



TRY
YOUR
BEST

**KS2 SATs
Presentation
for Parents &
Carers
2024**

What are the SATs?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- The SATs take place over four days, starting on **Monday 13th May 2024** ending on **Thursday 16th May**.
- The SATs papers consist of:
 - Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation/ Spelling) – Monday 13th May
 - Spelling, punctuation and grammar (paper 2: Spelling test) – Monday 13th May
 - Reading – Tuesday 14th May
 - Maths (paper 1: Arithmetic) – Wednesday 15th May
 - Maths (paper 2: Reasoning) – Wednesday 15th May
 - Maths (paper 3: Reasoning) – Thursday 16th May
- Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

The key stage 2 tests will be taken on set dates unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.

When and how the SATs are completed?

- The tests take place during normal school hours, under exam conditions.
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.
- After the tests are completed, the papers are sent away to be marked **externally**.
- The results are then sent to the school in July.
- Each test lasts no longer than 60 minutes:
 - Spelling, punctuation and grammar (paper 1: Grammar/Punctuation) – 45 minutes
 - Spelling, punctuation and grammar (paper 2: Spelling) – 15 minutes
 - Reading – 60 minutes
 - Maths (paper 1: Arithmetic) – 30 minutes
 - Maths (paper 2: Reasoning) – 40 minutes
 - Maths (paper 3: Reasoning) – 40 minutes

The results

Tests are marked externally. Once marked, the tests will be given the following scores:

- A raw score (total number of marks achieved for each paper);
- A scaled score (see below);
- A judgement as to whether the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.

What are the national trends?

For 2023, the average scaled scores for each subject were:

Reading – 105, Maths – 104 and GPS – 105

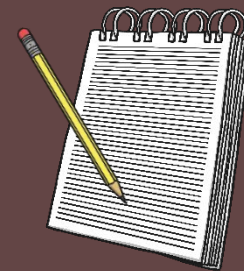
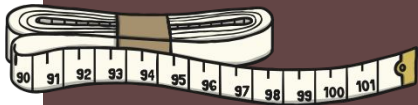
When looking at how many children have succeeded in reaching the expected standards for reading, writing, GPS and maths, the results were:

National average for **reading** – 73%

National average for **GPS** – 72%

National average for **maths** – 73%

National average for **writing** (teacher-assessed) - 71%



Spelling, Punctuation and Grammar: Monday 13th May

Spelling, Punctuation and Grammar consists of two papers.

- Paper 1 focuses on all three elements (spelling, punctuation and grammar). The paper lasts for 45 minutes.
- Paper 2 consists of a spelling test only. It should take approximately 15 minutes, although this is not a set amount of time (pupils should be given as much time as they need to complete the test).

Spelling, Punctuation and Grammar: Paper 1

The children have been working hard to develop and secure their knowledge of the technical vocabulary needed in this test and SPaG.com homework reinforces this.

This test focuses on:

- Grammatical terms/ word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

This test requires a range of answer types (circling, drawing lines to connect, multiple choice, one word answers, short answers) but does not require longer formal answers.

Spelling, Punctuation and Grammar: Paper 1

Example questions:

1

Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing ☐

I wonder what time the next train arrives ☐

Did she play tennis on your team last year ☒

He asked if he could use my pen ☐

1 mark

8

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

e.g. that, which

Everyone loved the music _____ was played last night.

1 mark

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.

2. I asked if Jake, Thomas and Lily were coming to the barbecue.

e.g. The first sentence is about two people

_____ and the second sentence is about three

_____ people.

1 mark

Spelling, Punctuation and Grammar: Paper 2

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.

Year 3 and 4 Statutory Spellings

| | | | | | | |
|--------------|-----------|------------|-----------|--------------|----------|-----------|
| accident | caught | eighth | heard | minute | possible | strange |
| accidentally | centre | enough | heart | natural | potatoes | strength |
| actual | century | exercise | height | naughty | pressure | suppose |
| actually | certain | experience | history | notice | probably | surprise |
| address | circle | experiment | imagine | occasion | promise | therefore |
| answer | complete | extreme | increase | occasionally | purpose | though |
| appear | consider | famous | important | often | quarter | although |
| arrive | continue | favourite | interest | opposite | question | thought |
| believe | decide | February | island | ordinary | recent | through |
| bicycle | describe | forward | knowledge | particular | regular | various |
| breath | different | forwards | learn | peculiar | reign | weight |
| breathe | difficult | fruit | length | perhaps | remember | woman |
| build | disappear | grammar | library | popular | sentence | women |
| busy | early | group | material | position | separate | |
| business | earth | guard | medicine | possess | special | |
| calendar | eight | guide | mention | possession | straight | |

