

Key Stage 2 SATs

- What are SATs?
- Why do children take SATs?
- What SATs will my child take?
- What do the tests include?
- When will the SATs take place?
- How can I support my child?
- How do I know how my child got on?



SATs?

Statutory Assessment Tests

- Year 2 (Key Stage 1)
- Year 6 (Key Stage 2)
- Year 9 (Key Stage 3)



Other National Assessments

- Good Level Development (Reception)
- Phonics Screening Check (Year 1)
- Year 2 (Key Stage 1 SATs)
- Year 4 (Timetables Check) - new
- Year 6 (Key Stage 2 SATs)
- Year 9 (Key Stage 3)
- GCSEs (Key Stage 4)



Why do we do end of KS2 assessments?

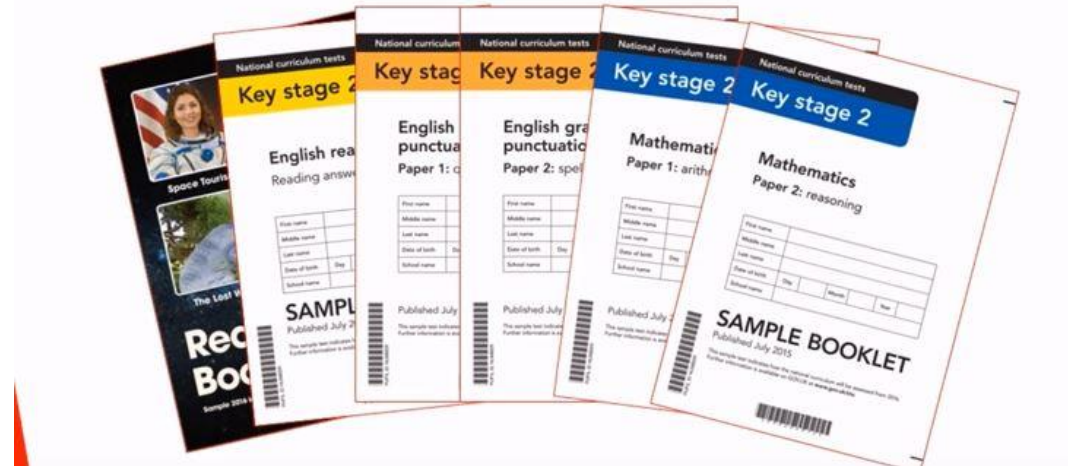
- Measures progress Since Year 2
- Sets what children are expected to achieve at GCSE (Progress 8)
- Allows high schools to understand achievement when children start Year 7 and plan future learning.
- Assesses school's teaching of the national curriculum expectations.



Key Stage Two Assessments

KS2 SATs are a group of tests which are taken during **May** in Year 6 to inform teacher assessments. They assess reading, writing and maths.

- Maths paper 1 (arithmetic)
- Maths paper 2 (reasoning)
- Maths paper 3 (reasoning)
- Reading paper
- Spelling
- Grammar and punctuation



What do the tests include?

Test	What	Time
Grammar, punctuation and spelling (SPaG)	Paper 1: questions (50 marks) Paper 2: spelling (20 marks)	45 mins Approx. 20 mins
Reading	1 paper: 50 marks	1 hour
Maths	Paper 1: arithmetic (40 marks) Paper 2: reasoning (35 marks) Paper 3: reasoning (35 marks)	30 mins 40 mins 40 mins

Reading Paper



The Park

**Fact Sheet:
About Bumblebees**

Music Box

Reading Booklet

2019 key stage 2 English reading booklet

Fact Sheet: About Bumblebees

At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.

Save our bees

Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.



At the time of writing, 24 bumblebee species are found in the UK, but unfortunately, in the last 80 years, two UK species have become extinct and others have declined sharply. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost – you can take action today to help save these hardworking pollinators. This fact sheet explains how.

What's so different about the bumblebee?

To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

Don't 'bee' confused

Don't confuse bumblebees with wasps. Bumblebees do not swarm and are not aggressive. Only female bumblebees can sting and they will only do so if they feel very threatened. Bumblebees will never interrupt your picnic or steal your sandwiches!

Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.



Reading Paper

4

Look at page 4.

Find and **copy one** word which shows that Joe is angry.

5

Look at page 4.

In Ajay's opinion, how do people feel about the park?

1 mark

6

Look at the paragraph beginning: 'You boys best get to school...' to the end of page 4.

