



Growing Together

SATs Information Session

Wednesday 26th January 2022



Ribbon Academy





Growing Together

Purpose of the Meeting:

- Outline how you can help
- Share the timetable for the KS2 SATs tests
- Explain how they are marked
- Share the expectations for each subject
- Look at examples
- Explain what we are doing in school
- Opportunity to order revision guides
- Opportunity to order Leavers' Hoodies
- Any questions?





Growing Together

What are the tests?

- SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- Children are tested in: Spelling, Punctuation, Grammar, Reading and Maths.
- The tests take place over four days, starting on **Monday 9th May** ending on **Thursday 12th May**.



Timetable

Date	Activity
Monday 9 th May	English grammar, punctuation and spelling Paper 1: questions
	English grammar, punctuation and spelling Paper 2: spelling
Tuesday 10 th May	English reading
Wednesday 11 th May	Mathematics Paper 1: arithmetic
	Mathematics Paper 2: reasoning
Thursday 12 th May	Mathematics Paper 3: reasoning

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.





Ribbon
Academy

Growing Together

How are the tests 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





Growing Together

How are the tests marked?

- Children receive a raw score (their total number of marks).
- It is then 'scaled' – this means it is converted to a score where 100 is the national average.
- If they get a **scaled** score 100, they will have reached 'expected' standard. A higher score (above 110) is called 'Greater Depth' and a lower score (below 100) will be classed as 'Working towards' the Year 6 expectations.
- Your child will receive a report with this information on it.





Growing Together

Reading

- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.



Sample Questions:

Maria and Oliver are attending a party in the garden of a house that used to belong to Maria's family. They sneak away to explore the grounds.

The Lost Queen

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

“Come on,” Maria said impatiently.

Questions 1–11 are about *The Lost Queen* (pages 4–5)

- 1** Look at the paragraph beginning: *Glancing nervously...*
Find and copy one word meaning relatives from long ago.

1 mark

- 2** *The struggle had been between two rival families...*
Which word most closely matches the meaning of the word *rival*?

Tick one.

equal

neighbouring

important

competing

1 mark

- 3** Look at page 4.
How can you tell that Maria was very keen to get to the island?

Sample Questions:



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

Sample Questions:

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 border="1"> <thead> <tr> <th>Acceptable points (impressions)</th> <th>Likely evidence</th> </tr> </thead> <tbody> <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 space she 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> </tbody> </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 space she 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 space she 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 																	



Growing Together

SPAG

- Part 1 - Punctuation, Vocabulary and Grammar.
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- Part 2 - Spelling test containing 20 words, lasting approximately 15 minutes.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.



Sample Questions:

30

a) Insert a **comma** in the sentence below to make it clear that **only** Sally and Bob went to the cinema.

After they left Jon Sally and Bob went to the cinema.

1 mark

b) Insert **commas** in the sentence below to make it clear that **all** three children went to the cinema.

After they left Jon Sally and Bob went to the cinema.

1 mark

33

Replace the underlined word or words in each sentence with the correct **possessive pronoun**.

That bike belongs to me. That bike is _____ .

This house is owned by us. This house is _____ .

These video games belong to my brother. These games
are _____ .

1 mark

38

Write a sentence using the word point as a **verb**.
Do not change the word.
Remember to punctuate your sentence correctly.

1 mark

Write a sentence using the word point as a **noun**.
Do not change the word.
Remember to punctuate your sentence correctly.

1 mark

Spelling:

15. Jasmine's _____ expression showed how happy she felt.

16. The children needed _____ rucksacks for the visit.

17. I needed to fill in my _____ on the form.

18. My mum painted the _____ blue.

19. There is a great _____ in accents across Britain.

20. The mother swan _____ guarded her nest.

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**.



Growing Together

Maths

- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.