Year 5 and 6 Statutory Spellings

| | | | | | | |
|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| accommodate | category | determined | forty | marvellous | programme | soldier |
| accompany | cemetery | develop | frequently | mischievous | pronunciation | stomach |
| according | committee | dictionary | government | muscle | queue | sufficient |
| achieve | communicate | disastrous | guarantee | necessary | recognise | suggest |
| aggressive | community | embarrass | harass | neighbour | recommend | symbol |
| amateur | competition | environment | hindrance | nuisance | relevant | system |
| ancient | conscience | equipment | identity | occupy | restaurant | temperature |
| apparent | conscious | equipped | immediate | occur | rhyme | thorough |
| appreciate | controversy | especially | immediately | opportunity | rhythm | twelfth |
| attached | convenience | exaggerate | individual | parliament | sacrifice | variety |
| available | correspond | excellent | interfere | persuade | secretary | vegetable |
| average | criticise | existence | interrupt | physical | shoulder | vehicle |
| awkward | curiosity | explanation | language | prejudice | signature | yacht |
| bargain | definite | familiar | leisure | privilege | sincere | |
| bruise | desperate | foreign | lightning | profession | sincerely | |

SATs Spelling Words

| 2017 | 2018 | 2019 | 2022 | 2023 |
|-----------------|-------------------|------------------|-----------------|-----------------|
| 1. likely | 1. thumb | 1. creature | 1. ordering | 1. lamb |
| 2. straight | 2. trouble | 2. enough | 2. disrespect | 2. touch |
| 3. sensation | 3. mixture | 3. reception | 3. special | 3. numbered |
| 4. nervous | 4. portable | 4. numb | 4. couple | 4. undrinkable |
| 5. crumb | 5. dough | 5. division | 5. measure | 5. lyrics |
| 6. probable | 6. science | 6. sighed | 6. cough | 6. ought |
| 7. inspiring | 7. attention | 7. navigation | 7. machine | 7. misconduct |
| 8. substance | 8. obtained | 8. thoughtful | 8. invisible | 8. glorious |
| 9. operation | 9. weightless | 9. offered | 9. banned | 9. obey |
| 10. toughest | 10. council | 10. muscle | 10. television | 10. official |
| 11. bruise | 11. suffered | 11. curiously | 11. character | 11. unique |
| 12. sensibly | 12. typical | 12. courage | 12. caution | 12. puncture |
| 13. violence | 13. usually | 13. disagreement | 13. syrup | 13. steadily |
| 14. disobeyed | 14. cautious | 14. pyramid | 14. reluctantly | 14. mechanic |
| 15. thorough | 15. essential | 15. excellent | 15. reference | 15. preference |
| 16. monarch | 16. vague | 16. generous | 16. ridiculous | 16. protein |
| 17. sympathetic | 17. adventurous | 17. chorus | 17. scenic | 17. substantial |
| 18. originally | 18. architect | 18. tongue | 18. survey | 18. scenario |
| 19. percussion | 19. descendant | 19. accidentally | 19. transferred | 19. optician |
| 20. coarse | 20. inconceivable | 20. deceive | 20. receipt | 20. currant |

| KEY |
|------------------------------|
| silent "b" |
| -ly suffix |
| -ing /-ed suffix |
| homophones |
| mis-/dis- prefix |
| -sc for s sound |
| -y for short i sound |
| tion/sion/cian for shn sound |
| -c or -ce for s sound |
| -ei / -ie long e sound |
| -ou for short u |
| able/ible words |
| -ous ending |
| -ch for short c sound |
| -cial/-tial ending |
| ough spelling |
| |
| |
| |

Reading: Tuesday 14th May

There is one reading test that lasts for **60 minutes**.

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of **non-fiction, fiction and/ or poetry**.

The test covers the following areas (known as Content Domains):

- Give/ explain the meaning of words in context;
- Retrieve and record information/ identify key details from fiction and non-fiction;
- Summarise main ideas from more than one paragraph;
- Make inferences from the text/ explain and justify inferences with evidence from the text;
- Predict what might happen from details stated and implied;
- Identify/ explain how information/ narrative content is related and contributes to meaning as a whole;
- Identify/ explain how meaning is enhanced through choice of words and phrases;
- Make comparisons within the text.

