



Key Stage 2 SATs

Monday 9th May to Thursday 12th May 2022



We hope that this booklet will help to inform you about your child's upcoming SATs tests. We have tried to make the information as concise as possible, whilst still providing you with the key details you need to know. If you have any questions after reading, then please feel free to ask them at our upcoming appointment.

Miss Brownley and Mrs Marston



The Tests

- Statutory tests will be administered in the following subjects:
 - Spelling (approximately 15 minutes)
 - Punctuation, Vocabulary and Grammar (45 minutes) (SPAG)
 - Reading (60 minutes)
 - Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
- All tests are externally marked (*scanned into a computer and sent to markers around the country*).
- Writing will be 'Teacher Assessed' internally, as in recent years.

SATs Week Timetable

Monday 9th	Tuesday 10th	Weds 11th	Thursday 12 th
Punctuation, Grammar and Vocabulary Paper (45mins) Spelling Paper (15 mins approx.)	English Reading Paper (60 mins)	Maths Paper 1 (Arithmetic, 30 mins) Maths Paper 2 (Reasoning, 40 mins)	Maths Paper 3 (Reasoning, 40 mins)

Assessment and Reporting

Test scores will be reported as 'scaled scores'.
The new curriculum is more rigorous and sets high expectations.

In July 2022, 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.





Scaled Scores

- 100 - 109 represents the 'expected national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point of 80 and an upper end point of 120.
- A child who achieves the 'expected national standard' (a score of 100 -109) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- A child who achieves 110 – 120 is considered to have met 'greater depth of the national standard'.

Scaled score system, between 80 to 120

Greater Depth of Expected Standard	110 to 120
At Expected Standard	100 to 109
Working towards Expected Standard	90 to 99
Below Expected Standard	80 to 89



Spelling, Punctuation and Grammar

- 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.

Sample Questions

Grammar, Punctuation and Spelling Paper 1

40

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 <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

Sample Questions

Grammar, Punctuation and Spelling Paper 1

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark



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***.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.



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.
- Questions gradually increase in difficulty (as the children progress through each 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, decide what is required to find a solution and show their working out to support their answer.
- No calculator is allowed in any test.

Sample Questions

Maths Paper 1: Arithmetic

24

$$15.4 - 8.88 =$$

☐

1 mark

25

1 3 | 3 0 1 6

Show
your
method

☐

2 marks

Sample Questions

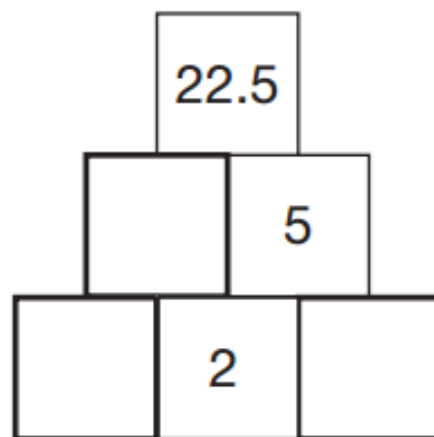
Maths Paper 2 / Paper 3 : Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

Sample Questions

Maths Paper 2 / Paper 3 : Reasoning

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?

Show
your
method

A large grid for showing the method, with a small box for the answer.

£

2 marks



Writing

- Pupils' writing is assessed internally and a sample of pupils' writing can be moderated by an external moderator from the Local Authority. (It is likely that we will be moderated externally this year, as we this has been delayed previously due to Covid-19.)
- A selection of your child's writing from across the year will be used to assess whether your child has achieved '*working towards the standard*', '*at the expected standard*' or '*greater depth of the standard*'.
- In order to assess the pupils' writing, an assessment framework is used. All pupils must show evidence of each statement within the standard in order to be awarded that standard.

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

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

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

How We Help Your Child

- First and foremost, quality teaching!
- After school, focused group booster sessions with St. Peter's teachers - reading, maths, writing & SPAG groups. Your child will be invited to attend these via a letter which will be sent after half term.
- Maths & English booster sessions in curriculum time every Friday, starting Friday 25th February, in the form of 4 rotating groups led by Mr Tomlinson, Miss Brownley, Mrs Marston and Mr Solbé.
- Regular arithmetic practice.
- Practise papers (support with approach to test papers) and tailored feedback (whole class and in small groups).
- Targeted intervention groups.
- Structured SATs homework. On 11th February, we will provide you child with several CGP support books to work through weekly, which will be their weekly homework. They must bring these, completed, each Friday, as during the afternoons we will marked them with the children and give feedback, have class discussions and provide explanations.

How You Can Help Your Child

- First and foremost, support and reassure your child to do their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks (routine, time frames).
- Support your child with arithmetic practise (e.g. times tables, written methods of addition, subtraction, multiplication, division).
- Support your child with learning and practising spellings from the New National Curriculum spelling lists (Years 3/4 and Years 5/6 lists) – these are listed in their school diaries.
- Talk to your child about what they have learnt at school and what book(s) they are reading. Listen to your child read and question them about it.
- Encourage your child to work to speed. Try timed recall of timetables. Set mini challenges e.g. – ‘can you find the word on the page that means ‘dangerous?’ you have 30 seconds - go!’ ‘What is 15% of 150? You have 10 seconds - go!’
- Make sure your child has plenty of sleep and breakfast every morning!

How Your Child Can Help Themselves

- Manage time effectively (*routine*)
- Remember deadlines for homework
- Little and often approach
- Take responsibility for their learning
- Get plenty of sleep
- Use revision aids (stick them up on walls, colour code, learn with your child and let them test you...)

Top Tips for Tests:

- Read questions carefully
- Try not to leave an answer blank
- Manage your time effectively
- 'Be at your Best'