'But what about...?' Joe started to say.

Which words would best complete Joe's question?

Tick **one**.

your breakfast

our games

your job

our homework

1 mark



Maths (arithmetic)

Tests the four operations and finding fractions and percentages of numbers.

1 = 6,000 + 90

1 mark

15 $60 \div (30 - 24) =$

1 mark

8 $120 \div 12 =$

1 mark

9 $213 \times 0 =$

1 mark



26

$$1\frac{1}{5} + 2\frac{1}{10} =$$

1 mark

27

$$35\% \text{ of } 320 =$$

1 mark

35

$$\frac{5}{6} \times 540 =$$

1 mark

36

$$83 \overline{) 8051}$$

Show
your
method

2 marks



Maths (reasoning)

Focuses on other areas of maths e.g. geometry and money.

11

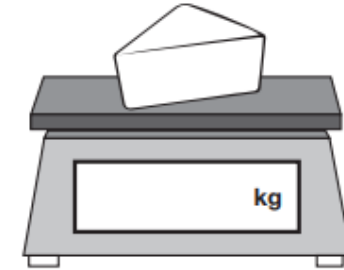
Amina is shopping.

She says,



I would like to buy **one-quarter** of a kilogram of cheese.

Write one-quarter on the scales as a decimal.



1 mark

The cheese costs £1.35

Amina pays with a £2 coin.

How much change should Amina get?

1 mark

9

Jack chose a number.
He multiplied the number by 7
Then he added 85
His answer was 953

What number did Jack choose?

Show your method

2 marks



Maths (reasoning)

Drawing upon problem solving and reasoning skills

1

The **original** price of this car is £8,999



What is the **sale** price of the car?

£

1 mark

6

John buys one toy car and one pack of stickers.



£1.49

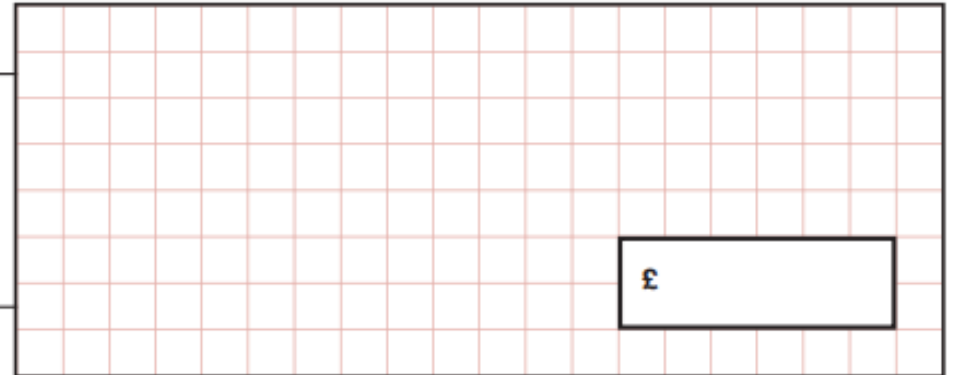


£1.64

He pays with a **£10** note.

How much change does John get?

Show
your
method



A large grid for showing the method of calculation. The grid is 20 units wide and 10 units high. A small box containing the symbol "£" is located in the bottom right corner of the grid.

2 marks



SPaG

3

Tick one box in each row to show whether the sentence is a question or a command.

Sentence	Question	Command
Do your stretches before you exercise		
Do you prefer tennis or cricket		
Do the boys always go running in the morning		
Do take some water with you to football practice		

1 mark

4

Insert one **comma** in the correct place in the sentence below.

Every night Dad and my brother take the dog for a walk.

1 mark

7

Circle the correct word in each box to complete the sentences in Standard English.

Pass me them
those cartons, please.

You sang that song very good.
well.

We always did
done our homework on time.



Spelling

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 _____.



When are they taking place?

Day	Test
Monday 13th May 2024	Grammar, punctuation and spelling (SPaG)
Tuesday 14th May 2024	Reading
Wednesday 15th May 2024	Maths (Arithmetic and Reasoning)
Thursday 16th May 2024	Maths (Reasoning)



How will they take place?

- Children will sit the SATs in a group in class or the breakfast club room. The tests will be administered by Mr Bushell or Mrs Chesney-Ly, Mr Ludlam, a governor and Miss Caldecott will also be present.
- They will be sat under test conditions.
- Children will have a set time to complete the tests in.
- Teachers are able to read **some** of the questions to **some** of the children if they request (reasoning and SPaG only).



