

Parents and Children SATs Information Meeting

- *Information about the tests*
- *How children are preparing at school*
- *How you can help at home*



What is a scaled score?

Scaled scores show whether a pupil has met an expected standard or not.

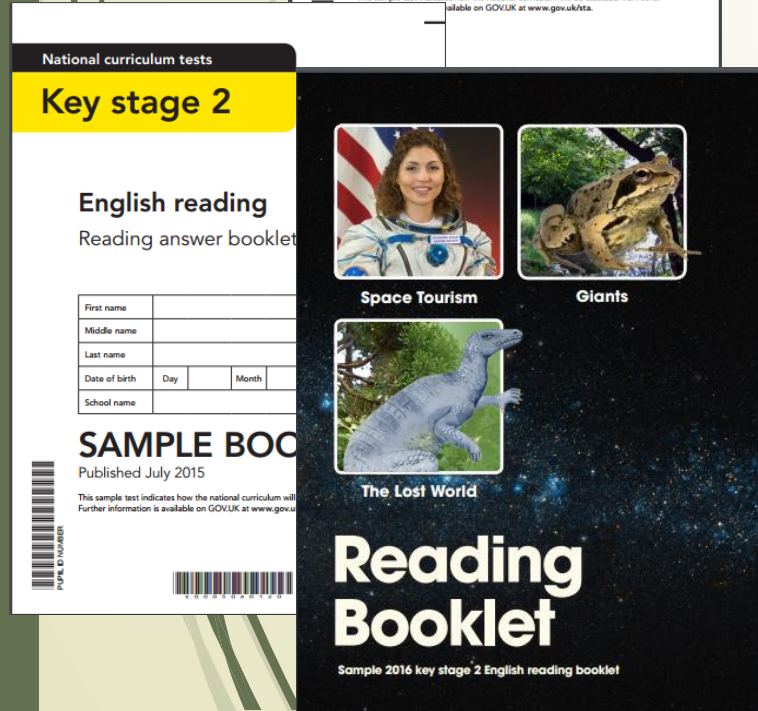
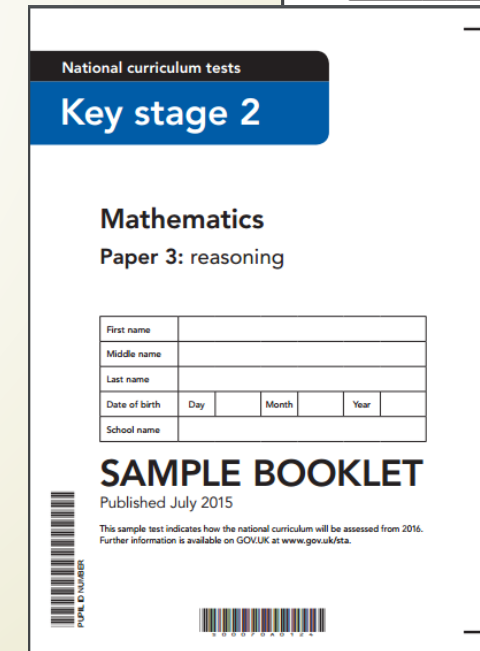
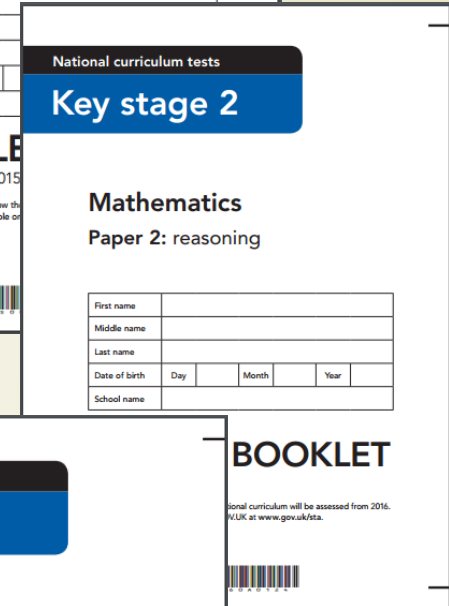
