



# KEY STAGE TWO SATs Information Evening 2024



## **Tonight's Aim:**

**This evening we hope to inform you a little more about what the KS2 SATs (Standard Assessment Tests) entail.**



# SATs Tests 2024

The SATs reflect the content in the National Curriculum taught at Key Stage 2.

The children will complete tests in the following areas:

- Spelling, Punctuation and Grammar (SPAG)
- Reading
- Maths
- Writing assessments are ongoing throughout the year and create a portfolio of evidence for teacher assessment.



# SATs ASSESSMENT

- Children will be given standardised scores. You will be given your child's scaled score, from 80-120 where the 'expected standard' is 100, alongside the average for their school, the local area and nationally. Your child will receive their results when they get their reports in July.
- There will also be a 'performance descriptor' of the expected standard for Year 6. In SPAG, Reading, Maths and Science children will be assessed as:
  - Working below the expected standard - NS
  - Meeting the expected standard – AS
- As there is no test for writing and science, we will give a Teacher Assessment judgement.



# WRITING



# Writing

There is no Writing paper for the SATs, however it will be teacher assessed and this will be shared with parents when the rest of the SATs results are handed out with the reports. Spelling and punctuation are also vital for the children to achieve the expected standard. Children must meet all of the following objectives, writing for a range of purposes and audiences, to meet the expected standard, it is not a best fit model.

Children will be assessed as one of the following:

Working Towards the Expected Level

Working at the Expected Level

Working at the Expected Level with Greater Depth

## Working towards the expected level

Writes for a range of purposes and audiences

Uses paragraphs to organise ideas

Describes characters and settings in narratives

Uses simple devices to structure the writing and support the reader in non-narrative writing (e.g. headings, sub-headings, bullet points)

Uses mostly correctly:

capital letters

full stops

question marks

*exclamation marks*

commas for lists

apostrophes for contraction

Spells most words correctly (years 3 and 4)

Spells some words correctly (years 5 and 6)

Produces legible joined handwriting

## Working at the expected level

Writes 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)

Describes settings, characters and atmosphere in narratives

Integrates dialogue in narratives to convey character and advance the action

Selects vocabulary and grammatical structures that reflects what the writing requires, doing this mostly appropriately

uses contracted forms in dialogues in narrative

uses passive verbs to affect how information is presented eg was...by...

uses modal verbs to suggest degrees of possibility eg. could, must, may, can...

Uses a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

Uses verb tenses consistently and correctly throughout a piece of writing

Uses mostly correctly:  
*(Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident)*

inverted commas

commas for clarity

Spells most words correctly (years 5 and 6) and uses a dictionary to check the spelling of uncommon or more ambitious vocabulary

Maintains legibility, fluency and speed in handwriting



## Working at greater depth within the expected standard

Writes 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)

Distinguishes between the language of speech and writing and chooses the appropriate register

Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

Uses the range of punctuation taught at KS2 correctly and, when necessary, uses such punctuation precisely to enhance meaning and avoid ambiguity and accurately uses punctuation for parenthesis.

semi-colons

colons

dashes

hyphens



# SATs TIMETABLE

Date	Tests
Monday 13 <sup>th</sup> May	English Grammar, Punctuation and Spelling (SPAG) tests
Tuesday 14 <sup>th</sup> May	English Reading test
Wednesday 15 <sup>th</sup> May	Mathematics – Paper 1 – Arithmetic Mathematics – Paper 2 – Reasoning
Thursday 16 <sup>th</sup> May	Mathematics – Paper 3 – Reasoning



Monday 13<sup>th</sup> May  
Grammar, Punctuation  
and Spelling



# Spelling, Punctuation and Grammar Test

- Grammar and punctuation paper requiring short answers (45 minutes)
- Spelling test of 20 words (approx 15 minutes)

Types of questions:

- Selected response, e.g. 'Identify the adjectives in the sentence below'
- Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'



# GRAMMAR AND PUNCTUATION



9

Which sentence uses an **apostrophe** correctly?

Tick **one**.

The children's clothes were hanging up.

☐

The childrens' clothes were hanging up.

☐

The childrens clothe's were hanging up.

☐

The childrens clothes' were hanging up.

☐



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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



16

What is the name of the **punctuation mark** used between the two main clauses below?

My sister loves team sports; my brother, on the other hand, prefers individual sports – such as athletics.

---



Rewrite the sentence below, adding a **subordinate clause**.  
Remember to punctuate your answer correctly.

The children played on the swings.

