
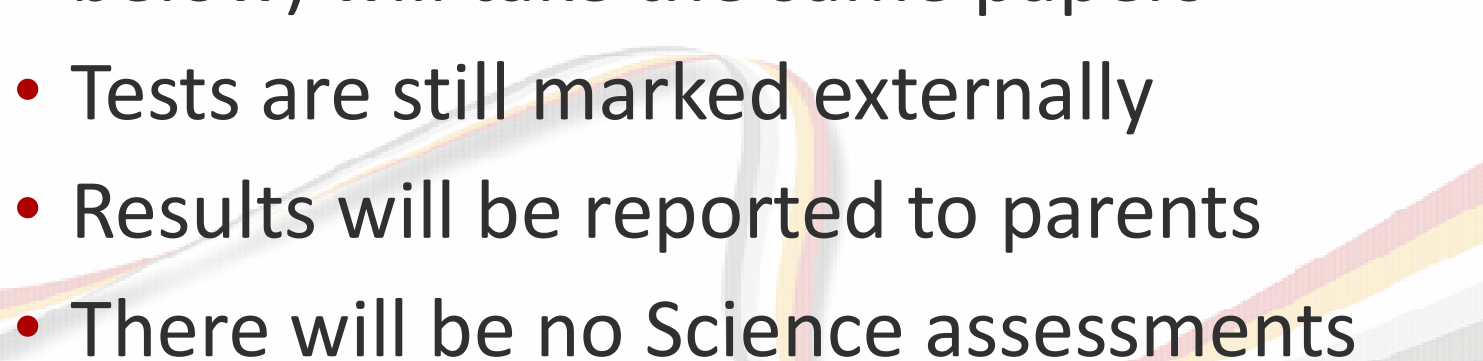




# End of Key Stage 2 Assessments (SATs)

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- Key Stage 2 SATs papers re-instated last year after Covid
  - All children (unless judged to be working below) will take the same papers
  - Tests are still marked externally
  - Results will be reported to parents
  - There will be no Science assessments

## What we know for this year

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**Tuesday 9<sup>th</sup> May**

Grammar, Punctuation & Spelling - Paper 1  
Grammar, Punctuation & Spelling - Paper 2

**Wednesday 10<sup>th</sup> May**

English Reading

**Thursday 11<sup>th</sup> May**

Maths Paper 1 (Arithmetic)  
Maths Paper 2 (Reasoning)


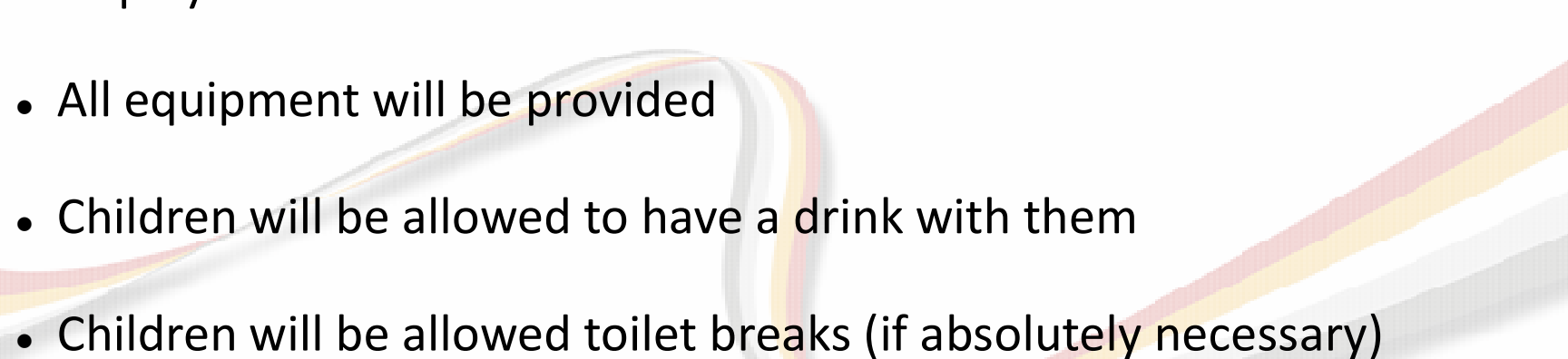
**Friday 12<sup>th</sup> May**

Maths Paper 3 (Reasoning)