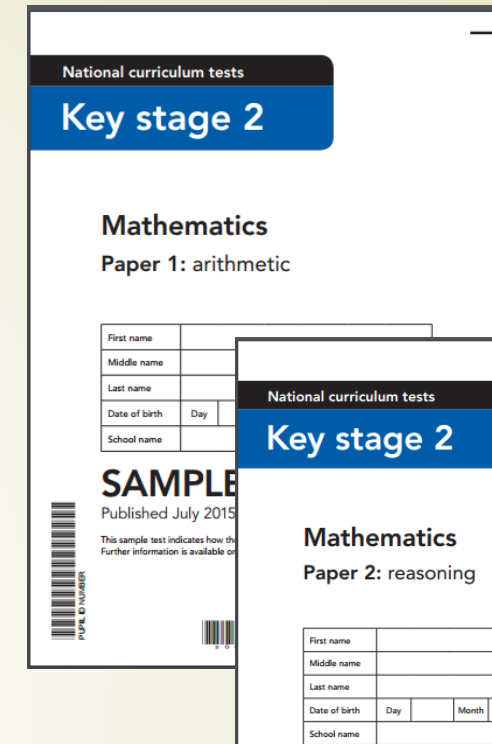
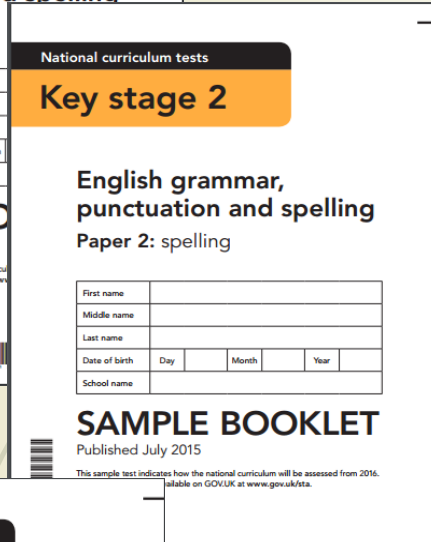
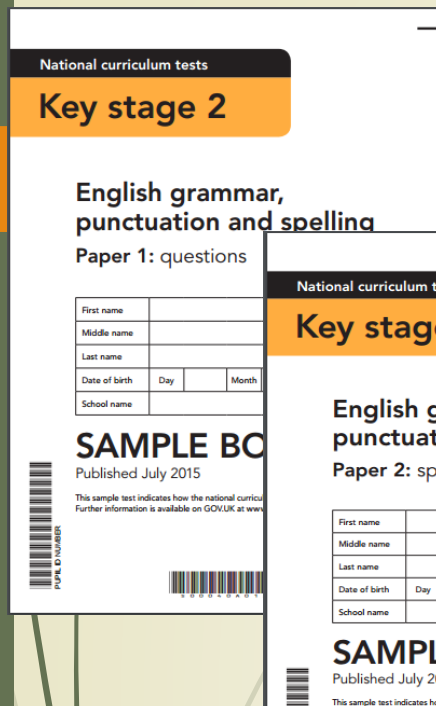
Since 2016, the national curriculum tests have been reported using scaled scores. The key stage 2 tests have a scaled score from 80 to 120, with a scaled score of 100 representing the expected standard at the end of the key stage.

- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- A child who achieves the 'national expected standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- In July 2024, for the test results, each pupil will receive:
 - 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.



The tests

- The children will undertake tests in English and Maths
- English:
 - Reading
 - Grammar, punctuation and spelling (inc. a separate spelling test paper)
- Maths:
 - Paper 1: Arithmetic
 - Paper 2: Reasoning
 - Paper 3: Reasoning



Timetable

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



Reading

- The Reading Test consists of a single test paper with three independent 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.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.



Charlie Small

Guide Dogs



California's Unlikely Warriors

Reading Booklet

2014 key stage 2 levels 3-5

English reading booklet



The Humble Potato



White Fang



Weird but wonderful...
The Octopus



Space Tourism



Giants



The Lost World

Reading Booklet

Sample 2016 key stage 2 English reading booklet



There is usually a non-fiction text included, e.g. an information text, a persuasive leaflet or a newspaper article.

Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?
In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?
Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

Who has already had a holiday in space?
In 2006, Anousheh Ansari became the first female space tourist on a trip from Russia to the International Space Station (ISS). And for eight days and kept a blog (an online diary). Parts of her

Anousheh's Space Blog

September 25th
Everyone wants to know: how do you live in space? How do you brush your teeth? I must admit keeping clean in space is no shower with running water. Here, it 'floats' – which makes it difficult to clean yourself. There are wet towels that are used. Now brushing is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

September 27th
Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.

Questions 1–15 are about *Space Tourism* (pages 4–6).

1 Look at the introduction.
Why is space tourism *impossible* for most people?

1 mark

2 How would you get from the spacecraft to the space hotel?

1 mark

3 Look at page 4.

According to the text, what could you do on your space holiday?

Questions at the start of the test are straightforward 'fact retrieval'. Children can copy relevant information.



Giants

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun
Of seeing you snatch them suddenly in
And cower, quivering back
Into your pitiful shell, so brittle and thin?
Would you think it was fun then?
Would you think it was fun?

And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scramble, tumble, fall,
In graceless, shivering dread,
Back into the trampled reeds that were grown so tall?
Would you think it a joy then?
Would you think it a joy?

Lydia Pender

23

*Just for the joy
Of watching you jump, scramble, tumble, fall*

Find and copy two more words from the poem that show that the frog was frightened.

1. _____

2. _____

1 mark

24

What is the main message of the poem?

Tick **one**.

People can learn a lot from holding small creatures.

☐

People should think about how their actions affect others.

☐

People are much bigger than frogs and snails.

☐

People should overcome their fear of nature.

☐

1 mark

Poetry appears regularly in the test paper. Children are asked to describe the effect of certain word choices and comment on the poem's meaning.

The last text in the paper is usually the most demanding. At this stage, there may also be more inference based questions – the answers may be implied rather than stated in an obvious way.

This text is about a young girl called Penelope who describes an unusual experience in her home. The story takes place in the early 20th century before electric lights were common in most households.

A Traveller in Time

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a blue dusk, waiting for the lamplighter to come whistling down the street to bring a gleam to the stairway. There was a street lamp near, and this shone over the door and saved us from using our own gas-lamp.

I was suddenly aware how quiet it was. I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased rustling in the wainscot. I turned my head and saw a lady coming downstairs from the upper floor. She was dressed in a black dress which swept round her like a cloud, and at her neck was a narrow white frill which shone like ivory. Her eyes were very bright and blue as violets. I sprang to my feet and smiled up at her, into the beautiful grave face she bent towards me. She gave an answering smile, and her deep-set eyes seemed to pierce me, and I caught my breath as I stood aside to let her pass. I never heard a footstep; she was there before I was aware.



She went by as I leaned against the wall, and I pressed myself against the paper to leave room for her full floating skirts which took all the stairway. I never felt them touch me, and this gave me a curious sensation. Soundlessly she swayed down the stairway, and I stood watching her, smelling the sweet, faint odour of her dress, seeing the pallor of the hands which held her ruffled skirts, yet hearing nothing at all.

I leaned over the rail to watch her, and suddenly she was gone. The sounds of the street came to my ears, the lamplighter's whistle fluted through the air, and the bright gleam of the gas danced. I ran downstairs and pushed open the door into the sitting room there. The room was empty, and I went thoughtfully down to the kitchen. Mother was cooking, and I asked about the lady.



"There is no one, child," she exclaimed. "You've imagined her. It is easy to think you see someone in the dusk with flickering street lights falling on the walls. It was the shadow of somebody in the street perhaps."

I was positive I had seen the lady and I described her.

Mother was very quiet, as if she were thinking what to say next. Then she changed the conversation, asking me if I would like to make treacle toffee that night.

33 Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

Give **two** impressions, using evidence from the text to support your answer.

- 1. _____
- 2. _____

3 marks

3 Mark Questions



How are we preparing in school?

- **Regular reading comprehension lessons**
Teaching the skills of scanning, inferring, justifying and using evidence. We model how to read with expression and we have class discussions about literature.
- **Opportunities for reading across the curriculum**
Our new curriculum in History, Geography and Science is challenging and exciting. There are many opportunities to read, retrieve and infer information in these lessons.
- **Use of Lexia, an online reading comprehension programme**
- **Extra practise sessions for some children**



How can you help?