Reading

The reading SATs paper requires a range of answer styles.

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

| Qu. | Requirement | Mark |
|-----|--|------|
| 1 | <p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none">• <i>just about to tuck into his tea and toast</i>• <i>having his breakfast</i>• <i>drinking tea.</i> | 1m |

Reading

Example questions: Based on text 2: Fact Sheet: About Bumblebees



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

19 In what way is *buzz pollination* more useful than other forms of pollination?

1 mark

| Qu. | Requirement | Mark |
|-----|--|------|
| 19 | <p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to either of the following:</p> <ol style="list-style-type: none">it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><i>because it releases trapped pollen that they wouldn't have been able to get out</i><i>it makes a buzz that gets more pollen than other bees do</i><i>it helps release more pollen.</i>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i><i>it means we can buy more common foods cheaper</i><i>it would be harder to grow beans.</i> | 1m |

Reading

Example questions: Based on text 3: Music Box

32 What impressions do you get of Piper's house?

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

| Impression | Evidence |
|------------|----------|
| | |
| | |
| | |

3 marks

| Qu. | Requirement | Mark | | | | | | | | | | | | | | | | |
|---------------------------------|--|---------------------------------|-----------------|------------------------|--|-----------------------|---|----------------------|---|-----------------------------|--|------------------------|---|-------------------|---|---------------|---|----------|
| 32 | <p>What impressions do you get of Piper's house?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table><tr><th>Acceptable points (impressions)</th><th>Likely evidence</th></tr><tr><td>1. it is rickety / old</td><td><ul style="list-style-type: none">there are widening cracks in the planks in the ceiling</td></tr><tr><td>2. it is small / tiny</td><td><ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at</td></tr><tr><td>3. it is warm / cosy</td><td><ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i></td></tr><tr><td>4. it is untidy / cluttered</td><td><ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i></td></tr><tr><td>5. it is old fashioned</td><td><ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove</td></tr><tr><td>6. it is isolated</td><td><ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i></td></tr><tr><td>7. it is safe</td><td><ul style="list-style-type: none">the storm coming outside is dangerous</td></tr></table> <p>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p> | Acceptable points (impressions) | Likely evidence | 1. it is rickety / old | <ul style="list-style-type: none">there are widening cracks in the planks in the ceiling | 2. it is small / tiny | <ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at | 3. it is warm / cosy | <ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i> | 4. it is untidy / cluttered | <ul style="list-style-type: none"><i>Piston rings, bolts, and cylinders littered its surface</i> | 5. it is old fashioned | <ul style="list-style-type: none">no electricity / kerosene lamps / cast-iron stove | 6. it is isolated | <ul style="list-style-type: none">it is situated among fields<i>to go outside and watch the fields</i> | 7. it is safe | <ul style="list-style-type: none">the storm coming outside is dangerous | Up to 3m |
| Acceptable points (impressions) | Likely evidence | | | | | | | | | | | | | | | | | |
| 1. it is rickety / old | <ul style="list-style-type: none">there are widening cracks in the planks in the ceiling | | | | | | | | | | | | | | | | | |
| 2. it is small / tiny | <ul style="list-style-type: none">she wishes she had a bigger work spaceshe has to eat at the same table that she works at | | | | | | | | | | | | | | | | | |
| 3. it is warm / cosy | <ul style="list-style-type: none">there is a fire / stove<i>comfortable nest</i> | | | | | | | | | | | | | | | | | |
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| 7. it is safe | <ul style="list-style-type: none">the storm coming outside is dangerous | | | | | | | | | | | | | | | | | |

Reading

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2019 Reading SATs paper,

- 12% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- 42% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- 36% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.