Writing?

- no formal tests
- portfolio of evidence gathered from September
- writing across the curriculum
- assessed by class teachers
- externally moderated



How can you help children prepare for SATs?

- Valuing a positive attitude to learning
- 10 – 11 hours sleep a night (NHS recommendations)
- Attendance
- Punctuality
- Opportunities to talk about how the children are feeling
- Completing homework/home reading/CGP revision
- Using online resources –Times Table Rockstars
- Keep teachers informed if children have any worries or concerns



There is a clear link between poor attendance and lower academic achievement.

DfE research (2012) on improving attendance at school found that:

- Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English
- 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C



190 school days

175 days to do everything else!



	Percentage	Comment	
Green Less than 30 hours of lost learning.	96 – 100%	Excellent attendance! These young people will almost certainly achieve the best levels/grades they can, leading to better prospects for the future. Pupils will also get into a habit of attending school which will assist them to accomplish their future aspirations.	
Amber 50 hours of lost learning	94 – 95.9%	Stage 1: Your child's attendance is a cause of concern. An attendance consultation is required to identify any barriers to learning and initiate school support. We hope that by bringing this to your attention now, your child will soon return to green attendance.	95% 10 days absence a year – 50 hours of learning lost These pupils are less likely to achieve their target levels/grades and will start to find it difficult to maintain a habit of attending school regularly. Pupils who take a 2-week holiday every year can only achieve 95% attendance.
	91 – 93.9%	Stage 2: Your child's attendance is a cause for concern. A formal meeting is required to review any barriers to learning, initiate school support and offer Early Help Support.	
Red 96 hours of lost learning	90% and below	The Government classifies pupils in this group as ' Persistent Absentees ' unless this is rectified it will be impossible for your child to keep up with work and achieve their target levels/grades. A formal meeting with the Head Teacher is required to agree an action plan. Unless rapid improvement is made, we will refer to The Dudley Education Support Service and take legal proceedings which could result in a fine.	



Reporting to Parents

Parents will get a one page summary with their child's end of year report stating whether their child is:

- Working at the expected standard (EXS)
- Working towards the expected standard (WTS)
- Working at a greater depth than the expected standard (GDS)

This will be for Reading, Writing, Maths and Science.

- Parents' Evening
- Ask Mr Bushell, Mrs Chesney-Ly, Mr Ludlam or Miss Caldecott



Maths

Year 6s need to know their times tables up to 12.

As well as this, they should know the associated number facts.
Eg.

If I know $2 \times 4 = 8$, then I also know:

$$4 \times 2 = 8 \quad 8 \div 2 = 4 \quad 8 \div 4 = 2$$


($20 \times 4 = 80$, $20 \times 40 = 800$ etc.)



Maths



Reading

	Reading Domain	Question stems	Strategies
KS1 & 2	Domain A: Meaning of Words	<p>Which word in the text describes what the character is like?</p> <p>Find one word which tells you that it was.....</p> <p>What does the homonym mean in this sentence?</p> <p>Find and copy two words that describe the</p> <p>Give me a synonym/antonym to match the words</p> <p>Which word tells you that the man was feeling</p> <p>Which word in the sentence means the same as</p>	<ul style="list-style-type: none"> • Read around the <u>word</u> to see if it helps you • Substitute the word for what you think would be an appropriate synonym • Read the rest of the text to see if it helps you • Look at any grammatical features e.g. capital letters at the beginning of word • Look for clues within the word e.g. prefixes, root words or suffixes • Use the process of elimination
	Domain B: Find, Explain, and Record	<p>What does the do?</p> <p>Why did want?</p> <p>Who did/went?</p> <p>Give two problems with</p> <p>Give one thing that can be made from</p> <p>How would you get from the..... ... to the?</p> <p>According to the text, what amenities are available at.....?</p>	<ul style="list-style-type: none"> • Skim and scan • Look for keywords within the text to direct you to the correct section • Highlight/identify key information • Use the structure of the text to help you - look out for subheadings • Look for clues in the grammar – E.g. if you are looking for a name look out for capital letters for proper nouns • Look for clues in the question – E.g. if it is a ‘where’ question you are going to need to find a place; if it is a ‘when’ question you are going to find a time
	Domain C: Sequence and Summarise	<p>In what order do these sentences/events appear/occur in the text?</p> <p>What happened after.....?</p> <p>Summarise the main ideas from the paragraph.</p> <p>What is the main message of the poem?</p> <p>Which one of my statements about..... is true/false.</p>	<ul style="list-style-type: none"> • Pick out a key event/topic from each paragraph/section • Think SUM: <div data-bbox="1829 1178 2130 1400" style="border: 1px solid purple; padding: 5px; margin-top: 10px;"> <p>SUMmarise It</p> <p>Shorter than the text</p> <p>Use your own words</p> <p>Main ideas only </p> </div>