- **Listen to your child 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 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.



What is inference?

Examples of Inferential Questions

Texts Clues + Background Knowledge = Inference

Why...

Why do you think...

What is the problem?

Why did the character...

What can you conclude about...

What is most likely true about...

Predict what would happen if...

Predict what will happen when...

What lesson does this text teach?

How does the author feel about...

How did the character feel when...

What generalisation can you make?

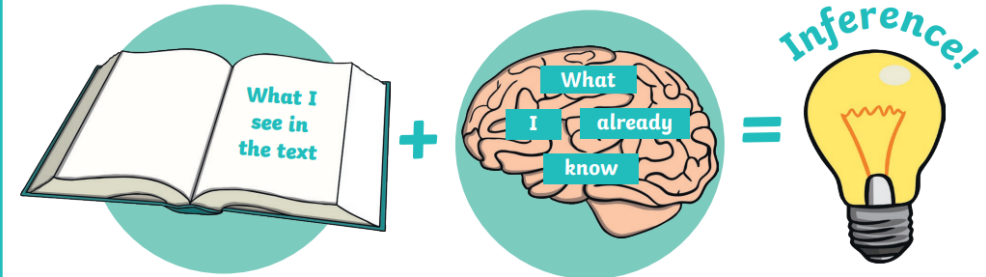
What lesson did the character learn?

From this story, you could probably guess...

What would happen in a sequel to this story?

Making Inferences

When you make an inference, you are working out something that is not completely explained in the text.



You might explain your thinking using words like...

"I think..."

"I predict..."

"My guess is..."

"Maybe..."

Making inferences is a great way to understand and enjoy what we are reading.

twinkl visit [twinkl.com.au](https://www.twinkl.com.au)

Reduction
Speculation
Examination

Grammar, spelling and punctuation

- A Spelling test is administered containing 20 words, lasting approximately 15 minutes
- A separate test is given on Punctuation, Vocabulary and Grammar
- 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 Spelling, Punctuation and Grammar



Spelling

1. Sara wanted to be an explorer and _____ new lands.
2. The spy was sent on a secret _____.
3. For PE lessons, your clothes should be _____ and comfortable.
4. The _____ showed which way to go.
5. China is a large _____.
6. Laura won a medal for _____.
7. Not all berries are _____.
8. Sit up straight to improve your _____.
9. Karen went on a _____ ride in Lapland.
10. Misha ate a _____ chocolate pudding.

11. Dogs can follow the _____ of other animals.
12. The magician performed an _____.
13. Jane had to _____ the cloakroom to get her gloves.
14. The skydiver released her _____.
15. There is an _____ of blackberries at the end of the summer.
16. Ali was _____ late for school.
17. First, _____ the sugar in 300ml of hot water.
18. The grey clouds looked _____ in the sky.
19. Omar put the cutlery back in the _____.
20. Ellen's gold bracelet was her most treasured _____.



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

Ali was **unavoidably** late for school.

The word is **unavoidably**.

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

The grey clouds looked **ominous** in the sky.

The word is **ominous**.

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

First, **dissolve** the sugar in 300ml of hot water.

The word is **dissolve**.

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

Omar put the cutlery back in the **drawer**.

The word is **drawer**.

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

Ellen's gold bracelet was her most treasured **possession**.

The word is **possession**.



Sample SPaG question

4

Which sentence has been punctuated correctly?

Tick **one**.

Immediately after, dinner we did the washing up.

☐

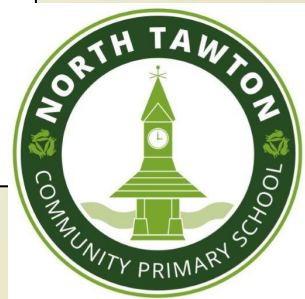
Immediately after dinner we did, the washing up.

☐

Immediately after dinner, we did the washing up.

☐

Immediately, after dinner we did the washing up.

☐

Sample SPaG question

17

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.		



Sample SPaG question

26

Circle all the words in the sentences below that should start with a **capital letter**.

henry tudor married his first wife, catherine, in june 1509. they
married in london.



4
G5.6b

Immediately after dinner, we did the washing up.