Reading test analysis

| Content domain | 2023 | 2022 | 2019 | 2018 | 2017 | 2016 |
|------------------------|------|------|------|------|------|------|
| 2a (vocabulary) | 18% | 10% | 12% | 20% | 20% | 20% |
| 2b (retrieval) | 32% | 38% | 42% | 26% | 28% | 30% |
| 2c (summarise) | 2% | 4% | 2% | 6% | 4% | 2% |
| 2d (inference) | 46% | 44% | 36% | 44% | 44% | 36% |
| 2e (predict) | 0% | 2% | 0% | 0% | 0% | 6% |
| 2f (narrative content) | 2% | 2% | 0% | 0% | 2% | 2% |
| 2g (enhancing meaning) | 0% | 0% | 6% | 0% | 2% | 4% |
| 2h (comparisons) | 0% | 0% | 2% | 4% | 0% | 0% |

KS2 Reading SATs papers analysis

| | 2016 | | 2017 | | 2018 | | 2019 | | 2022 | | 2023 | |
|---------|----------------|-------|---------------|----|---------------|----|---------------|----|---------------|----|---|----|
| Extract | Words | Marks | W | M | W | M | W | M | W | M | W | M |
| First | 384 | 16 | 602 | 15 | 560 | 17 | 633 | 14 | 474 | 16 | 627 | 14 |
| Second | 768 | 22 | 709 | 17 | 214 | 17 | 632 | 19 | 538 | 15 | 808 | 20 |
| Third | 635 | 12 | 626 | 18 | 714 | 16 | 903 | 17 | 541 | 19 | 611 | 16 |
| Total | 1,787 | 50 | 1,937 | 50 | 1,488 | 50 | 2,168 | 50 | 1,553 | 50 | 2,046 | 50 |
| 3m Qs | 2 (second ex.) | | 2 (third ex.) | | 2 (third ex.) | | 2 (third ex.) | | 2 (third ex.) | | 2 (2 nd & 3 rd ex.) | |

Key:

Fiction

Non-fiction

Poetry

Reading stamina is important. Please encourage your child to read regularly at home.

- Extract 1 was the second wordiest extract 1 ever (closely beaten by 2019's Extract 1)
- Extract 2 was the wordiest extract 2 ever
- Extract 2 was the wordiest non-fiction extract ever
- Extract 2 was the second wordiest extract ever
- Extract 3 was one of the least wordy extract 3s (last year's was less wordy)
- The entire paper was the second wordiest paper ever (closely beaten by 2019's paper)

Maths: Wednesday 15th May and Thursday 16th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic (30 minutes) – Wednesday 15th May
- Paper 2: Reasoning (40 minutes) – Wednesday 15th May
- Paper 3: Reasoning (40 minutes) – Thursday 16th May

Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40 marks**.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BIDMAS), percentages of amounts and calculating with decimals and fractions.

| | | | | |
|------------------|---|--|--|--|
| 23 | $\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$ | | | |
| | <div style="border: 1px solid black; width: 100px; height: 30px; margin: 10px auto;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; float: right; margin-top: 10px;"></div> | | | |
| Show your method | 2 marks | | | |

| Qu. | Requirement | Mark | Additional guidance |
|-----|--|----------|---|
| 23 | <p>Award TWO marks for the correct answer of 22,572</p> <p>If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g.</p> <p>•</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$ <p>OR</p> <p>•</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$ | Up to 2m | <p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$ |

Maths Paper 1 (Arithmetic)

Example questions:

6 $5.87 + 3.123 =$

| |
|--------------|
| 5.87 |
| + 3.123 |
| <u>8.993</u> |

8.993 1 mark

11 **22** $= 87 - 65$

| |
|-----------|
| 87 |
| - 65 |
| <u>22</u> |

1 mark

15 $60 \div (30 - 24) =$

| |
|---------------------|
| $60 \div (30 - 24)$ |
| $60 \div 6 = 10$ |

10 1 mark

18 $20\% \text{ of } 3,000 =$

| |
|--------------------------------|
| $10\% \text{ of } 3,000 = 300$ |
| $20\% \text{ of } 3,000 = 600$ |

600 1 mark

Example questions:

$$1\frac{3}{7} - \frac{4}{7} =$$

$$\frac{10}{7} - \frac{4}{7} = \frac{6}{7}$$

$$\frac{6}{7}$$

| | | | | |
|---|---|---|---|---|
| 3 | 7 | 8 | 8 | 8 |
|---|---|---|---|---|

Show
your
method

2 marks

23

40 marks
in total

| Topic | Subtopic | Specific | 2023 marks |
|-----------------|-----------------------------|---------------------------------|------------|
| Four operations | Addition and subtraction | Addition and subtraction | 4 |
| | | Missing number | 2 |
| | | Decimals | 2 |
| | Multiplication/ division | Using known facts | 3 |
| | | Short division | 3 |
| | | Long division | 4 |
| | | Short multiplication | 2 |
| | | Long multiplication | 4 |
| | | x/ divide by 10, 100, 1000 | 2 |
| | | Decimals multiplied by integers | 2 |
| | BIDMAS | | 1 |

| | | | |
|---------------------------|-----------------------|---|---|
| Fractions and percentages | Fractions | Addition/ subtraction proper fractions | 3 |
| | | Addition/ subtraction mixed fractions | 1 |
| | | Fractions multiplied by integer | 1 |
| | | Fractions multiplied by fractions | 1 |
| | | Fractions divided by integer | 2 |
| | Percentages of amount | | 3 |