---

<p><b>24</b> G3.4</p>	<p><b>Award 1 mark</b> for a grammatically correct sentence containing a subordinate clause and using correct punctuation, e.g.</p> <ul style="list-style-type: none"> <li>• <i>The children played on the swings until it was late.</i></li> <li>• <i>The children, who went to my school, played on the swings.</i></li> <li>• <i>The children, chattering happily, played on the swings.</i></li> <li>• <i>Before going to school, the children played on the swings.</i></li> </ul> <p><b>Do not accept:</b></p> <ul style="list-style-type: none"> <li>• punctuation errors</li> <li>• responses that use a phrase instead of a subordinate clause, e.g.             <ul style="list-style-type: none"> <li>• <i>The children played on the swings until tea time.</i></li> </ul> </li> <li>• responses that rewrite the sentence by adding another main clause, e.g.             <ul style="list-style-type: none"> <li>• <i>The children played on the swings and then they went home.</i></li> </ul> </li> </ul>	<p><b>1m</b></p>
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# SPELLING

# Spelling

1. Sara wanted to be an explorer and discover new lands.
2. The spy was sent on a secret mission.
3. For PE lessons, your clothes should be loose and comfortable.
4. The sign showed which way to go.
5. China is a large country.
6. Laura won a medal for gymnastics.



**Spelling 15:** The word is **facial**.

Jasmine's **facial** expression showed how happy she felt.

The word is **facial**.

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

The children needed **lightweight** rucksacks for the visit.

The word is **lightweight**.

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

I needed to fill in my **nationality** on the form.

The word is **nationality**.

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

My mum painted the **ceiling** blue.

The word is **ceiling**.

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

There is a great **variation** in accents across Britain.

The word is **variation**.

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

The mother swan **ferociously** guarded her nest.

The word is **ferociously**.



Tuesday 14<sup>th</sup> May  
Reading



# Reading Paper

The children will be assessed on a range of reading skills, such as the ability to interpret information and comment on writers' use of language, and they'll have to demonstrate accurate punctuation and an extensive vocabulary in a piece of writing.

- The reading test will be a single paper with questions based on three passages of text, including fiction, non-fiction and poetry.
- Children will have one hour, including reading time, to complete the test.



# Types of questions:

- Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in the story'
- Labelling, e.g. 'Label the text to show the title of the story'
- Find and copy, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- Short constructed response, e.g. 'What does the bear eat?'
- Open-ended response, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'





## Instructions

### Questions and answers

You have one hour to complete this test, answering the questions in the answer booklet. Read one text and answer the questions about that text before moving on to read the next text. There are three texts and three sets of questions.

In this booklet, there are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed. Write your answer in the space provided. Do not write over any barcodes.

#### Short answers

Some questions are followed by a short line or box. This shows that you need only write a word or a few words in your answer.

#### Several line answers

Some questions are followed by a few lines. This gives you space to write more words or a sentence or two.

#### Longer answers

Some questions are followed by a large box. This shows that a longer, more detailed answer is needed to explain your opinion. You can write in full sentences if you want to.

#### Selected answers

For some questions you do not need to write anything at all and you should tick, draw lines to, or put a ring around your answer. Read the instructions carefully so that you know how to answer the question.

### Marks

The number under each line at the side of the page tells you the maximum number of marks for each question.

You should work through the booklet until you are asked to stop, referring to your reading booklet when you need to. When a question includes a page reference, you should refer to the text on that page to help you with your answer.

**You have one hour to read the texts in the reading booklet and answer the questions in this booklet.**



# 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 when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

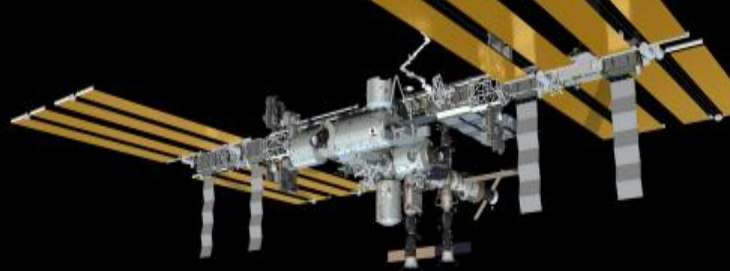
## Anousheh's Space Blog

### September 25th

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space 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.





# Shooting Stars

## Be a space tourist at home

While space travel is an impossibility for most of us, you can still be a tourist from here on Earth by spotting shooting stars!

Space is full of huge and tiny pieces of rock, which burn up in a flash when they enter the Earth's atmosphere. The flash of burning rock is called a meteor. As it moves through the night sky, you can see the trail it leaves behind – which is what we know as a shooting star.

On most clear nights, you should be able to see up to 10 meteors every hour. But, at certain times of the year, many more meteors appear than usual. When this happens, we call it a meteor shower.

### Star spotters' guide to seeing shooting stars

1. Find out when a meteor shower is due and arrange to go star spotting with an adult (they don't have to be an expert!).
2. Wear warm clothes and equip yourself with a blanket, a pillow and a torch.
3. You do NOT need a telescope or binoculars.
4. Go outside and find somewhere that is far away from town lights.
5. When you have found your spot, lie down on your blanket, switch OFF your torch and stare up at the sky.
6. Allow some minutes to pass. The longer you look, the more stars you will see as your eyes get used to the darkness.
7. Wait for the shooting stars to appear!



