

Key Stage 2 SATs



Bolton on Swale St. Mary's
CE Primary School.

Information evening for parents.
Thursday 25th January 2024

Information and Guidance on the Changes and Expectations for 23/24

Chapters

Assessment and
Reporting

Science

Scaled Scores

Scaled Score
Examples

Higher-Attaining
Pupils

The Tests

English

Maths

How to Help Your
Child

next
page

The Tests

Key Stage 2 SATs take place nationally between Monday 13th May – Thursday 16th May 2024.

Statutory tests will be administered in the following subjects:

- Punctuation, Vocabulary and Grammar (45 minutes)
- Spelling (approximately 15/20 minutes)
- Reading (60 minutes)
- Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
- Science and English (writing) in Year 6 is assessed by the class teacher
- As in recent years, writing will be teacher assessed internally. The revised 'pupil can' statements for English writing place a greater emphasis on composition and the statements that relate to the more 'technical' aspects of English writing (grammar, punctuation and spelling) have been made less prescriptive.

chapter
menu

next
page

The Tests

Monday 13th May 2024

SPAG paper 1 (Grammar and Punctuation)
SPAG paper 2 (Spelling)

Tuesday 14th May 2024

English reading

Wednesday 15th May 2024

Mathematics papers 1 (Arithmetic) and 2

Thursday 16th May 2024

Mathematics paper 3

chapter
menu

next
page

Grammar, Punctuation & Spelling

- 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.

chapter
menu

next
page

Sample Questions

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.		

chapter
menu

next
page

Sample Questions

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.	✓	

The cat was chasing
the mouse.



The mouse was being
chased by the cat.

A sentence is written in **active voice** when the subject of the sentence performs the action in the sentence. e.g. The girl was washing the dog. A sentence is written in **passive voice** when the subject of the sentence has an action done to it by someone or something else. e.g. The dog was being washed by the girl.

MUST BE A TICK!

chapter
menu

next
page

Sample Questions

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

☐

chapter
menu

next
page

Sample Questions

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 ☐

Sometimes it is just making it make sense!

The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions. For example:

*If I **were** you I'd accept.*

*I suggested that he **face** up to the bully.*

*It is vital that she **attend** the meeting.*

*I wish I **were** able to fly.*

*I suggest you **take** a rain coat with you.*

*I demand that they **be** counted again!*

chapter
menu

next
page

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.
- 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.

chapter
menu

next
page

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

chapter
menu

next
page

Sample Questions

Reading Paper

27

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

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

1 mark

chapter
menu

next
page

Sample Questions

Reading Paper

27

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

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

1 mark

Qu.	Requirement	Mark
27	<p>Look at the paragraph beginning: <i>One of the victims...</i></p> <p>What does the word <i>invaders</i> suggest about the humans arriving on Mauritius?</p> <p>Content domain: 2a – give / explain the meaning of words in context</p> <p>Award 1 mark for answers which recognise any of the following:</p> <ol style="list-style-type: none">they were violent / attackers / enemies, e.g.<ul style="list-style-type: none"><i>they were destroying everything</i><i>they were harming all kinds of animals.</i>they took over, e.g.<ul style="list-style-type: none"><i>they came and conquered</i><i>as soon as the humans arrived they were the bosses of the land.</i>they had no valid claim to the land / they were unwanted, e.g.<ul style="list-style-type: none"><i>they were not meant to be there. They had no right</i><i>they came without an invitation.</i> <p>Also accept they disrupted the peace / the island, e.g.</p> <ul style="list-style-type: none"><i>the island was a peaceful place until they came.</i>	1m

chapter
menu

next
page

Mathematics


- The mathematics tests have undergone the biggest change in recent years.
- 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.