Sample Questions (arithmetic):

17	$125.48 - 72.3 =$	

29	$15\% \times 440 =$	

1 mark

Sample Questions (paper 2 and 3):

9

6 pencils cost £1.68

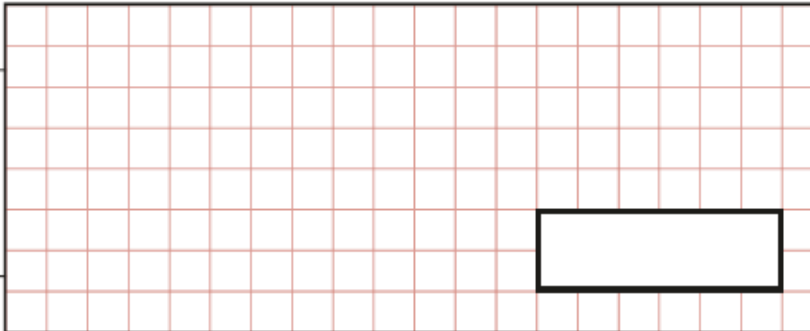


3 pencils and 1 rubber cost £1.09



What is the cost of 1 rubber?

Show
your
method

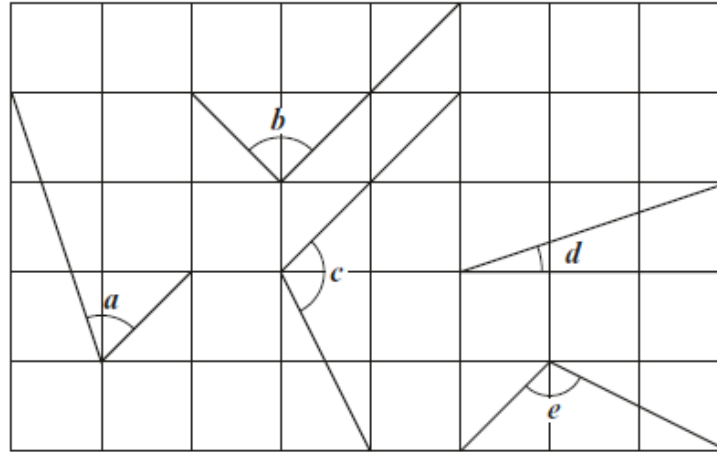


2 marks

Sample Questions (paper 2 and 3):

7

Here are five angles marked on a grid of squares.



Write the letters of the angles that are **obtuse**.

1 mark

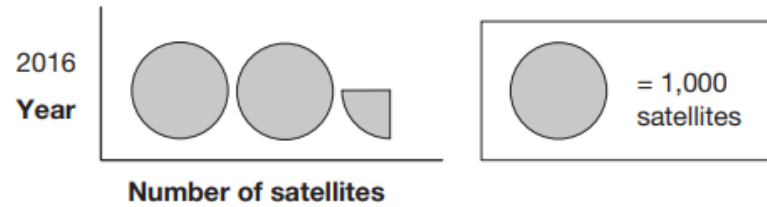
Write the letters of the angles that are **acute**.

1 mark

Sample Questions (paper 2 and 3):

9

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



How many satellites were above the Earth in 2016?

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.

km

1 mark



Growing Together

Writing: Assessed by the class teacher

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



Writing: Assessed by the class teacher

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]



Academy



Growing Together

How will we help your child?

- Use careful planning and assessment
- Intervention groups
- Revisit taught topics often for revision
- Provide weekly homework
- Progress meetings





Growing Together

How can you help your child?

- First and foremost, support and **reassure** your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible **attendance** at school.
- Support your child with any **homework** tasks – encourage the use of TT Rock Stars, Reading Plus, Spelling Shed and completion of written homework tasks.
- **Reading, spelling and arithmetic** (e.g. times tables, mental calculations, number bonds) are always good to practise.
- **Talk** to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good **sleep** and healthy breakfast every morning!
- Revision guides are available to order (more info to follow).

