

Key Stage Two SATs



SATs Week 2022

- Week beginning Monday 9th May 2022.
- The children will be tested in small groups and will receive a breakfast each day during that week.

SATs Week 2022

- Monday 9th May 2022 GPS (Grammar, Punctuation and Spelling) 45 minute test with a 20 word aural spelling test.
- Tuesday 10th May 2022 Reading. 60 minute test.
- Wednesday 11th May 2022
 - Maths paper 1 (arithmetic test). 30 minutes.
 - Maths paper 2 (reasoning test). 40 minutes.
- Thursday 12th May 2022 Maths paper 3 (reasoning test). 40 minutes.

Why are SATs important

- Most secondary schools look at Year 6 SATs results as part of the decision process when grouping students into sets or streams.
- Alongside Year 7 CAT exams, SATs results will help your child's secondary school to put them in the right set to ensure that they get the most from their time there.
- Year 6 SATs are also used to support the target setting process for GCSE grades.

Scaled Scores

• Since 2016, test scores have been reported as 'scaled scores'.

What is meant by 'scaled scores'?

- The Government state that 100 will 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.
- 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 Scores

- Each child will have achieved a 'raw' score for maths, reading and GPS based on the number of questions they answered correctly.
 - ▶ This is then converted into a 'scaled score'.

Mathematics		
Raw score	Scaled score	
75	103	
76	103	
77	103	
78	104	
79	104	
80	104	
81	104	
82	105	
83	105	
84	105	
85	105	

Mathematics		
Raw score	Scaled score	
87	106	
88	106	
89	106	
90	107	
91	107	
92	107	
93	108	
94	108	
95	109	
96	109	
97	109	

Mathematics		
Raw score	Scaled score	
99	110	
100	111	
101	111	
102	112	
103	113	
104	113	
105	114	
106	115	
107	116	
108	117	
109	119	



Why use scaled scores?

The DfE develop tests each year to the same specification, but because the questions must be different, the difficulty of tests may vary slightly each year. This means they need to convert the raw scores pupils get in the tests into a scaled score, to ensure they can make accurate comparisons of pupil performance over time. So, a pupil who scores 103, for example, in 2019 will have demonstrated the same attainment as a pupil who scores 103 in 2022.



Scaled Scores

The lowest a child can score is 80. The highest a child can score is 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 (EXS).

Below 100 is deemed as not meeting the national standard (HNM)

110 or above is deemed as working at greater depth (GDS).

GPS

Monday 9th May 2022 Grammar, punctuation and spelling test format Marked externally.

Reporting: The raw score (the total out of 70 marks) will be converted into a scaled score and each child will receive an overall result indicating whether or not they have achieved the required standard on the test.



GPS

- Children will be assessed on their ability to:
 - Recognise grammatical terms and word classes,
 - Understand the functions of sentences,
 - Recognise words, phrases and clauses,
 - Understand verb forms and tenses,
 - Apply a range of punctuation correctly,
 - Understand and use formal and informal language,
 - Apply their knowledge of vocabulary.

opposite words - dark and light - strong and

weak

Word **Families**

group of words that can be built from the same root word

friend, friendly, friendship

Singular & Plural Nouns

Singular nouns

indicate there is one - boat, house, cat

Plural nouns

ends in vowel + o -> add s cat > cats

consonant + o/ ends in sh, ch, x, z, s

-> add es - church > churches

ends in consonant + v

-> change y to i, add es baby > babies ends vowel + y -> add s

toy > toys ends in f, fe -> change f to \mathbf{v} , add $\mathbf{e}\mathbf{s}$

loaf > loaves

Formal/ Standard

> type of English you should use in your written work

> > - Have you seen Tom?

Non-standard

informal use of language

We ain't seen him.

Vocabulary & Spelling

Punctuation

Synonym

add to the beginning

of the word to make

'beyond') + form =

trans- (means 'across',

a new word

transform

words that mean the same

dirty and unclean - sad and unhappy

Homophones words that sound the same,

but don't mean the same thing

to, too, two

Vowels

Consonants all other letters

a, e, i, o, u

Suffix

add to the end

Capital

Speech

speech marks

go to school.