Maths Papers 2 and 3 (Reasoning)

Paper 2 will take place on Wednesday 15th May and paper 3 will take place on Thursday 16th May. These tests have a total of 35 marks each.

These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

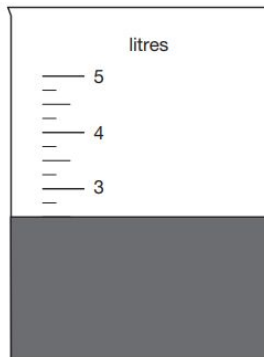
- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Maths Papers 2 (Reasoning)

Example questions:

7

Jack pours some dark paint into a container.



2.5 or 2 ½

In litres, how much paint is in the container?

litres

1 mark

8

In this sequence, the rule to get the next number is

11

Multiply by 2, and then add 3

109

Write the missing numbers.

25

53

1 mark

1 mark

Maths Papers 2 (Reasoning)

Example question:

18

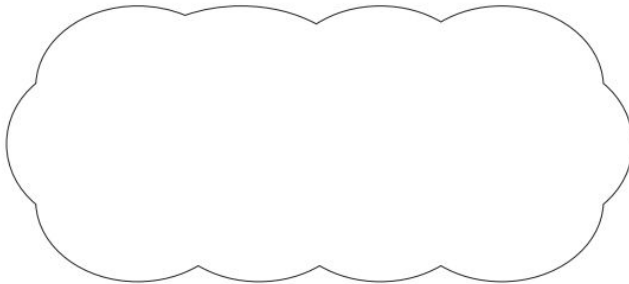
Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.



1 mark

18

Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

- 87 is divisible by 3 and/or 29 **AND** 95 is divisible by 5 and/or 19
- 87 is in the 3 times table **AND** 95 is in the 5 times table
- 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87
- $8 + 7 = 15$ and 15 is divisible by 3 **AND** 95 is divisible by 5

1m

No mark is awarded for circling '89' alone.

Both non-primes must be explained correctly for the award of the mark.

Do not accept vague or incomplete explanations, e.g.

- The other 2 numbers have more than 2 factors (vague)
- 87 is divisible by 3 (incomplete).

Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.

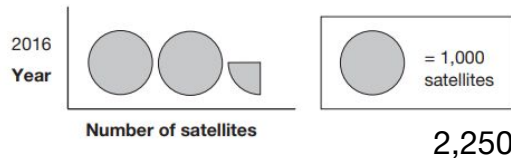
- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

Maths Papers 3 (Reasoning)

Example questions:

9

This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

1 mark

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

400 km

1 mark

Example question:

3 marks

29

| KS2 Maths SATS papers analysis | 2017 | 2018 | 2019 | 2022 | 2023 |
|--|------|------|------|------|------|
| % required to reach the 'expected level' | 52 | 55 | 53 | 53 | TBC |
| % of questions from Y3 to Y5 curricular | 58 | 53 | 52 | 63 | 64 |

