

# *SATs Curriculum Evening*

- *SATs 2022*
- *Writing Teacher Assessment*
- *Reading SATs*
- *SPaG SATs*
- *Maths SATs*

# SATs 2022

- *Reading, SPaG and Maths SATs as usual*
- *Writing Teacher Assessment as usual*



# SATs 2022

- SATs w/c Monday 9<sup>th</sup> May 2022
- Monday = English Grammar, Punctuation and spelling papers 1 and 2
- Tuesday = English Reading paper
- Wednesday = Maths Paper 1 and 2
- Thursday = Maths Paper 3

# SATs 2022

- *You will receive your child's SATs scores with their end of year report.*
- *Their secondary school will have these results alongside our detailed teacher discussions.*

# Writing Teacher Assessment

## Working towards the expected standard

The pupil can:

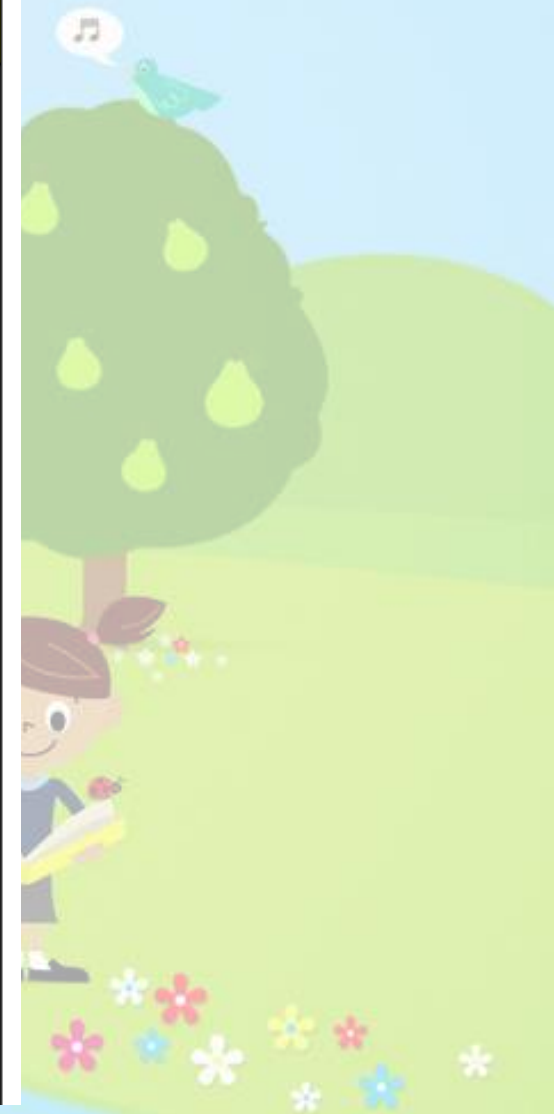
- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question 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.<sup>1</sup>

# Writing Teacher Assessment

## 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<sup>1</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>



# Writing Teacher Assessment

## 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 writing<sup>3</sup> 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]



# *Writing Teacher Assessment*

- *We choose exciting and engaging class texts to inspire writing*
- *We always allow time for editing and improving our work*





# *Writing Teacher Assessment*

- *We use a wide range of writing evidence throughout the year*
- *In the Summer Term, children will be able to edit previous pieces of work*