Direct

said Peter.

repeating what someone

said; do not need to use

- Peter said he did not want to

write down exactly what the

person is saying; use inverted

- "I don't want to go to school,"

.?!

endings

commas ("speech marks")

of the word to make a new word agree + -able

(means 'capable of') = agreeable

Clauses a group of a words that contains a verb, part of a sentence

simple sentence that contains subject and verb and makes sense on its own - I like dogs.

Subordinate clause (or phrase) simple sentence which does not make sense on its own I was born in New York, which is where my parents live.

type of subordinate clause that describes noun who, which, that

- She lives in Paris, which (relative pronoun) is the capital of France (relative clause).

Sentences

Verb Forms & Tenses

Conjunctions

Co-ordinating conjunctions for, and, nor, but, or,

Phrases

group of words which

doesn't have a verb

subject or both

Noun Phrases

starts with noun

Adjective Phrase

starts with adjective

Preposition Phrase

- under the weather

starts with preposition

happy at his results

- London is the capital

The young man

yet, so (FANBOYS) - He likes dogs and she likes cats.

Subordinating conjunctions

when if that because

I do not like dogs because they are loud.

? Question

uses question mark to ask a question

() Brackets,

... Ellipses,

- Dashes

ways of adding and

I had a bowl of soup

(I usually have rice) for

in a sentence

dinner

'Apostrophes

(one thing belongs to another)

You have -> you've

uses apostrophe (') to show possession

uses apostrophe (') to show you have

omitted (left out) some letters in a word

The bone of the dog -> the dog's bone

removing extra information

Commas,

- Hyphens,

: Bullet

Points

used to show pauses,

make lists, and add extra

bits of information in the

middle of the sentences

- How many friends do you have?

Statement simply tells the reader something

I have many friends.

! Exclamation

exclamations show surprise or emotion; they must begin with either 'what' or 'how' and end with an exclamation mark

- How huge that boat is!

Types of

Simple

has one clause

Compound

Complex

with a conjunction

because she cares

subordinate clause

Sentences

- Mrs Jones is a great teacher.

has 2 clauses linked together

- Mrs Jones is a great teacher

has a main clause, conjunction and

- Mrs Jones, who is a great teacher,

always has a smile on her face.

Command

when you are telling

something; usually

starts with a verb

(doing word)

Give the pres

to your friend

; Semicolons,

used to divide complicated

It was very late: everyone

used at the start of lists;

used in between clauses in

- Bring these things to the

picnic: cutlery, plates, and food.

: Colons

was still not home

Semicolons

sentences

Colons

someone to do

Noun

names, person, place, or thing

Common

hand, table, dog Proper - Sarah, London Collective

team, family, herd Abstract

love, peace, hate

Subject the thing or person

who is carrying out an action

done to or for? Andrea (subject) spoke to (verb) Jorge (object).

Obiect

who is the action

Verb

Pronoun

Personal

Relative

Possessive

takes the place of a noun

I, you, she, him, we, us, they, them

- that, which, who, whom, whose,

- my, mine, you, his, her, their, theirs

a doing or action word

- play, work, study

Adiective

describes a noun

- a friendly tiny dog

Determiners words that introduce nouns

Articles

Adverbs

or sentence

slow -> slowly

Phrase

adverb's job

Adverbial

an adverbial phrase is when

- The hurricane struck the

island whilst we were asleep.

more than one word does the

adverbs give additional

information about the time,

place or manner of the verb

many adjectives can be turned into

proud -> proudly, kind -> kindly,

adverbs by adding -ly to the end

tells you whether noun is specific (the) or general (a or an)

She took a small suitcase.

She took the small suitcase

Preposition

where or when something is in relation to something else

after, above, on, under

The dog was under the table.

After the exam, Lucy was happy.

Present & Past Progressive

Present progressive She is reading the book.