# SATs timetable 2023

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- Most children will take the tests in the Year 6 classrooms
  - Some children will use some of the smaller intervention rooms where they will be supported by adults from across the school
  - Any room that is used, will have resources removed or covered e.g. displays
  - All equipment will be provided
  - Children will be allowed to have a drink with them
  - Children will be allowed toilet breaks (if absolutely necessary)

# Practical arrangements

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Component	Description	Number of papers	Number of marks	Timing of component
<b>Paper 1:</b> questions	grammar, punctuation and vocabulary	1	50	45 minutes
<b>Paper 2:</b> spelling	spelling (20 words)	1	20	15 minutes (not strictly timed)
<b>Total</b>		<b>2</b>	<b>70</b>	<b>60 minutes</b>

## GPS (Grammar, Punctuation and Spelling) Paper

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Write the **contracted form** of the underlined words in the box.

That decision does not seem fair.



Rewrite the sentence below as **direct speech**.  
Remember to punctuate your answer correctly.

She asked if he wanted a banana.

She asked him, \_\_\_\_\_

\_\_\_\_\_

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.	<input type="checkbox"/>	<input type="checkbox"/>
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .	<input type="checkbox"/>	<input type="checkbox"/>
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.	<input type="checkbox"/>	<input type="checkbox"/>

# GPS sample questions

## Spelling task

1. The dragon is an imaginary \_\_\_\_\_.
2. There was \_\_\_\_\_ food for everyone.
3. My little brother is in \_\_\_\_\_ class.
4. Playing in the snow made my fingers \_\_\_\_\_.
5. We learned how to do \_\_\_\_\_ in mathematics.
6. Charlie \_\_\_\_\_ with relief.
7. \_\_\_\_\_ is easier with a compass.
8. Khalid was a \_\_\_\_\_ boy.

**Spelling 1:** The word is **creature**.

The dragon is an imaginary **creature**.

The word is **creature**.

**Spelling 2:** The word is **enough**.

There was **enough** food for everyone.

The word is **enough**.

**Spelling 3:** The word is **reception**.

My little brother is in **reception** class.

The word is **reception**.

**Spelling 4:** The word is **numb**.

Playing in the snow made my fingers **numb**.

The word is **numb**.

**Spelling 5:** The word is **division**.

We learned how to do **division** in mathematics.

The word is **division**.

**Spelling 6:** The word is **sighed**.

Charlie **sighed** with relief.

The word is **sighed**.

**Spelling 7:** The word is **navigation**.

**Navigation** is easier with a compass.

The word is **navigation**.

**Spelling 8:** The word is **thoughtful**.

Khalid was a **thoughtful** boy.

The word is **thoughtful**.

# Spelling paper sample questions




Component	Description	Number of papers	Number of marks	Timing of paper
<b>Paper 1:</b> English reading test	reading booklet and separate answer booklet  (a selection of texts, 1500–2300 words)	1	50	60 minutes (including reading time)
	<b>Total</b>	<b>1</b>	<b>50</b>	<b>60 minutes</b>