# SATs SPaG

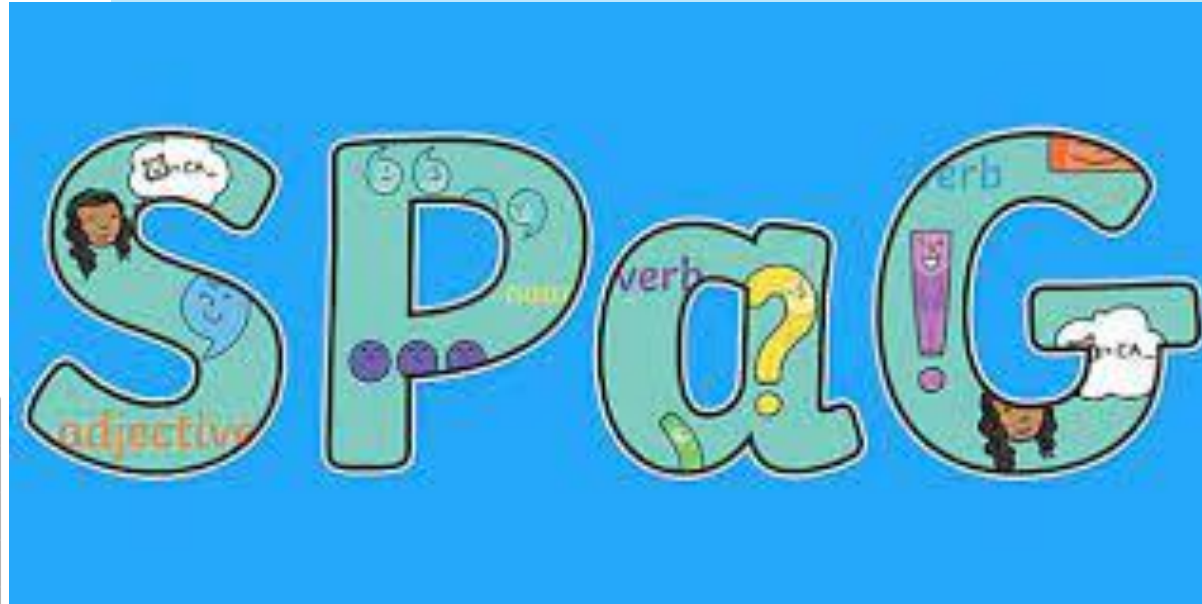
2019 national curriculum tests

## Key stage 2

English grammar,  
punctuation and spelling

Paper 1: questions

First name					
Middle name					
Last name					
Date of birth	Day		Month		Year
School name					
DfE number					



# Spelling, punctuation and grammar

Spelling, Punctuation and Grammar:

- Consists of 2 papers which cover punctuation and grammar from years 3 through to 6.
- Paper 1 is a 45 minute test focusing on Grammar and Punctuation. Children can expect questions on multiple topics including: suffixes, conjunctions, parts of a sentence, parts of speech, the full range of punctuation types, tenses and use of standard English.
- Paper 2 spelling test on 20 words – read out in sentences by the teacher. (No time limit, as long as it takes the teacher to read them.)



Questions can range from a single question asking for correction of punctuation to multiple choice questions where the children use their knowledge from a selection of answers.

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



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

*There are questions linked to spelling knowledge.*

5

Draw a line to match each **prefix** to the correct word to make a different word. Use each prefix only once.

**Prefix**

inter

dis

semi

anti

**Word**

approval

circle

social

action

1 mark

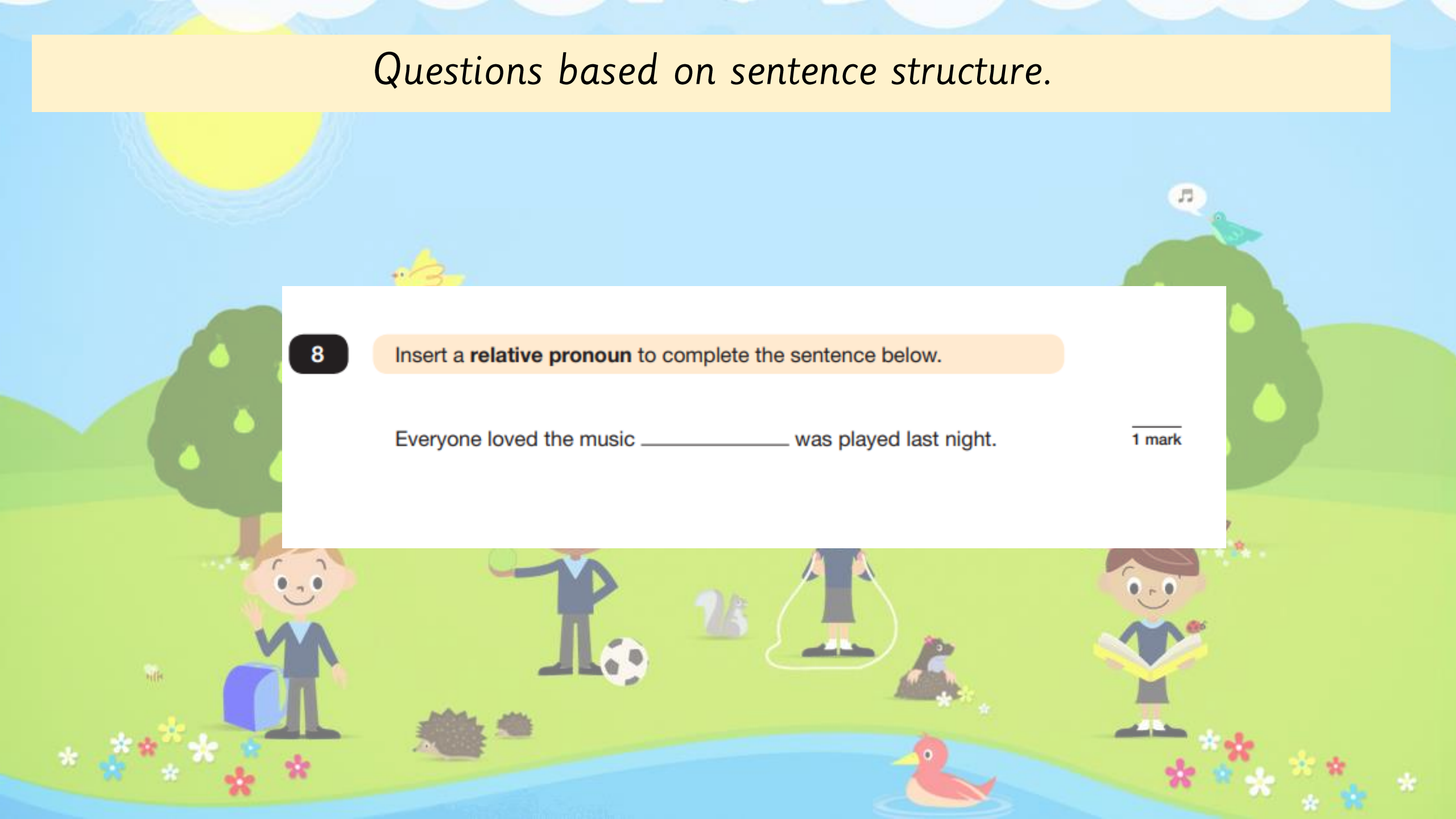
## Questions based on sentence structure.

