



SATS MEETING

Thursday 18th April 2024

Week beginning Monday 13th May 2024

Date	Subject	Length of time
Monday 13 th May (am)	Grammar, punctuation and spelling (SPAG) - Paper 1	45 minutes
	Spelling - Paper 2	Not timed - approx. 20 minutes
Tuesday 14 th May (am)	English reading	One hour
Wednesday 15 th May (am)	Arithmetic - Paper 1	30 minutes
	Maths Reasoning - Paper 2	40 minutes
Thursday 16 th May (am)	Maths Reasoning - Paper 3	40 minutes

Spelling, Punctuation and Grammar Test

The SPAG test includes questions that assess the following elements of the English curriculum:

- ▶ **Sentence grammar** through both identifying and writing sentences that are grammatically correct
- ▶ **Punctuation** through identifying and writing sentences that are correctly punctuated
- ▶ **Vocabulary** through identifying and writing sentences in which a word is used correctly
- ▶ Spellings from both the Year 3, 4, 5 and 6 spelling patterns and rules

Questions:

- ▶ Requires multiple choice or short sentence answers e.g. capitalising the correct words in a sentence; explaining why; putting the correct punctuation into a given sentence; writing sentences that illustrate two different meanings of the same word (such as 'present'); identifying grammatical features within a sentence; using plurals correctly.

Spelling Test

- ▶ **Paper 2** is a spelling test, where children will have to spell words dictated by the teacher (presented within sentences). For example:
 - The word is 'television'
 - Tania turned on the television to watch her favourite cartoon.
 - The word is television

Previous SATS Spellings

2023	2022	2019	2018	2017	2016	Sample
lamb	ordering	creature	thumb	likely	disorder	Discover
touch	disrespect	enough	trouble	straight	knock	mission
numbered	special	reception	mixture	sensation	polishing	loose
undrinkable	couple	numb	portable	nervous	washable	sign
lyrics	measure	division	dough	crumb	offering	country
ought	cough	sighed	science	probable	vision	gymnastics
misconduct	machine	navigation	attention	inspiring	misplaced	edible
glorious	invisible	thoughtful	obtained	substance	distance	posture
obey	banned	offered	weightless	operation	brilliant	sleigh
official	television	muscle	council	toughest	thoughtless	delicious
unique	character	curiously	suffered	bruise	prey	scent
puncture	caution	courage	typical	sensibly	previous	illusion
steadily	syrup	disagreement	usually	violence	cousin	re-enter
mechanic	reluctantly	pyramid	cautious	disobey	passion	parachute
preference	reference	excellent	essential	thorough	facial	abundance
protein	ridiculous	generous	vague	monarch	lightweight	unavoidable
substantial	scenic	chorus	adventurous	sympathetic	nationality	dissolve
scenario	survey	tongue	architect	originally	ceiling	ominous
optician	transferred	accidentally	descendant	percussion	variation	drawer
currant	receipt	deceive	inconceivable	coarse	ferociously	possession

Guidance spellings

Homophones	Silent letters	'ough letter string	ei after c	Use of a hyphen	Adding suffixes beginning with vowel letters to words ending in -fer	Words ending in able/ible Ably/ibly
advice – advise device – devise licence – license practice – practise farther – further morning – mourning herd - heard led – lead guessed – guest proceed - precede principal - principle profit - Prophet stationery - Stationary steel - Steal wary - weary	doubt island lamb solemn thistle knight	ought bough bought thought nought brought fought rough tough enough cough though although dough plough borough	deceive conceive receive perceive ceiling	re-renter co-own co-operate co-ordinate	referring referred referral preferred transferring transferred reference referee preference transference	adorable possible adorably horrible applicable terrible considerable visible considerably incredible tolerable sensible changeable noticeable legible forcible dependable comfortable reasonable enjoyable

Spelling, Punctuation and Grammar Paper One and Two

Paper One = 50 marks

Paper Two (Spelling Test) = 20 marks

Total Mark out of 70

Year	Age Related Expectations (ARE)	Greater Depth
	PASS	
2016	43/70 SS 100	61/70 SS 110
2017	36/70 SS 100	56/70 SS 110
2018	38/70 SS 100	56/70 SS 110
2019	36/70 SS 100	55/70 SS 110
2022	35/70 SS 100	55/70 SS 110
2023	36/70 SS 100	55/70 SS 110

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/723470/2018_KS2_scaled_score_conversion_tables.pdf

How to help your child...

- ▶ Write down some unpunctuated sentences for your child to punctuate correctly.
- ▶ Call out a word and ask your child to tell you a synonym (a word that means the same) or an antonym (a word that means the opposite).
- ▶ When writing letters or emails, encourage your child to add an adjective or adverb to a sentence (e.g. 'Thank you for my wonderful birthday present')
- ▶ If your child asks you a question, ask how he would rephrase it as a command (e.g. 'Can you make me a drink?' becomes, 'Make me a drink!')
- ▶ Make spelling part of everyday life!
- ▶ Encourage your child to read a variety of texts - fiction, information books, comics, newspapers, magazines, etc. - to broaden their vocabulary.

Spelling top tips

- ▶ Make sure letters are clear - don't join if it's making it messy!
- ▶ Do not join words written in the contracted form e.g. don't
- ▶ Encourage children to look up words
- ▶ Can they spot trends?
- ▶ Play spelling games
- ▶ Ensure correct spellings lots of the words on the test they will see everyday!