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

- 1** Look at the introduction.

Why is space tourism *impossible* for most people?

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1 mark

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

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1 mark



7

Look at the text box ***Who has already had a holiday in space?***

Complete the table about Anousheh's trip into space.

Where did she start her trip?	
Where did she stay in space?	
How long did she stay in space?	

2 marks

8

Look at Anousheh's blog entry for September 25th.

**Find** and **copy** a group of words that shows that Anousheh wrote her blog for others to read.

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1 mark





10

Match the events below to the year in which they happened.

Anousheh Ansari went to space.

1969

The first man stepped on the Moon.

1998

Dennis Tito went to space.

2001

The International Space Station was built.

2006

1 mark



**Questions 25–36 are about *The Lost World* (pages 8–9).**

**25**

Circle the correct option to complete each sentence below.

- (a) The story is told from the perspective of...

**Professor  
Summerlee.**

**Lord John.**

**Malone.**

**Professor  
Challenger.**

\_\_\_\_\_   
 1 mark

- (b) At the start of the extract the men entered the forest...

**carefully.**

**quickly.**

**fearfully.**

**noisily.**

\_\_\_\_\_   
 1 mark

- (c) There, they came to a patch where the stream was...

**smaller.**

**bigger.**

**faster.**

**slower.**

\_\_\_\_\_   
 1 mark

- (d) The ferns here were spaced...

**regularly.**

**randomly.**

**carefully.**

**equally.**

\_\_\_\_\_   
 1 mark

29

The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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THE POWER  
OF PEEL!

Point  
Evidence  
Explanation  
Link

3 marks



Wednesday 15<sup>th</sup> May  
Arithmetic and Reasoning 1

Thursday 16<sup>th</sup> May  
Reasoning 2





# Maths

Children will be assessed on a range of core skills (some mentally), including knowing all times tables and using them to divide and multiply, using a protractor to measure angles, calculating the perimeter and area of shapes, solving problems by collecting and using information in tables, graphs and charts and solving problems involving ratio and proportion.

Children will sit three papers in maths:

- Paper 1: arithmetic, 30 minutes
- Papers 2 and 3: reasoning, 40 minutes per paper



Paper 1 (Arithmetic) will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Some will involved a mental calculation whereas some will require a formal method of workings out.

Papers 2 and 3 (Reasoning) 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



# ARITHMETIC

8

$$2.5 + 0.05 =$$



1 mark

11

$$630 \div 9 =$$

--	--

--	--

1 mark

18

$1.52 \times 6 =$

--	--

5

1 mark

29

$$\begin{array}{r} 678 \\ \times 54 \\ \hline \end{array}$$

Show  
your  
method

2 marks

32

$$\frac{2}{5} \div 2 =$$

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5

1 mark



34

3 7 | 2 3 3 1

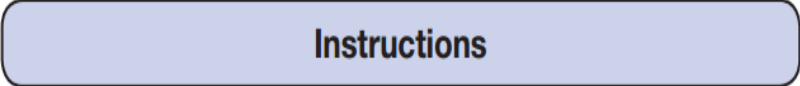
Show  
your  
method



2 marks



# REASONING



You **may not** use a calculator to answer any questions in this test.

You have **40 minutes** to complete this test.

Follow the instructions for each question.

Work as quickly and as carefully as you can.

If you need to do working out, you can use the space around the question.

Do not write over any barcodes.

Some questions have a method box like this:

For these questions you may get a mark for showing your method.

If you cannot do one of the questions, go on to the next one.

You can come back to it later, if you have time.

If you finish before the end, **go back and check your work.**

The number under each line at the side of the page tells you the maximum number of marks for each question.

2

A pack of paper has 150 sheets.

4 children each take 7 sheets.

How many sheets of paper are left in the packet?