8

Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music \_\_\_\_\_ was played last night.

1 mark





*Vocabulary based questions are common too. Children not only need to know how to spell the word but what it means too.*

14

Which word is an **antonym** of difficult?

The problem was difficult to solve.

Tick **one**.

hard

☐

easy

☐

impossible

☐

challenging

☐

1 mark

# *SATs Reading*



# How to support children in reading at home in preparation for SATs.

- Reading is a key part of primary education so keep encouraging daily reading whether your child reads on their own or if you read together. Discuss the books, the characters, the storylines and encourage your child to express their own opinions on the book. This is important to their long term development as well as SATs test.
- There are lots of revision guides available to buy. You do not have to get one but if your child is reassured by having a book why not choose one together.
- Stay positive. Many children enjoy taking the tests as they see it as a challenge and like the importance and the feeling of being special that SATs give year 6. The best praise is when you tell them how hard they have worked or tried rather than for the score they have achieved. If they feel they have not got a good score in their practices, the important word here is 'yet', they haven't got a good score yet!
- Accelerated Reading.
- BBC Bitesize has a variety of resources. <https://www.bbc.co.uk/bitesize/topics/zs44jxs>
- Learning tricky words.
- Spellings list homework.
- Education City reading homework.
- Expose children to more vocabulary.

## Building Reading Stamina

Reading stamina is a child's ability to focus and read independently for longer periods of time without being distracted or without distracting others.

Spending longer periods of time reading means fewer interruptions and more time reading what you love. Having reading stamina will help your child navigate the longer texts and assignments. Using these tips can help develop more stamina in your reader.

- Vary the way the reading is done. Parents can think about this in terms of having their child "read to himself, read to someone, and listen to reading."
- Choose "just right" books. Avoid using books that are too difficult to read alone. If your child will be reading with you, choose more challenging books that are lively and engaging.
- Discuss the books, the characters, the storylines and encourage your child to express their own opinions on the book.
- Set reasonable goals. Gradually build up the time. Add a few extra minutes to your reading time every week.
- Celebrate progress. Share your favourite parts of books read, plan the next visit to the library!



## What is Accelerated Reader?

Accelerated Reader is a computer program that helps teachers monitor children's independent reading practice. Your child picks a book at his own level and reads it at his own pace. When finished, your child takes a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) Accelerated Reader gives children and teachers feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice.

Children using Accelerated Reader choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.

Star Reading test is a computerized reading assessment that uses computer- adaptive technology. Questions continually adjust to your child's responses. If the child's response is correct, the difficulty level is increased. If the child misses a question, the difficulty level is reduced. The test uses multiple-choice questions and takes approximately 15 minutes.

Students using Accelerated Reader are encouraged to progress at their own pace and set their own goals with the help of the teacher. The aim of Accelerated Reader is for all children to succeed in achieving their goals. Accelerated Reader helps all children become better readers, from students with special needs to those who are gifted and talented. When children read books at an appropriate level, they experience success. Furthermore, teachers work closely with children to set appropriate goals based on each child's reading level.

## Reading SATs.

*The reading test is a single paper with questions based on three texts.*

*Your child will have one hour, including reading time, to complete the test.*

*Children are encouraged to read carefully, retrieve information and answer questions based on each paragraph of each text.*



# Reading

One paper – 1 hour

## 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.

2

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

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1 mark



# Reading

One paper – 1 hour

## 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.

2

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

**Award 1 mark** for answers that refer to floating down the tube (holding the cable).

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1 mark

# Reading

## One paper – 1 hour

17

*Gentle, and small, and frail*

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.