Past Progressive

- He was reading the book

when I arrived.

Active & Passive Verbs

Active

verb where the subject does the action - The boy hugged the teddy

bear. The boy does the action.

Passive

verb where the subject of the sentence has the action done to it

- The teddy bear was hugged

by the boy. The bear receives

clauses or sentences

- also, besides, however

Connective

word or phrase that links

Subjunctive Forms

subjunctive shows something that isn't true also used in commands, wishes and requests

- If I were stronger, I would lift that box.

I walked to school this **Present &**

Simple

Present

something which

happens regularly

I walk to school.

Simple Past

something that's finished

Past Perfect

Present perfect form use have/has

Modal Verbs

verb used to show the level of

show obligation, give permission

- We will have a sandwich for lunch.

You must take the test tomorrow.

possibility, indicate ability,

will, may, must

- I have read 'The Three Little Pias'

Past perfect form

- He had left the room.

SATS Companion



Tick one box in each row to show if the underlined conjunction is a subordinating conjunction or a co-ordinating conjunction.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating and roller-skating.		
Jamie likes roller-skating, but he has never tried ice-skating.		
Jamie will go ice-skating if I go with him.		

1 mark



Tick the sentence that must end with a question mark.

	Tick one .	
What I wanted had already sold out		
Ask Ryan what he thinks about it		
What time will the film start		
I didn't know what to say		

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

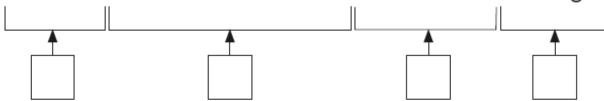
We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.



41

Complete the sentence below so that it uses the subjunctive form.

If I _____ to have one wish, it would be for good health.

Reading

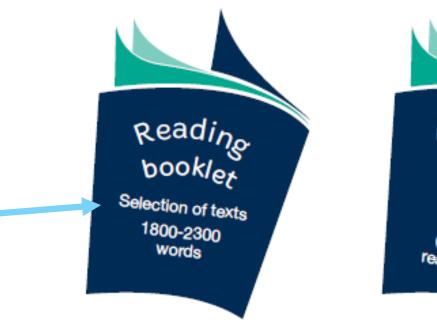
Tuesday 10th May

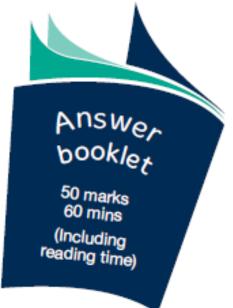
Reading test format

Marked externally.

Reporting: The raw score (the total out of 50 marks) will be converted into a scaled score and each child will receive an overall result indicating whether or not they have achieved the required standard on the test.

In 2019 the word count increased 45% from the previous year with a total of 2168 words within the texts





Reading Fluency is key

DfE guidance states that:

In age-appropriate books, a year 2 pupil working at age-related expectations should read words accurately and fluently without overt sounding and blending, at a rate of over 90 words per minute.

We can teach the children the skills and tips to achieve the full marks on this test but if your child is not reading fluently they will find it challenging.

Sustained concentration is also paramount – this test is 60 minutes long!

Reading

There will be three texts focusing which could include fiction, non fiction and poetry.

The paper gets increasingly more challenging as the test progresses.

Children will be expected to respond to the questions in a range of ways including:

- 1. Multiple choice
- 2. Ranking/ordering
- Matching/labelling
- 4. Finding and copying phrases
- 5. Short answers
- 6. More developed answers

Reading

 Children are tested on a range of reading skills which we have linked to our 'Totally Pawsome Gang' across the whole school.

The majority of the test focuses on retrieval, inference and vocabulary



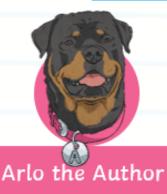














Cassie the Commentator

- Wednesday 11th May 2022
 - Maths paper 1 (arithmetic test). 30 minutes.
 - Maths paper 2 (reasoning test). 40 minutes.
- Thursday 12th May 2022 Maths paper 3 (reasoning test). 40 minutes.