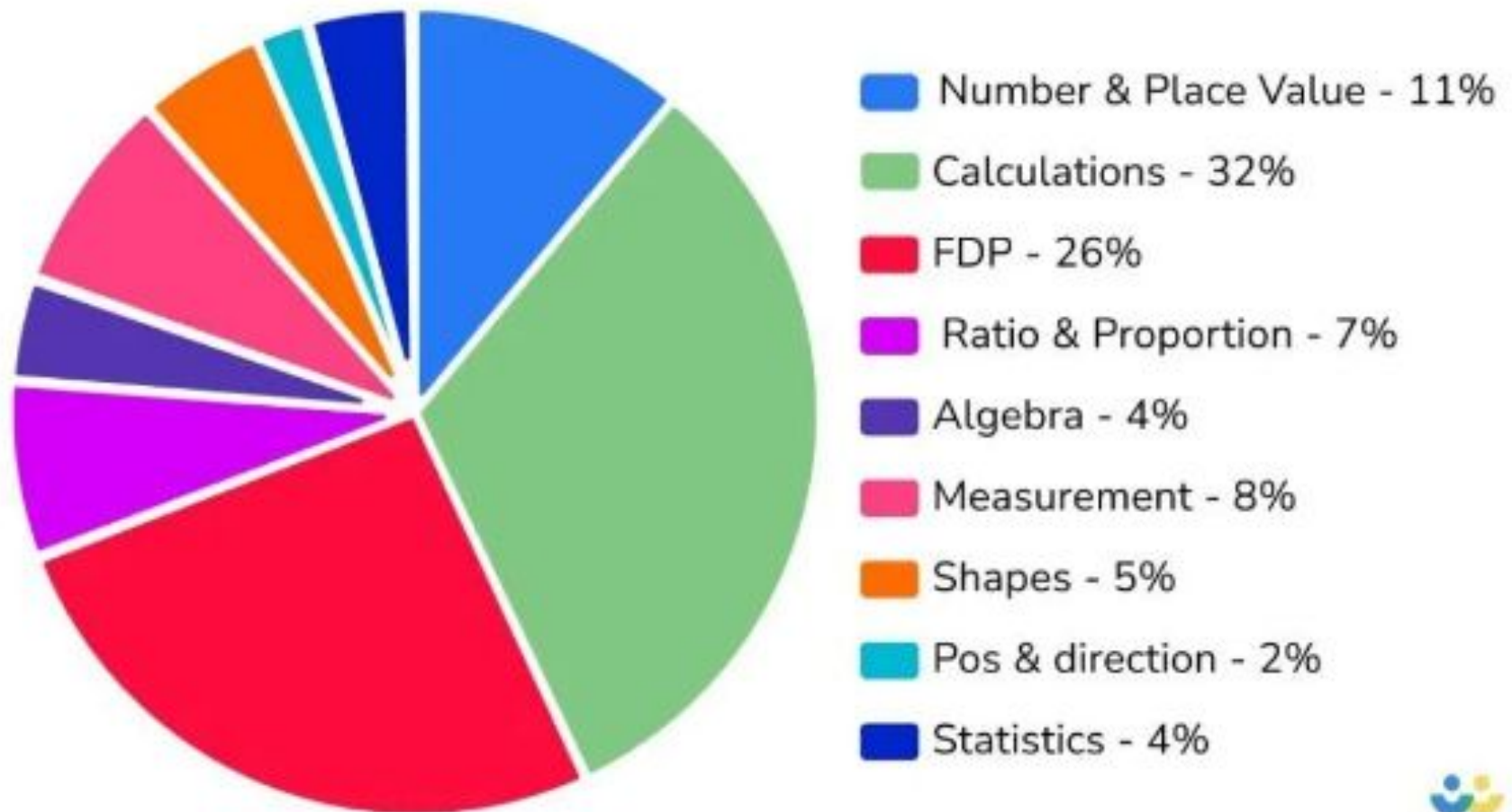
KS2 Maths SATS papers analysis

Percentage of questions from each year group curriculum across Arithmetic and Reasoning

| Year | 2017 | 2018 | 2019 | 2022 | 2023 |
|--------|------|------|------|------|------|
| Year 3 | 7 | 9 | 10 | 8 | 12% |
| Year 4 | 26 | 18 | 21 | 23 | 20% |
| Year 5 | 25 | 26 | 21 | 32 | 32% |
| Year 6 | 41 | 47 | 47 | 37 | 36% |

KS2 Maths SATs papers analysis (2023)

