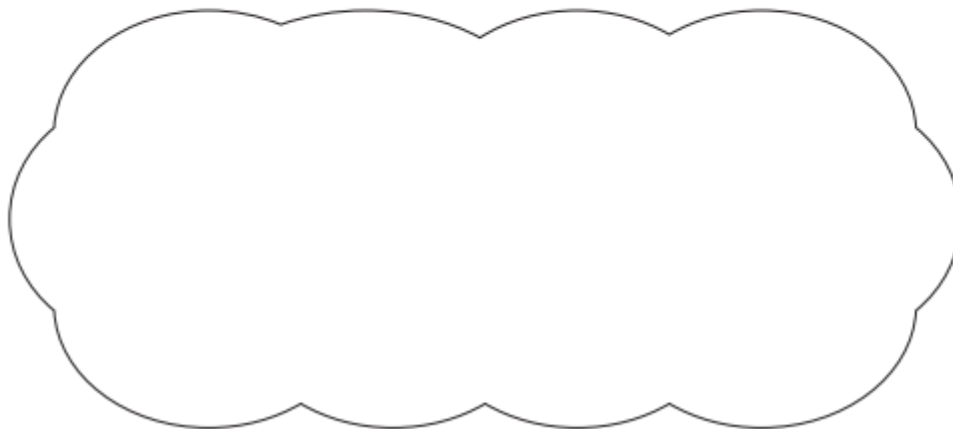
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## Maths Paper 2 / Paper 3 : Reasoning

21

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

Explain how you can use this fact to find the answer to  $18 \times 326$



1 mark

# Higher-Attaining Pupils

- All pupils sit the same test
- Instead, each test will have scope for higher-attaining pupils to show their strengths.
- This means that some questions towards the end of the tests may be more difficult for many children but they should be encouraged to attempt as much of the test as they are able to.
- A score of 111-120 would indicate a pupil working at a greater depth/high score.





# Assessment and Reporting-Scaled

## Results – July 2022

Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.

What is meant by 'scaled scores'? Range of scores: 80 to 120

Attaining 100 will always represent the 'national standard'.

Using the scaled score, the lowest a child can score is 80, with the highest being 120.

A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.

Each pupil receives:

- a raw score (number of raw marks awarded);
- a scaled score in each tested subject;
- confirmation of whether or not they attained the national standard.



# Scaled Score Examples

On publication of the test results in July with your child's school report:

- a child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test;
- If a child's score is between 111-120, they are working at a greater depth/ above the expected national standard.
- a child's score is between 80 and 99, they are judged to have not yet met the national standard and performed below the expectation for their age.



# Access Arrangements

- Pupils with specific needs may need additional arrangements so they can take part in the KS2 tests: this is common classroom practise.
- The school is able to consider support for pupils in accordance with guidelines issued by the Standards and Testing Agency. Where your child meets the criteria, we will apply in accordance.
- Access arrangements are primarily based on normal classroom practice, so we are already be aware of any specific needs – these will be shared with you at parents' evening.
- Support can include the following: readers, prompters, transcription, testing in a different room, rest breaks and extra time.
- Access arrangements should neither advantage nor disadvantage a pupil.



# How can you help at home?

- 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: TTRS) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- SAT Week and the weekend before: Make sure your child has a good sleep and healthy breakfast every morning!
- <https://www.bbc.co.uk/bitesize/articles/zrybvk7>
- Our Year 6 Webpage - <https://www.hemlingtonhallacademy.co.uk/welcome-to-year-6/>



**DONUT**  
**STRESS**



**JUST DO YOUR**  
**BEST**

**Any questions?**