3 texts to read and  
questions on all three

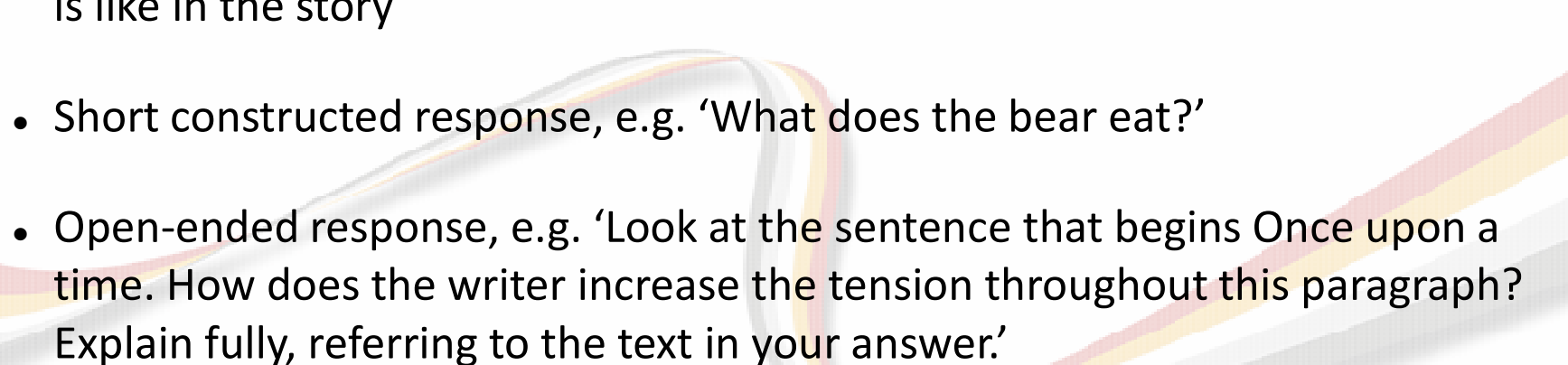
# Reading Paper

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There will be a selection of question types, including:

- Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in the story'
  - Ticking, e.g. 'Select and then tick the true statements based on the text'
  - 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.'
- 

# Reading Paper

Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1. \_\_\_\_\_
2. \_\_\_\_\_

Explain **two** things that the words *emerald scrap* suggest about the frog.

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Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.	<input type="checkbox"/>	<input type="checkbox"/>
Brushing your teeth in space is a joy.	<input type="checkbox"/>	<input type="checkbox"/>
Being weightless is endlessly entertaining.	<input type="checkbox"/>	<input type="checkbox"/>
Tourists can stay on the International Space Station.	<input type="checkbox"/>	<input type="checkbox"/>

# Reading sample questions

Component	Description	Number of papers	Number of marks	Timing of component
<b>Paper 1:</b> arithmetic	arithmetic  assesses pupils' confidence with the range of mathematical operations	1	40	30 minutes
<b>Paper 2 and Paper 3:</b> mathematical reasoning	mathematical fluency, solving mathematical problems and mathematical reasoning	2	70 overall  35 per paper	80 minutes  40 minutes per paper
<b>Total</b>		<b>3</b>	<b>110</b>	<b>110 minutes</b>

# Maths Papers

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$$2.5 + 0.05 =$$

☐  
1 mark

$$\begin{array}{r} 54 \\ \times 23 \\ \hline \end{array}$$

☐  
2 marks

$$133016$$

☐  
2 marks

$$\frac{1}{4} \times \frac{1}{8} =$$

☐  
1 mark

# Maths sample questions

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In the circles, write a multiple that belongs to each set.

One has been done for you.

numbers from 1 to 99 — multiple of 10 — 50

numbers from 101 to 199 — multiple of 20 —

numbers from 201 to 299 — multiple of 30 —

numbers from 301 to 399 — multiple of 40 —

Write the two missing digits to make this long multiplication correct.

$$\begin{array}{r} \phantom{0}4\phantom{0} \\ \times \phantom{0}6 \\ \hline 246 \\ 820 \\ \hline 1066 \end{array}$$

Here is a number written in Roman numerals.

CXV

What number is halfway between 1.4 and 2.1?

Write the number in figures.

# Maths sample questions

9

Jack chose a number.

He multiplied the number by 7

Then he added 85

His answer was 953

What number did Jack choose?

Show  
your  
method

Circle the **prime** number.

95

89

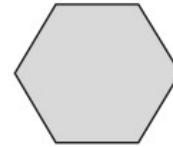
87

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

17

These two shapes have the **same** perimeter.

regular hexagon



square



Not actual size

The length of each side of the **hexagon** is 8 centimetres.

Calculate the **area** of the **square**.

Show  
your  
method

# Maths sample questions



Each pupil registered for the tests will receive:


- a raw score (number of raw marks awarded)
- a scaled score
- confirmation of whether or not they attained the national standard



What is a scaled score?