Reading Paper

- ▶ The test consists of a reading answer booklet and a separate reading booklet.
- ▶ Children have a total of one hour to read all three texts in the reading booklet and complete the questions at their own pace.
- ▶ They can approach the test as they choose, e.g. working through one text and answering the questions before moving onto the next, or reading all three texts first

Types of Questions

▶ Retrieval of information

Finding the information within the text

▶ Inference

Example question: How does Matthew feel about eating cottage pie and peas? How do you know?

Answer: He loves cottage pie and peas. We know this because he grins from ear to ear when his mum tells him that is what she is making for dinner.

▶ Deduction

Example question: What do you think Matthew might do next? Explain why you think this.

Answer: There could be several answers to this, but the person marking the text would be looking for the child to have thought about what Matthew might do, based on what they have read. For example: I think Matthew will go and watch TV instead of doing his spellings because he doesn't want to do his spellings.

▶ Opinion

Example question: Do you think Matthew's mum is a kind person? Use evidence from the text to support your answer.

Answer: Yes, I think Matthew's mum is a kind person because she is cooking his favourite meal. We also know she wants him to do well at school, which is why she asks him to practise his spellings.

▶ Commenting on effectiveness of language

Example question: 'Matthew thought practising spellings was a bit like watching paint dry.' Why is this a good way to show how Matthew feels about his spellings?

Answer: The author is comparing spelling practice to watching paint dry to show how boring Matthew finds it

Reading Paper

Paper One = 50 marks

Total Mark out of 50

Year	Age Related Expectations (ARE)		Greater Depth		Number of words in the papers
	PASS				
2016	21/50	SS 100	34/50	SS 110	Total: 1788 words
2017	26/50	SS 100	39/50	SS 110	Total: 1915 words
2018	28/50	SS 100	40/50	SS 110	Total: 1484 words
2019	28/50	SS 100	41/50	SS 110	Total: 2194 words
2022	29/50	SS 100	41/50	SS 110	Total: 1564 words
2023	24/50	SS 100	38/50	SS 110	Total: 2106 words

Maths Paper

- ▶ Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.

Papers 2 and 3 will involve a number of question types, including:

- ▶ Multiple choice
- ▶ True or false
- ▶ Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- ▶ Less constrained questions, where children will have to explain their approach for solving a problem

Maths Paper

Arithmetic (Paper One) = 40 marks

Reasoning (Paper Two) = 35 marks

Reasoning (Paper Three) = 35 marks

Total marks = 110

Year	Age Related Expectations (ARE)	Greater Depth
	PASS	
2016	60/110 SS 100	98/110 SS 110
2017	57/110 SS 100	95/110 SS 110
2018	61/110 SS 100	96/110 SS 110
2019	58/110 SS 100	95/110 SS 110
2022	58/110 SS 100	96/100 SS 110
2023	56/110 SS 100	94/100 SS 110

Writing

- ▶ Teacher assessed
- ▶ Children complete a portfolio of writing evidence over the year in their English books
- ▶ Schools are moderated to ensure consistency - we are due to be moderated this year
- ▶ Results are presented with SATS results
- ▶ PKS, WTS, EXS, GDS
- ▶ https://assets.publishing.service.gov.uk/media/637ba0b0e90e072854bcab87/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_2.pdf

Arrangements

- ▶ Children cannot be given an advantage
- ▶ Strict timetable and timings
- ▶ Classroom displays must be covered
- ▶ Children need to sit at separate desks, adequately spaced out
- ▶ Silence
- ▶ Questions can asking questions but hands will need to be raised
- ▶ Access arrangements may be in place for some children

The local authority does check that access arrangements are fair including checking the delivery of the SATS as well as where the papers are stored before and after the tests.

Access Arrangements

- ▶ Extra time entitlement
- ▶ Larger texts
- ▶ Movement breaks/stop the clock
- ▶ Readers (for some papers - not the reading one)
- ▶ Scribes

This has to be apart of normal classroom practice - teachers will discuss this with families on an individual basis beforehand

How will the SATS be marked?

- ▶ You will be given your child's scaled score and whether they have reached the expected standard set by the Department for Education ('NS' means that the expected standard was not achieved and 'AS' means the expected standard was achieved).
- ▶ The range of scaled scores available for each KS2 test is:
 - ▶ 80 (the lowest scaled score that can be awarded)
 - ▶ 120 (the highest scaled score)
- ▶ **The expected standard for each test is a scaled score of 100 or more.** If a child is awarded a scaled score of 99 or less they won't have achieved the expected standard in the test.
- ▶ The Department for Education expects at least 65 per cent of children to reach the expected standard (the figure was initially 85 per cent but has been revised).

Top tips before the SATS

- ▶ Prepare well
- ▶ Use the class page
- ▶ Give them a break!
- ▶ Sleep well
- ▶ Have a good breakfast

These are good exam strategies for all exams and will prepare them well for the future!



Name: Class:

KS2 English Reading

SAT Buster
10-Minute Tests

Ages
10-11

Includes answers

Book Two



Name: Class:

KS2 Maths Multiplication & Division

SAT Buster
10-Minute Tests

Ages
10-11

Includes answers

Breakfast Club

- ▶ All children are invited to come to breakfast club every morning of SATS week from 8am
- ▶ Free of charge
- ▶ Run by staff
- ▶ Great way to settle any nerves and ask any last minute questions

And remember...

- ▶ It is essential that the children don't feel under pressure. We always say in class that we (the school) are being tested, not them! Whilst we want them to do their best, it should not be at the cost of their wellbeing.
- ▶ SATs are representative of a moment in time and they do not necessarily sum up what each child has achieved here over the course of their time with us. They are so much more than a test result!