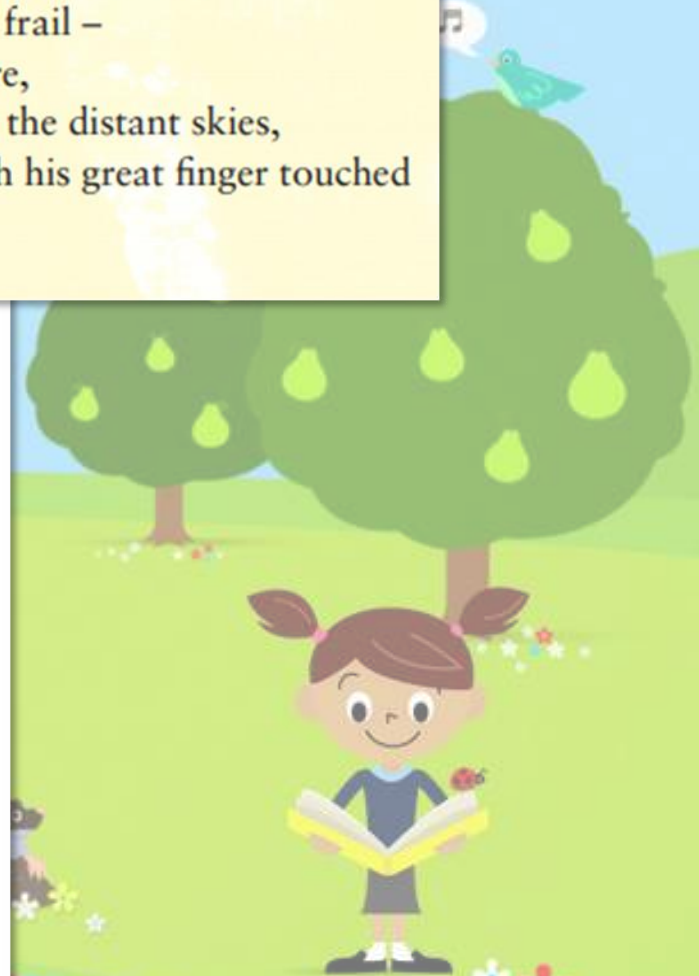


1 mark

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



# Reading

One paper – 1 hour

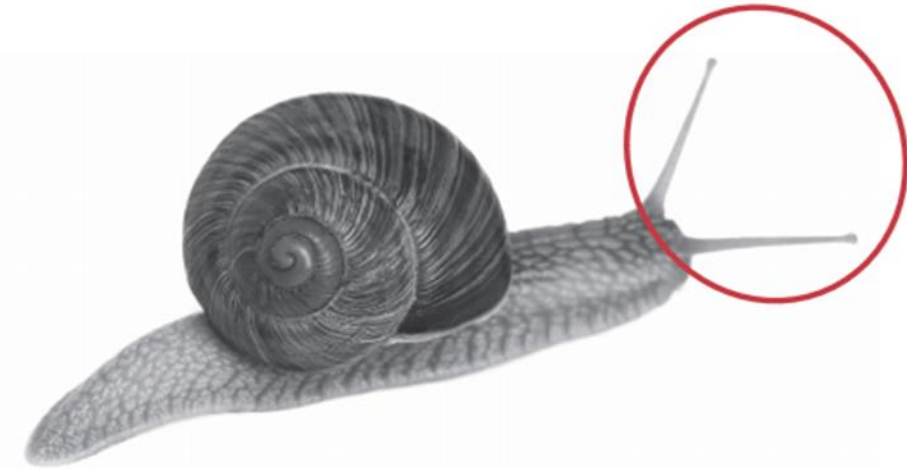


17

*Gentle, and small, and frail*

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



1 mark

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





# Reading

*One paper – 1 hour*

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks

# Reading

## One paper – 1

Examples of 2 mark responses:

- *A vicious beast is going to eat them later on because it says there is a constant menace therefore they may not get to confirm to England that they were real dinosaurs.*
- *I think they will journey on to try to locate some more creatures, for in the text it says 'what other creatures might there not be ready to pounce upon us from their lair among the rocks and brushwood'*

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

36

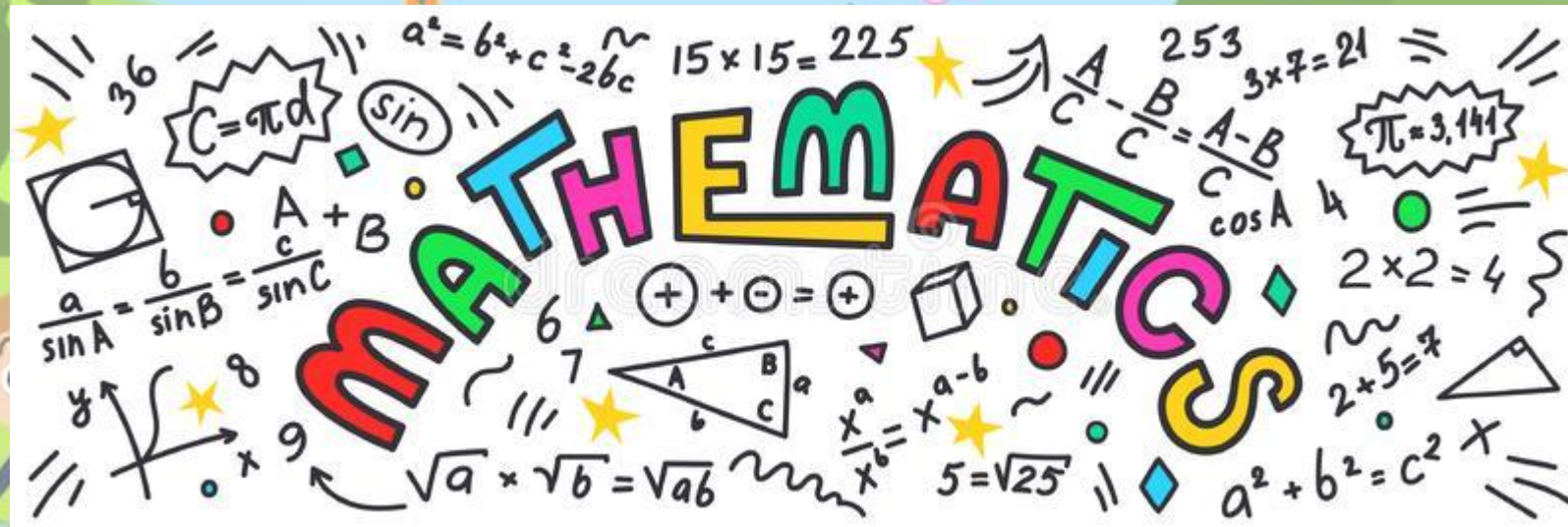
Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks



# KS2 Maths SATs



# *All the SAT's papers are a test of children's;*

- Knowledge of the KS2 curriculum from years 3-6.*
- Ability to read and interpret questions quickly.*
- Ability to concentrate and focus for a given amount of time.*





## Key stage 2

### Mathematics

#### Paper 1: arithmetic

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



- This paper consists of 36 questions, a total mark out of 40. Long division and long multiplication questions are worth 2 marks, the rest are worth 1 mark.
- Children have 30 minutes to complete this paper
- The only equipment children need is a pencil
- Adults can read the numbers and words to children but any mathematical symbol cannot be read to them.
- Children are warned 5 minutes before the test is about to finish how long they have left.

2019 national curriculum tests

## Key stage 2

### Mathematics

#### Paper 1: arithmetic

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



Children are required to draw upon their **number** skills for this paper. Most of the questions need to be answered mentally for children to work through the paper quickly and efficiently.

Children are very used to the format of the mental arithmetic test as we have been doing them in class on a weekly basis for many weeks.

1

$$\boxed{\phantom{000}} = 7,000 + 70$$

[illegible]

1 mark

*The first few questions normally test children's knowledge of place value which they are able to answer relatively easily.*

$$745 = 700 + \quad + 5$$

A blank sheet of graph paper featuring a uniform grid of small squares. The grid consists of 20 columns and 10 rows. A thick black vertical line runs down the left side of the page, creating a margin. The rest of the page is filled with light gray grid lines forming the squares.

1 mark

Questions gradually get harder and test children's knowledge of multiplication, division, addition and subtraction.

14

$$45.67 \times 10$$

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1 mark

There is normally a question about the order of operations (BIDMAS).

15

$$80 \div (40 - 32)$$

[illegible]

1 mark

*There is normally a question involving squared and cubed numbers.*

**16**

$6^2$

1 mark

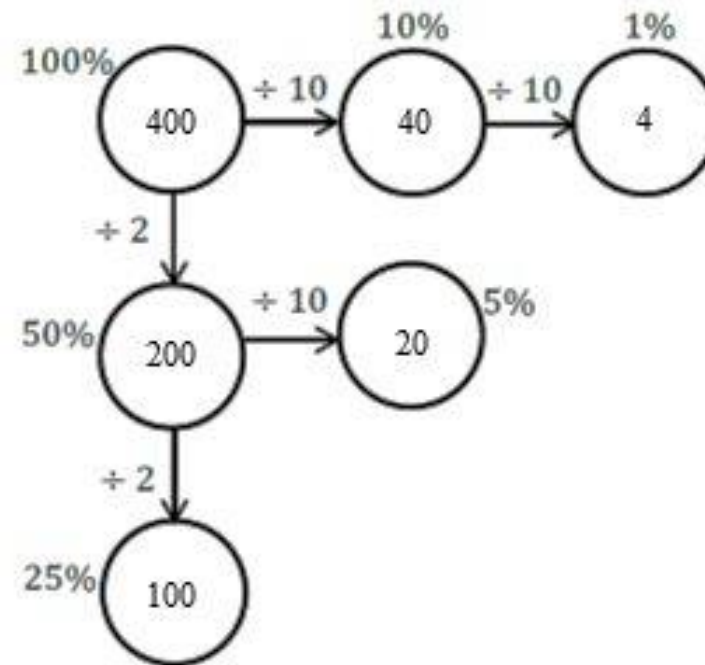


*There is normally a question involving percentages.*

Bubble method

**18**

20% of 400



1 mark

*There are normally a number of questions involving adding and subtracting fractions.*

<https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/z9n4k7h>

26

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

--

1 mark

Two mark questions are long multiplication and division. One mark is awarded for the correct method and one for the correct answer.

<https://www.bbc.co.uk/bitesize/articles/zjbyvk7>

<b>30</b>	$\begin{array}{r} 3468 \\ \times \quad 62 \\ \hline \end{array}$	<div data-bbox="1625 1115 2023 1279" style="border: 2px solid blue; width: 156px; height: 115px; margin: 10px auto;"></div> <div data-bbox="2150 1108 2270 1225" style="border: 1px solid black; width: 47px; height: 82px; margin: 10px auto;"></div> <div data-bbox="2135 1253 2288 1290">2 marks</div>
Show your method		

## Key stage 2

### Mathematics

#### Paper 2: reasoning

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



- This paper normally consists of around 22 questions. Each question is worth either 1, 2 or 3 marks depending on complexity.
- Children have 40 minutes to complete this paper
- Adults can read the numbers and words to children but any mathematical symbol cannot be read to them.
- Equipment children need for this paper is a pencil, protractor, ruler and mirror (all will be provided)
- Children are warned 5 minutes before the test is about to finish how long they have left.