☐
☐
☒
☐

17
G3.1

Award 1 mark for a correctly completed table.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		✓
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		✓
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.	✓	

26
G5.1

Award 1 mark for all **six** words encircled.

(henry)(tudor) married his first wife, (catherine), in (june) 1509. (they) married in (london).



How are we preparing in school?

- **Daily Retrieval Practice in grammar and punctuation**
teaching grammar rules, the terminology and how to use punctuation
- **Spelling lessons**
Several short lessons each week focussing on a specific area of spelling as well as opportunities to practise spelling the statutory words and a weekly spelling test
- **Integrate grammar and punctuation knowledge into general writing tasks**– when children are composing their own pieces, e.g. stories, reports, diary entries, we focus on how to construct different types of sentences and ensure that children use a variety of punctuation confidently
- **Familiarity with test-style questions**
Past-paper questions are used to see if they can apply their knowledge in the context of a test. Additionally, we practise the style of spelling test used in the SATs

How can you help?

- **Help your child learn the spellings that are sent home**

Rewrite the spellings to practise; play spelling games and compete against each other; keep spellings on display, somewhere central. Use the website www.spellingframe.co.uk to practise the spellings

- Encourage your child to complete the weekly homework on spag.com

- **Be a punctuation detective**

When reading to and/or with your child discuss the use of inverted commas to mark speech, the use of parenthesis (brackets) to add additional information, the use of capital letters etc.

- **Revision books/ Study guides**

The grammar paper relies on a child knowing the terminology e.g. subordinate clause, main clause, adjective, article, passive, active – and many more. We use these in daily teaching practice however, for additional support at home, we are setting regular homework using the CGP books together and going over topics covered that week, in class.

Maths



- 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.
- 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.

Arithmetic

1

$$979 + 100 =$$

☐
1 mark

2

$$123 \times 2 =$$

☐
1 mark

3

$$6.1 + 0.3 =$$

☐
1 mark



Arithmetic

26

$$\frac{1}{4} \times \frac{1}{8} =$$

34

3 7 2 3 3 1

27

$$95\% \text{ of } 240 =$$



26

$\frac{1}{32}$

27

228

34

Award **TWO** marks for the correct answer of 63

If the answer is incorrect, award **ONE** mark for the formal methods of division which contain no more than **ONE** arithmetical error, e.g.

- long division algorithm

wrong answer

$$\begin{array}{r} 37 \overline{) 2331} \\ - \quad 222 \\ \hline \quad 111 \\ - \quad 111 \\ \hline \quad \quad 0 \end{array}$$

- short division algorithm

wrong answer

$$37 \overline{) 233^{11}1}$$



16

Small pizzas cost £6.75 each.

They share the cost equally.

How much does each child pay?

Show
your
method

£

2 marks

What's the first step?



Here are the ingredients for chocolate ice cream.


cream	400 ml
milk	500 ml
egg yolks	4
chocolate	120 g
sugar	100 g



Stefan has only 300ml of cream to make chocolate ice cream.

How much **chocolate** should he use?

Show
your
method



9

Reasoning

2 marks



How are we preparing in school?

- **Weekly mental and written method lessons** – teach children formal written methods and effective mental strategies to ensure speed in the tests.
- **Opportunities to solve problems and puzzles**– we encourage children to apply their calculation skills to different contexts and try to make links to real-life where possible.
- **Familiarity with test-style questions**– At the end of lessons, we'll usually give children a past-paper question that relates to the topic covered, to see if they can apply their knowledge in the context of a test.



How can you help?

- **Rehearsing times tables**

Recall of times tables facts can help with multiplication and division questions, but also when working out word problems in the reasoning paper. There are also lots of websites and apps available to support this.

- **Regular practise of written arithmetic methods**

The more practise that children can have of using formal calculation methods, the better.

- **Revision books/ Study guides**

Every week, we set homework tasks which are related to concepts covered in class that week. Some of the tasks can be challenging – please help your child to go over the methods needed (as detailed in the burgundy book) before they tackle the questions.