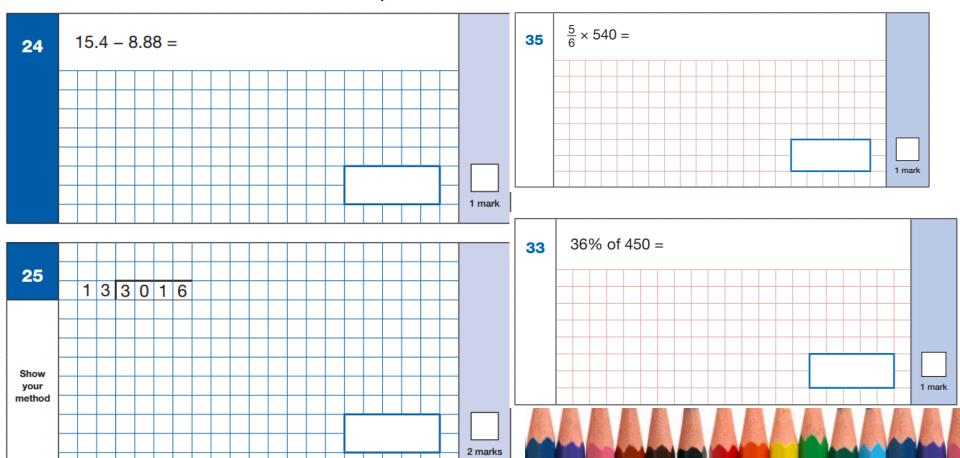


Scores from all 3 papers are combined to give a raw score out of 120 which is then converted to a scaled score.

Children will be assessed on their ability to solve questions involving:

- Number and place value, approximation and estimation/rounding
- Four operations (addition, subtraction, multiplication and division)
- 3. Fractions, decimals and percentages
- 4. Ratio and proportion
- 5. Algebra
- Measurement
- 7. Geometry: properties of shape
- 8. Geometry: position and direction
- 9. Statistics

- Arithmetic: paper 1 30 minutes to complete 36 questions.
- In order for children to complete this paper in time it is essential they know all their timetables up to 12 x 12.



Reasoning paper 2 and 3: 40 minutes

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?







Reasoning paper 2 and 3: 40 minutes

8

Maria bakes cakes and sells them in bags.



She uses this formula to work out how much to charge for one bag of cakes.

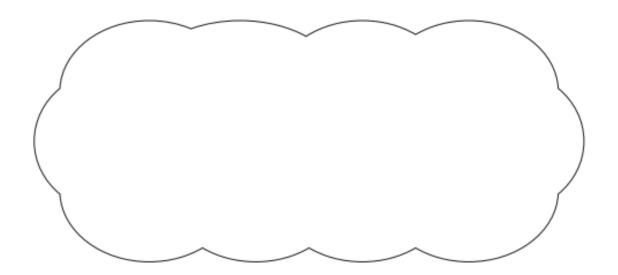
Cost = number of cakes \times 20p + 15p for the bag

Reasoning paper 2 and 3: 40 minutes

21

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

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



Writing

- Writing is recorded as a teacher assessment and is not externally marked.
- The children complete writing tasks in their big write sessions in addition to cross curricular examples of writing.
- The children have the opportunity to draft and re-draft their work.
- Children must meet all the criteria (through a range of genres) set out by the government in order to be at the expected standard.

Writing

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





How can you help?

- Ensure your child has the best possible attendance and punctuality at school
- Support your child with any homework tasks.
- Ensure your child is reading daily.
- Ensure your child is playing on times tables rocks to improve their speed.
- Make sure your child has a good sleep and healthy breakfast every morning!



A useful website for parents is 'Third Space Learning'

Here you can find:

- Free resources and support
- Top tips guides for both parents and children
- A further explanation of the tests and what each test entails.

Please note this website mainly focuses on Maths but provides information for parents on all elements of SATs.