2019 national curriculum tests

## Key stage 2

### Mathematics

#### Paper 2: reasoning

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



*Children are required to draw upon their skills in number, measurement, geometry and statistics for this paper.*



It is important children **read** the questions carefully on this paper. There are lots of questions like the ones below where the numbers have been given.

5

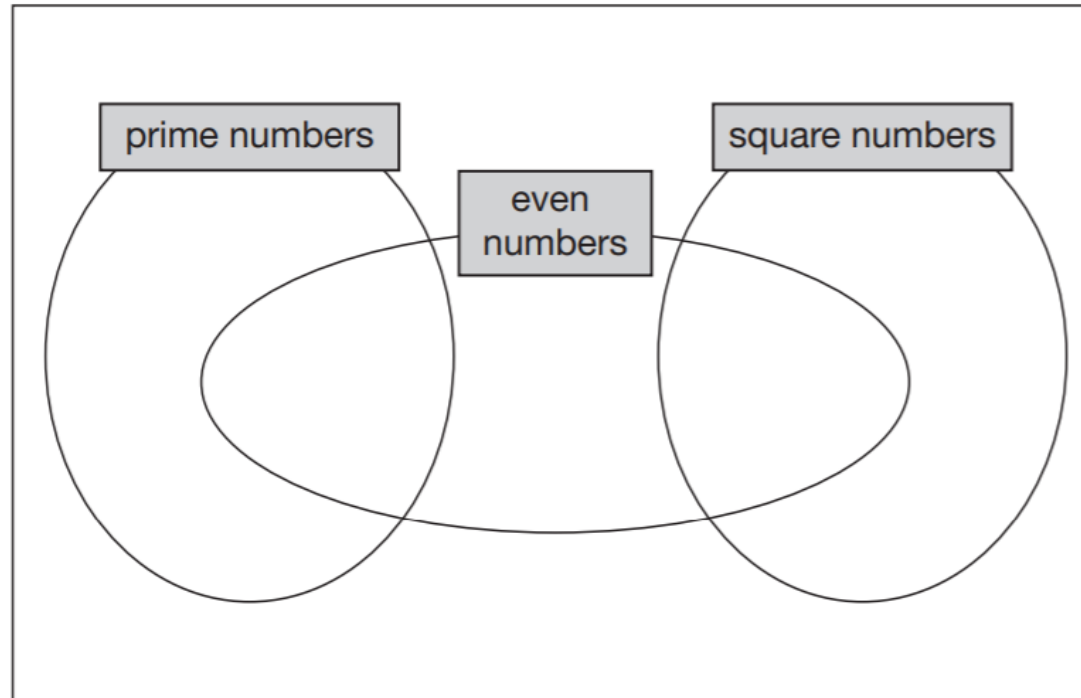
Write each number in its correct place on the diagram.

16

17

18

19



2 marks



It is important children **read** the questions carefully on this paper. There are lots of questions like the ones below where the numbers have been given.

8

Circle two numbers that add together to equal **0.25**

0.05

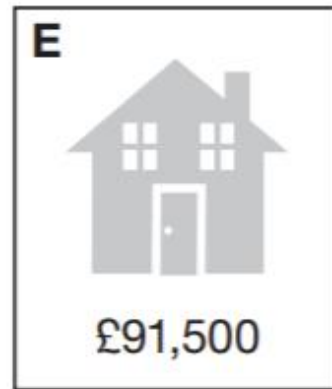
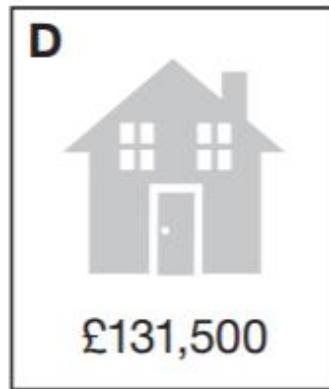
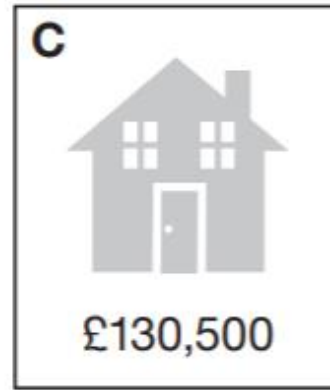
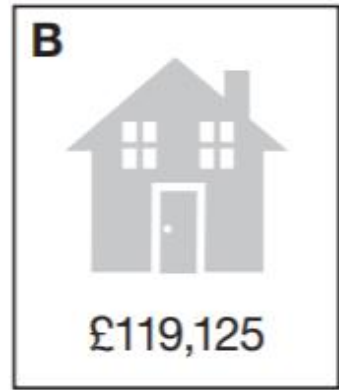
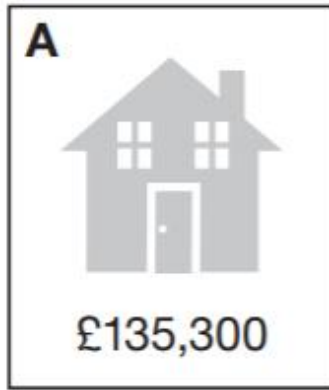
0.23

0.2

0.5

1 mark





Put these houses in order of price starting with the **lowest price**.