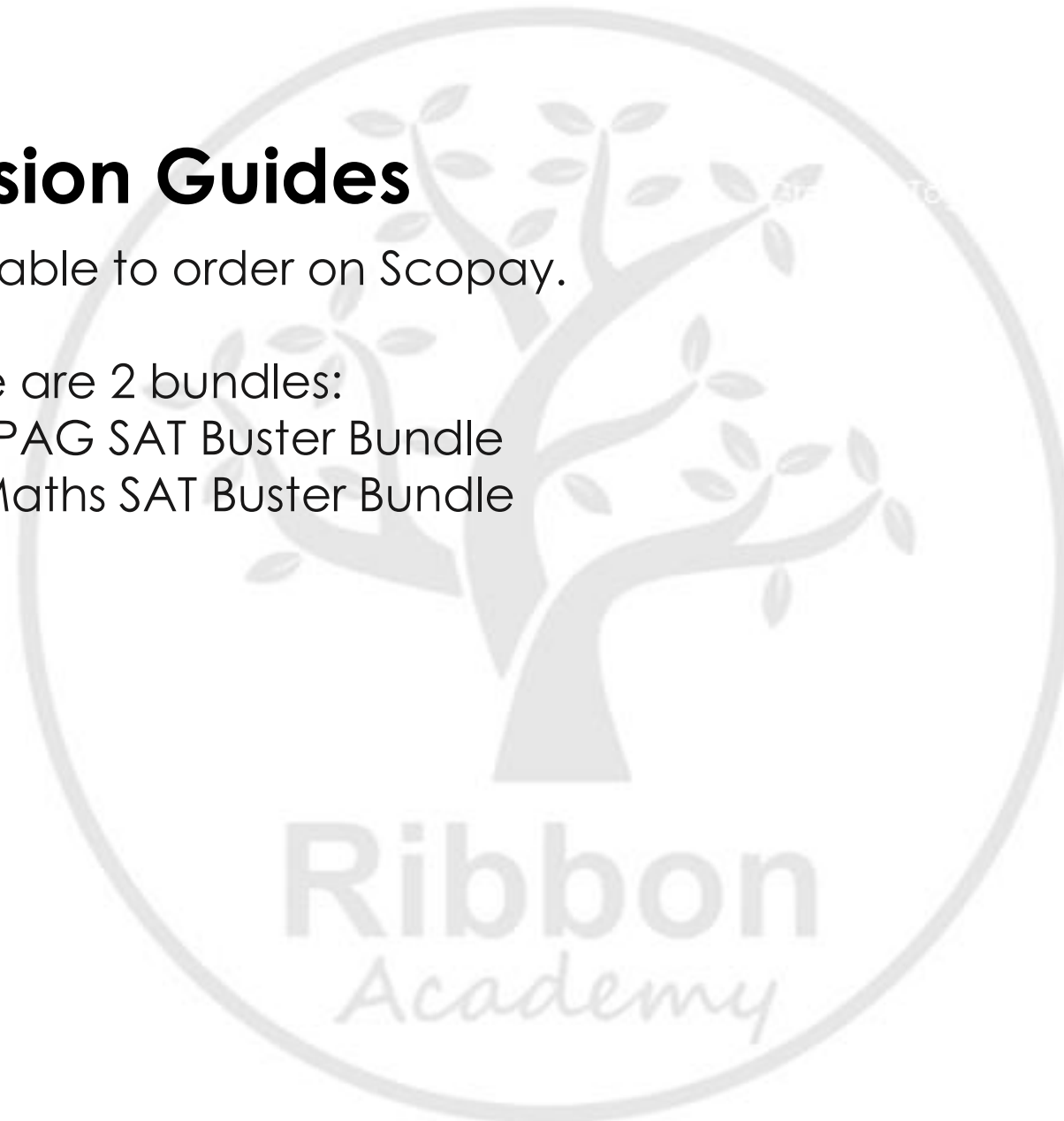




Growing Together

Revision Guides

- Available to order on Scopay.
- There are 2 bundles:
 - SPAG SAT Buster Bundle
 - Maths SAT Buster Bundle





Growing Together

Leavers' Hoodies

• *****





Growing Together

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.