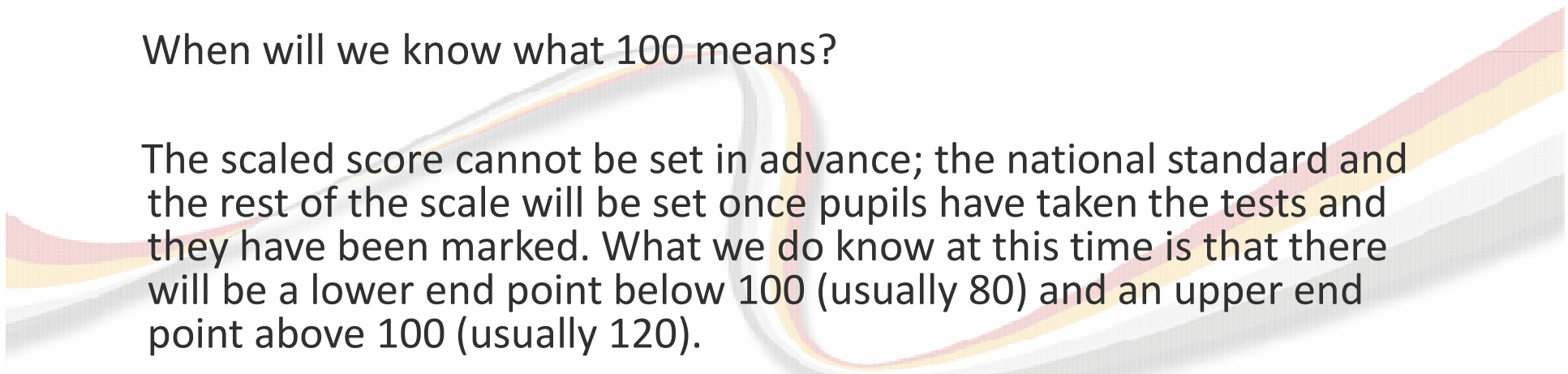
# Reporting to parents

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Using scaled scores enables test results to be reported consistently from one year to the next. Though national tests are designed to be as similar as possible every year in terms of demand, slight differences do occur. Scaled scores, however, maintain their meaning over time, so if two children achieve the same scaled score on two different tests, they will have demonstrated the same attainment. In the scaled score for the national tests, 100 will always represent the 'national standard', but the 'raw score' (the total number of correct answers) that equates to it may be slightly different each year.

When will we know what 100 means?


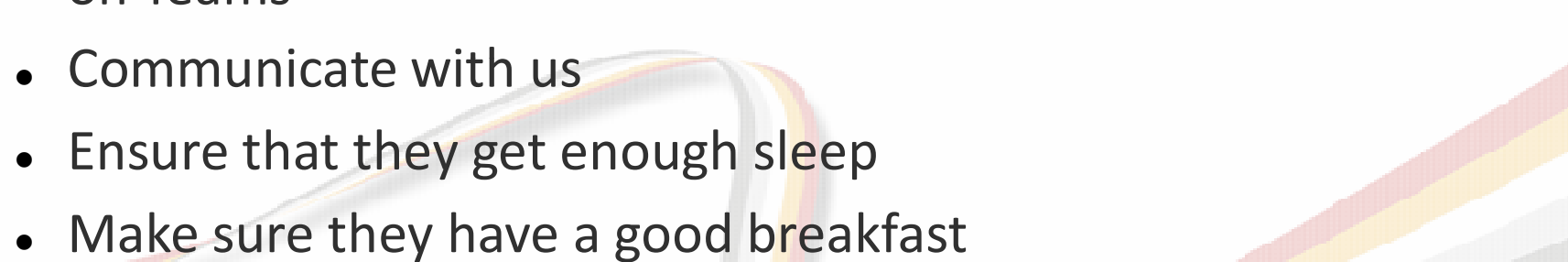


The scaled score cannot be set in advance; the national standard and the rest of the scale will be set once pupils have taken the tests and they have been marked. What we do know at this time is that there will be a lower end point below 100 (usually 80) and an upper end point above 100 (usually 120).

# So, what is a scaled score?

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- Keep calm
  - Talk with them about what they are learning and identify anything they are particularly concerned about/struggling with
  - If you or your child want to, practise using the SATS resources on Teams
  - Communicate with us
  - Ensure that they get enough sleep
  - Make sure they have a good breakfast

## How can you help your child?

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Any questions...

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