One has been done for you.

\_\_\_\_\_ **B** \_\_\_\_\_  
lowest

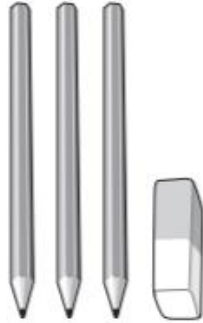
1 mark

It is important children ***read*** the questions carefully on this paper.

Key information is normally in ***bold***.



3 pencils and 1 rubber cost £1.09



What is the cost of **1 rubber**?

Show  
your  
method

[illegible]

2 marks

They must put their answer  
for the question in the  
answer box to get the  
mark.



19

Miss Mills is making jam to sell at the school fair.

Strawberries cost £7.50 per kg.

Sugar costs 79p per kg.

10 glass jars cost £6.90

She uses 12 kg of strawberries and 10 kg of sugar to make 20 jars full of jam.

Calculate the total cost to make 20 jars full of jam.

Show  
your  
method

3 marks

*Some questions are worth 3 marks and require children to solve a series of steps.*

*Mistakes can easily be made. If children make a small error for example in adding up the total, they can still be awarded marks.*



2016 national curriculum tests

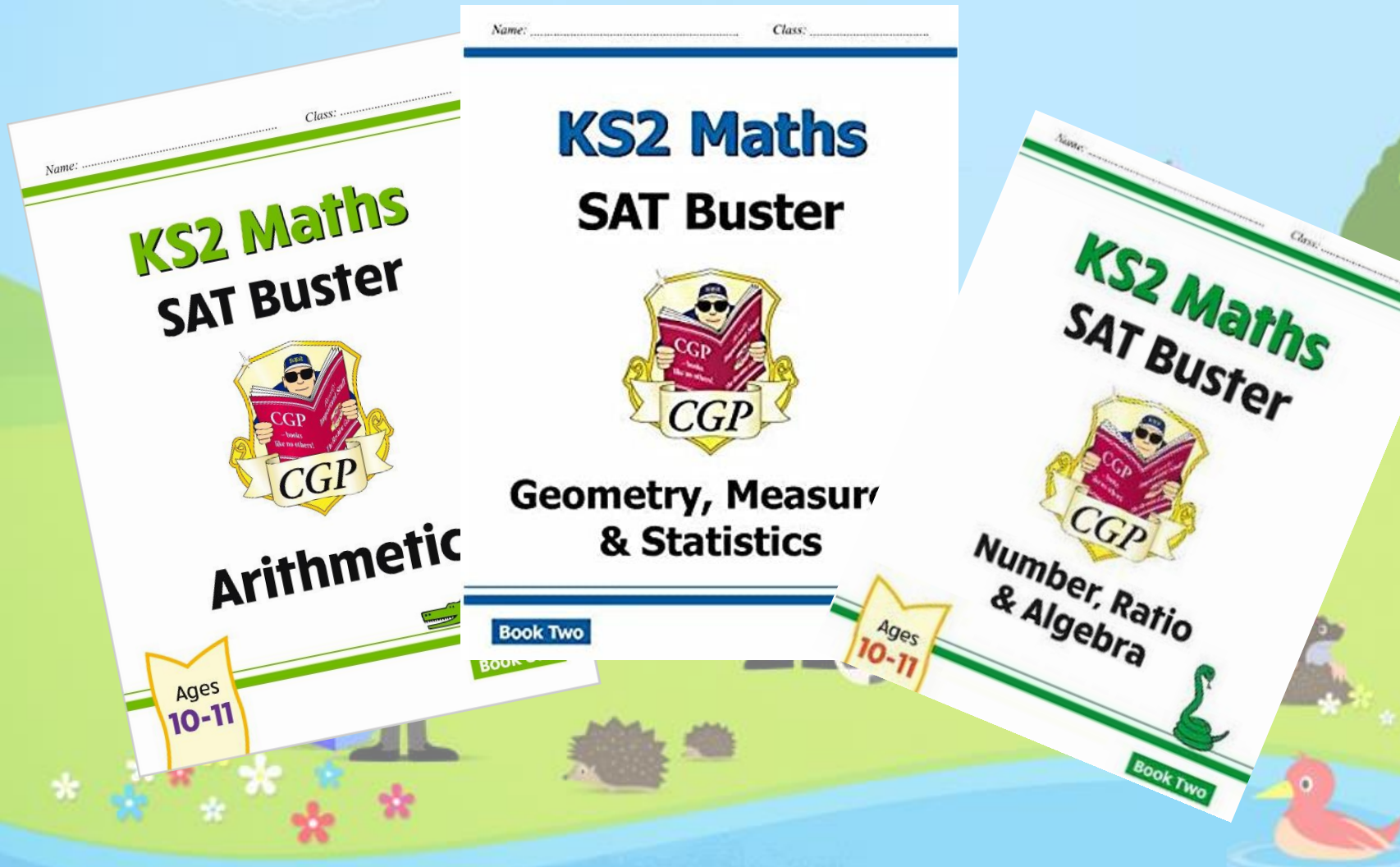
**Key stage 2****Mathematics****Paper 3: reasoning**