Percentage of questions by content domain



KS2 Maths SATs analysis by @_MissieBee
Percentage of questions by content domain

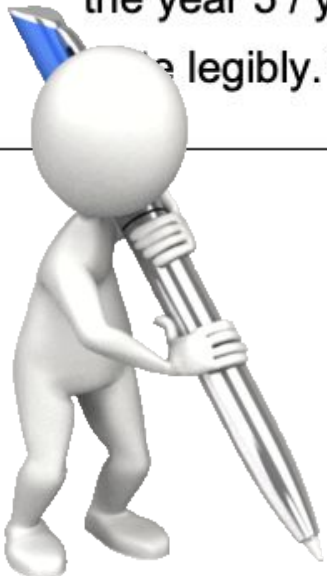
| Content domain | 2016 | 2017 | 2018 | 2019 | 2022 | 2023 |
|------------------|------|------|------|------|------|------|
| Number & PV | 17 | 9 | 10 | 9 | 9 | 10 |
| Calculations | 17 | 22 | 29 | 30 | 38 | 36 |
| FDP | 15 | 14 | 14 | 24 | 25 | 26 |
| Ratio & prop. | 4 | 9 | 6 | 8 | 6 | 5 |
| Algebra | 8 | 9 | 9 | 6 | 3 | 3 |
| Measurement | 15 | 14 | 13 | 9 | 7 | 8 |
| Shapes | 12 | 9 | 10 | 7 | 6 | 7 |
| Pos. & direction | 4 | 3 | 4 | 3 | 2 | 2 |
| Statistics | 8 | 11 | 6 | 4 | 3 | 2 |

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*

... legibly.¹

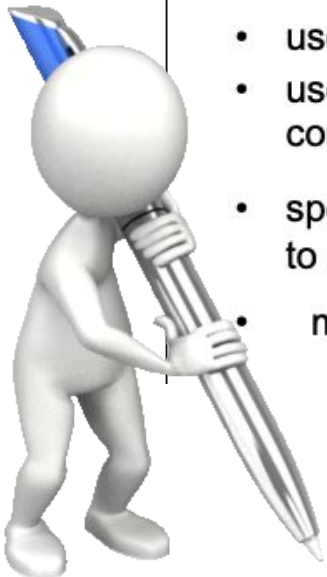


KS2 Writing

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,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²



KS2 Writing

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.[^]

[There are no additional statements for spelling or handwriting]



KS2 Writing





How to help your child with reading

- Focus on developing an enjoyment and love of reading. Enjoy stories together – reading stories to your child at KS1 and KS2 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 from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - it's free!

How to help your child with writing

- Practise and learn weekly spelling patterns and National Curriculum words.
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or 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, punctuation).

How to help your child with maths

- Use Mathletics & TTRS to encourage daily practice.
- Play times tables games and mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time and opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes. Talk about scaling recipes up and down depending on portions needed.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess.

Things to remember about SATs

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.

SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year.

SATs are only four days out of a whole Primary School career.

In reality, there's one or two papers each day that last 30 to 60 minutes.

What to do if you are worried about your child

SATs often induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs anxiety should not:

- Affect a child's appetite
- Affect a child's sleep
- Affect a child's personality
- Induce panic, tears or disengagement from lessons
- Be a reason not to attend school.

If any of the above are evident, SATs may be causing an excessive degree of anxiety and your child may benefit from some additional support. This isn't about removing the reality of SATs but rather equipping your 10 or 11 year old with the ability to better cope with the situation.

What to do if you are worried about your child

Talk to us

Sometimes concerns present at home and not at school. If you notice a change in your child, talk to us so that everyone concerned can offer the support needed.

Talk to your child

Talk to your child about what aspect of SATs concerns them the most. If you can help them pinpoint what is bothering them the most, you can take specific steps to help reassure them.

Try not to project your own anxieties or views about the SATs

Children can be very intuitive. If they see that you are anxious, this could add to their own anxieties. Similarly, if you don't believe in SATs, your child may reflect this view.

Advice for Year 6 children

- Listen to your teachers!
- The adults you work with all want you to do your best.
- Get plenty of sleep and eat well, this will help your brain.
- Read all the questions carefully. This can help you to avoid silly mistakes.
- Don't panic. There may be questions you think you can't answer. Take a deep breath. Read it again. You can always move on and go back to it later. It's often better to write something rather than nothing.
- Remember that the Year 6 SATs last for 4 days out of your whole life!
- *“Stay focused in class so you don't have loads of extra studying to do at home!” – Year 7 pupil's advice.*

What to do if you are unwell?

- If your child is well enough to take the test, they should come in to school.
- They are able to bring cough sweets and tissues if they need to.
- If your child is not fit to take the test, due to an illness or accident, please inform us as early as possible.

Breakfast Club

- Come and join us for breakfast in the classroom for SATs week. For a small charge, you will be provided with orange or apple juice, a choice of pastries and fruit.
- Children who do not want breakfast, but still want to come in early are welcome from 8:15am.





TRY
YOUR
BEST

**Thank you
for listening**