Reading

Domain D: Inference	<p>Why did say?</p> <p>Why was worried?</p> <p>How do you know that was excited/scared/happy/doubting etc.?</p> <p>How can you tell that it was late/winter/in the jungle?</p> <p>What might be like in the future?</p> <p>Why can be dangerous?</p> <p>Find and copy a group of words that shows that</p> <p>How does the information on page make it sound as though?</p> <p>Which one of each of these statements are fact or opinion.</p>	<ul style="list-style-type: none">● Use the speaking/writing frame (APE)● Make sure you take evidence from the picture / text● Make sure you answer the question – underline any key words to help you
Domain E: Prediction	<p>What does the last paragraph suggest might happen to next?</p> <p>Do you think that behaviour will change in the future?</p> <p>What might this place look like in 1000 years? Why do you think that?</p> <p>Given the title/chapter name, what do you think you're going to read about?</p> <p>Would you like to change your original prediction? Why?</p> <p>What do you think happened before?</p> <p>How will respond if..... happens?</p>	<ul style="list-style-type: none">● Use your knowledge of what has already happened in text when making your prediction● Use your knowledge of how similar stories/texts are structured.● Ask yourself whether your prediction is a 'sensible guess' - Would this <i>really</i> happen?



Reading

KS2	Domain F: Cohesion and Structure	Find and copy the words that show the character's mood/mind is changing. What can you say about the viewpoint of the author throughout the text? Why do you think that the author chose to end the chapter there? How does the table support the paragraph that goes with it? How does the diagram enable you to further understand.....? How else could this information have been organised? Why? How is the beginning of the story similar to the end? Why have numbers been used instead of bullet points?	<ul style="list-style-type: none"> ● Look out for patterns, rhyme, rhythm, repetition ● Think about how similar stories / texts from this genre are structured. Look at whether this is the same or different from them. ● Identify the grammatical features within the text ● Identify the language features within the text ● Think: purpose, audience, form ● Ask 'why?' and 'what is the effect of this on the reader?'
	Domain G: Choice of Words	"....." what does this tell you about the? Look at the paragraph beginning "....." Find and copy four different words from the rest of the paragraph that suggest Give two impressions that gives you of the What do you think the author means by the phrase? How has the author shown that was?	<ul style="list-style-type: none"> ● Identify key words within the text ● See what the effect is with/without the key word ● What do you think/know/understand/feel from the keyword? ● Substitute alternative words - how does this affect the impact? ● Think about the meaning and relevance of keyword
	Domain H: Comparison	How does the character's mood change? What other stories have you read with a character like.....? What other books have the same setting as.....? Do you know of any other authors that use language like? How do the authors' viewpoints differ?	<ul style="list-style-type: none"> ● Look at the feature that the question asks you to compare ● Find evidence in the text of similarities or differences ● Use language of comparison/conjunctions (whereas, however, on the other hand, similarly, contrary to, juxtaposed to) ● Use the talking/frame: In the text it says _____ this tells me _____ <i>whereas</i> in the text it says _____ and this tells me _____.



Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Readi

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&

Writi

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New Curriculum Spelling List Years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category

conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip equipped
equipment
especially
exaggerate
excellent

existence
explanation
familiar
foreign forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous

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muscle
necessary
neighbour
nuisance
occupy occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme

rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol system
temperature
thorough
twelfth variety
vegetable
vehicle
yacht

Readi

ng

&

Writin

g



Reading & Writing

Vocabulary building:

- watching telly with the subtitles
- talking about unknown words when reading together
- correct Standard English
- role play formal scenarios
- use idiomatic language



Writing

**AaBbCcDdEeFfGgHhIiJjK
kLlMmNnOoPpQqRrSsTt
UuVvWwXxYyZz**



Any questions?