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



*In this paper children are required to again draw upon their skills in **number, measurement, geometry and statistics** for this paper. This paper will generally cover skills that paper 2 has not covered.*

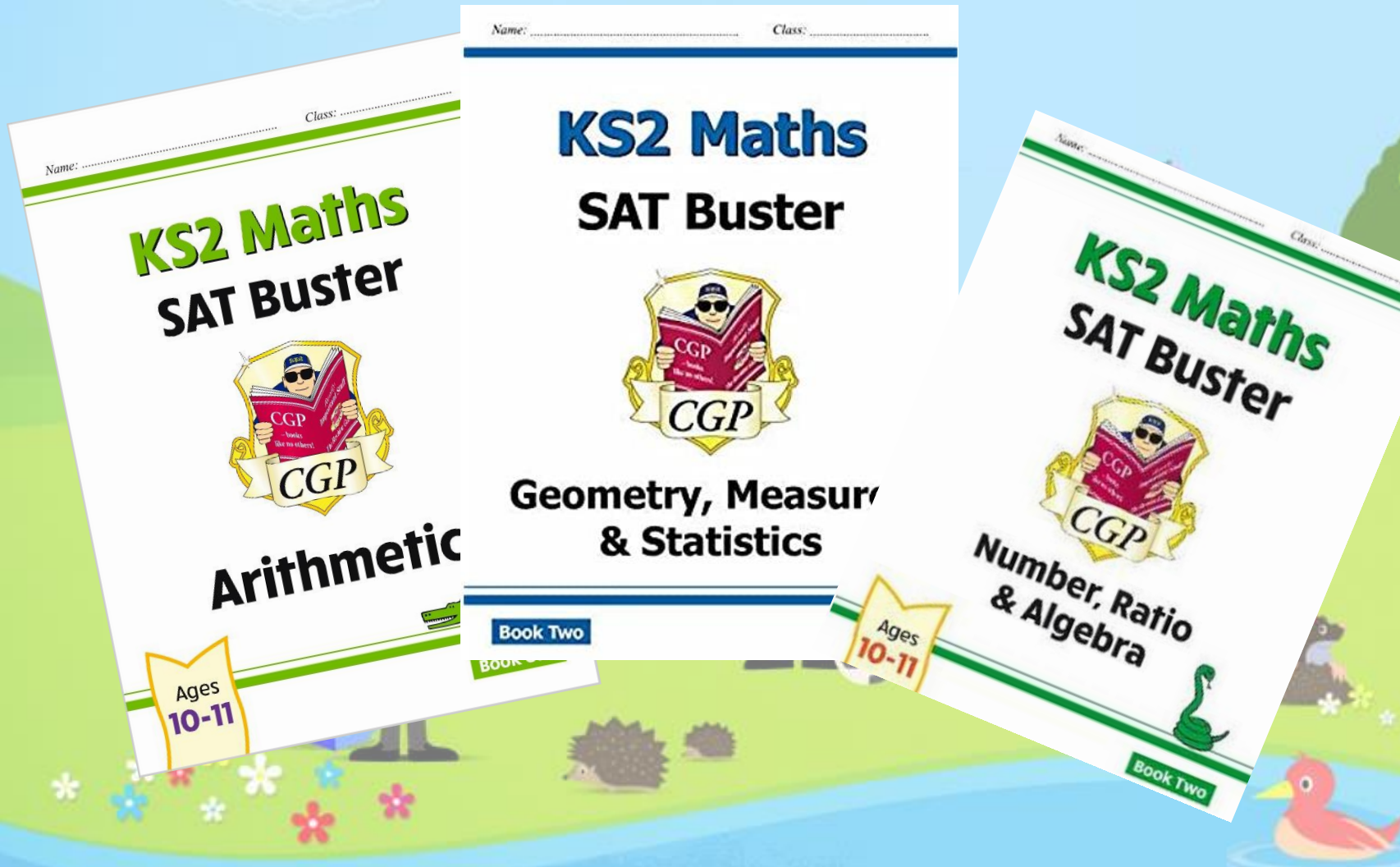
# How you can support your children at home



After Christmas children will receive free SATs buster books to help with their learning at home.

Homework will be set for children to complete in these books each week and will link with what the children are learning that week in maths. Children will have the opportunity to mark their own homework and receive support from their teacher if they need it.

# How we aim to support you as parents



After Christmas we aim to provide parents with short videos to help explain new mathematical concepts that children are learning that week.

You will be able to see how we teach it to your child in school so you can support them at home.