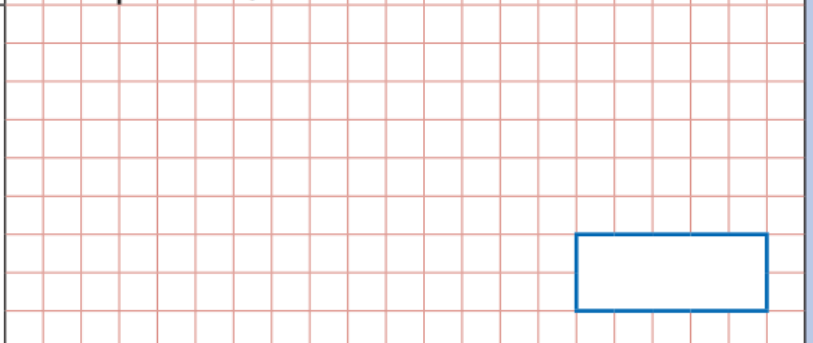
chapter
menu

next
page

Sample Questions

Maths Paper 1: Arithmetic

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

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

chapter
menu

next
page

Sample Questions

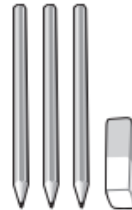
Maths Paper 2 / Paper 3 : Reasoning

9

6 pencils cost £1.68



3 pencils and 1 rubber cost £1.09



What is the cost of 1 rubber?

Show
your
method

A blank sheet of graph paper with a grid pattern. The grid consists of small squares formed by light red lines. A thicker black border is visible around the edges of the page. In the bottom right corner, there is a white rectangular box with a black outline, likely intended for a student's name or date.

2 marks

chapter
menu

next
page

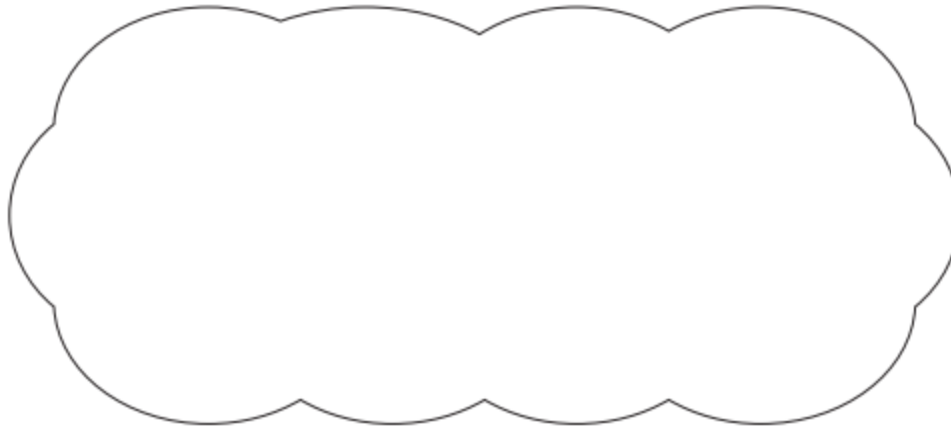
Sample Questions

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

chapter
menu

next
page

Scaled Scores

What is meant by 'scaled scores'?

It is planned that 100 will always represent the 'national standard'.

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

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.

chapter
menu

next
page

Scaled Score Examples

On publication of the test results in July:

- 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 110 and 120, they are working beyond (or above) the expected national standard.
- a child's score is close to 80, they are judged to have not yet met the national standard and performed below the expectation for their age.

chapter
menu

next
page

Higher-Attaining Pupils

- In the past, Key Stage 2 tests were aimed at children achieving levels 3-5 (with a national expectation to reach at least level 4).
- This meant that additional level 6 tests were produced for children who demonstrated higher than expected attainment (above level 5).
- Under the new system, there are not any separate tests for the most-able children.
- 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 can.

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.
- 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!



chapter
menu

next
page

How to Help Your Child with Reading

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Visit the local library - it's free!

chapter
menu

next
page

How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

chapter
menu

next
page

How to Help Your Child with Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

chapter
menu

next
page

How to Help Your Child

- Be positive!
- Encourage to keep motivated. Keep focused.
- Congratulate their achievements and efforts.
- Most of all make it fun! Enjoy the challenge!

chapter
menu

next
page

Thank you for listening.

Any questions?