SUGGESTED AREAS FOR REVISION

Maths - Addition English - G&P - Determiners & Conjunctions Reading comprehension	Maths - Subtraction G&P - Statements, exclamations, commands & questions Spellings - Revision lists	Maths - Multiplying & dividing by 10 & 100 & 1000 English G&P - Main & Subordinate clause . Or https://youtu.be/E2GqhoKZRe0	Maths - Multiples & factors & common multiples & prime factors English - G&P - Relative Clauses Spelling - statutory word lists	Maths - Multiplying by larger numbers G&P - Subject & Object	Maths - Square numbers & Prime numbers & cubes English G&P - Subject and verb agreement .	Maths - Short division & long division G&P - Verbs in simple presents & simple past tense . Reading comprehension
Maths - Fractions of amounts & Finding percentages English G&P - Verbs in progressive and perfect tenses .	Maths - Mixed numbers & Equivalent fractions English G&P - Standard English and formality & Active and Passive Reading comprehension	Maths - Adding & subtracting fractions English G&P - Capital letters, full stops, exclamation and question marks . Statutory spellings	Maths - Fractions & their decimal equivalents , Percentages as fractions & decimals , Rounding decimals English G&P - Commas	Maths - Multiplying & dividing fractions English G&P - Speech Marks (also known as) Inverted commas	Maths - Ratio & proportion , Scaling problems English G&P - Apostrophes	Maths - Algebra - Sequences & solving equations & BODMAS & linear number sequences English - G&P - Parenthesis

Use your revision guides to look at the subjects we have suggested above.

The hyperlinks will take you to videos to help you revise - You can find this document in Google Classroom as well as on the website and on Class Dojo.

Revise the spellings given to you on Monday as well as revising words from the y3/4 and y5/6 statutory word list.

Read regularly and talk about your book - you could make up a 3 mark question about your reading.

Have a go at the maths year 6 objectives test - refer to your revision guide if you get stuck on any questions.

You should also get plenty of rest, have fun and spend time with your friends and family!!

Happy Easter!

Writing

Writing will be teacher assessed but can be moderated by the local authority

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 correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,² and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²



"Happy 13th Birthday Ana!" Anabeth's mother exclaimed loudly, while handing Anabeth her birthday present.

"Thanks mum," she grinned; "but you really didn't have to get me anything!"

"Ahh, come on, I didn't!"

Suddenly, Ana tore off the blue and pink polka dot wrapping paper, and laughed.

"Wow! Thank you so much! It's just what I ^{needed} ~~wanted~~!"

She smiled at the neon blue pumps.

"Ok... I'm going to go and try them on!" She got up and ~~walked out of the room~~ ^{to the front}.

"Oh... Wait dear, there's another present!" The excited mother was holding a rectangular box wrapped in brown, crusty paper.

Ana stood at the present with sadness. She knew what it was. She knew that as soon as she opened it, she would weep.

"Um... Oh," she cried, "I always tried to forget about that!" Her mother, now winpering, placed it gently in Anabeth's cold peach hands.

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!



As SATS week approaches...

- Keep the children calm! We want them to do well but don't wish the children to get unduly stressed (for some of them, this is possibly the most stressful thing that they have done so far!)
- However, it's important to emphasise that the tests are important and they will be disappointed if they don't achieve what they are capable of – motivation and having a positive attitude are both important. We want the children to have high aspirations!
- Ensure that the children do find time to complete homework and to do some revision tasks
- Use the revision guides. These are most effective when adults work through some of the activities with their child
- The revision materials and practice tests are generally effective in helping children – obviously don't over do it!
- Useful websites:

<http://www.bbc.co.uk/bitesize/ks2/english/>

<https://www.yearsix.co.uk/buddy/>

- Past papers <http://www.satspapers.co.uk/ks2.php>
- More Information [What Are SATs? And All Your Other Questions Answered: Parents Guide To The SATs \(UK\) \(thirdspacelearning.com\)](http://www.thirdspacelearning.com/what-are-sats/)
- As the tests get closer ensure the children are eating and sleeping well – healthy body, healthy mind theory. Give them time for fun too – particularly the chance to be active

Breakfast really is the most important meal of the day...

During SATs week, we will offer a breakfast club for year 6s. This is free and the year 6s will have a selection of cereals, toast and yogurts to choose from. This will ensure that their brain is fuelled and ready for the tests.