Show  
your  
method

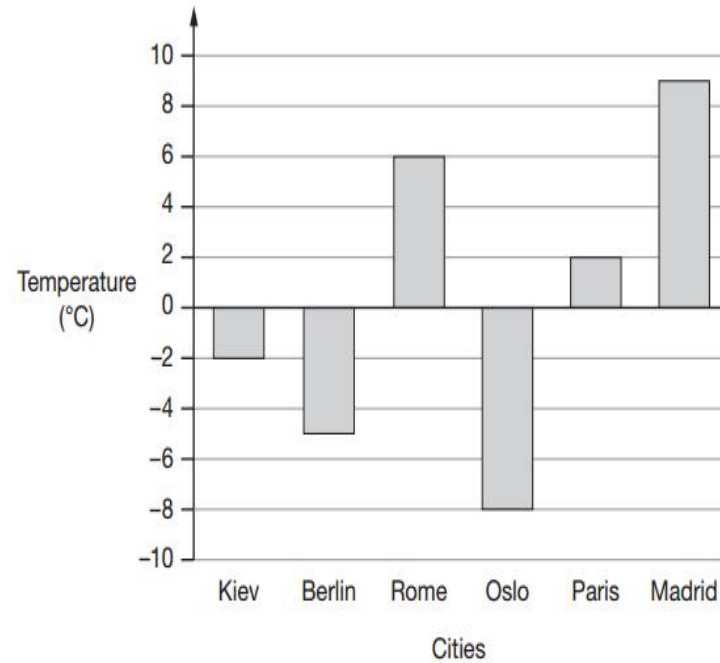
A large rectangular grid consisting of 20 columns and 10 rows of small squares. In the bottom right corner of this grid, there is a smaller, empty rectangular box that is 5 units wide and 3 units high.

2 marks



3

This graph shows the temperature in six cities on one day in January.



Which city was 4 degrees **warmer** than Kiev?

\_\_\_\_\_

1 mark

What was the **difference** between the temperature in Oslo and the temperature in Berlin?

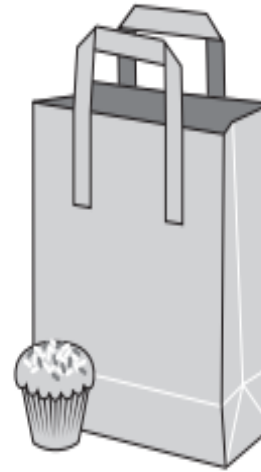
\_\_\_\_\_ °C

1 mark



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.

$$\text{Cost} = \text{number of cakes} \times 20\text{p} + 15\text{p for the bag}$$

How much will a bag of 12 cakes cost?

£

1 mark



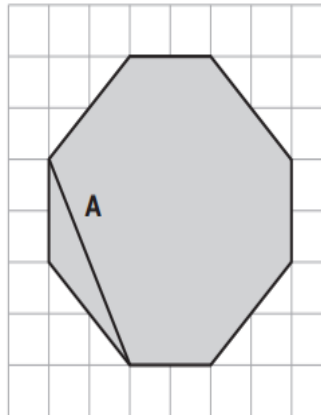
13

The diagram shows a shaded octagon on a square grid.

Line **A** joins two vertices of the octagon.

Join two other vertices to draw a line **parallel** to line **A**.

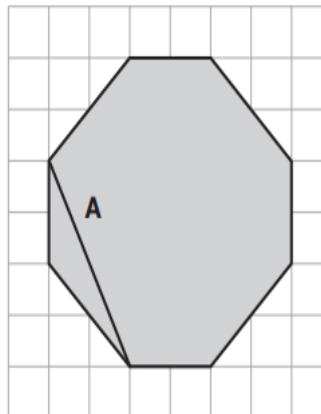
Use a ruler.



1 mark

Join two vertices to draw a line **perpendicular** to line **A**.

Use a ruler.



1 mark







# How are the children prepared in school?

- Through our everyday teaching and balanced curriculum
- We practise! Mock SATs – W/C 18<sup>th</sup> March
- The children are able to become familiar with the layout and design of previous tests e.g. marks
- They become used to the test procedures; independent work, style of questions, time limits
- They know that the Maths test is not a reading test so they can have help reading questions
- Focused teaching groups
- Early morning revision sessions starting soon



# How can I help my child?

- Homework will focus on what they need to know for the tests, including types of questions and vocabulary
  - Learn all the time tables and associated divisions facts up to  $12 \times 12$
  - Practise standard methods of addition, subtraction, multiplication and division
  - Learn different (and perhaps new!) grammatical terminology
  - Practise and learn spelling rules with children (including list in reading records)
  - Plenty of reading and answer questions about reading books using the prompt sheets in reading records with a focus on inference questions
- Revision – a little at a time / often
  - Dollop of Maths
  - SPAG splash
- Regular attendance at school
- Plenty of sleep!
- Support, encouragement and praise!



# Even more reading...

- Recommended book list
- Audio-books
- Podcasts
- How will reading quality texts help?



The MORE  
that you read,  
the MORE things  
you will know.  
The MORE that you  
Learn,  
the MORE places you'll go.



I DO BELIEVE  
SOMETHING  
VERY MAGICAL  
CAN HAPPEN  
WHEN YOU READ  
A GOOD BOOK.



J.K. ROWLING



- We hope you have found tonight informative.
- If you would like to purchase any of the CGP books they are available to order at £2.75 each – please fill out the order form at the front and pay on Scopay.
- Any questions or queries please do not hesitate to contact anyone in the Year 6 team, we will always be willing to help.
- Together, we can work in partnership so that your child can reach their full potential.