

2022 national curriculum assessments

Key stage 2

SATS information evening
2022
9th May - 12th May

Reminders:

- Please mute yourself
- If possible, turn your camera on
- Put your user name as your child's name
- Save questions to the end

Agenda:

- How to prepare (well-being, revision)
- What the SATS papers look like
- The results
- The aftermath...



Top 10 tips to support your child through their Key Stage 2 tests

What is Prepare to Perform?



Staying calm, feeling good, being effective

- ✓ A toolkit to help your child control different aspects of their life to help them perform better when it comes to Key Stage 2 tests
- ✓ It will allow them to focus, set themselves a plan and work towards being prepared in the best possible way



How can you help your child and prepare them to perform?



1. Being a role model
2. **Goals**
3. **Keep them active**
4. **Healthy eating**
5. Time out
6. **Sleep patterns**
7. **Unplugging**
8. **Staying cool & calm**
9. **Belief**
10. Be supportive

Each day you can support your child to make choices which can impact how they perform during their tests

2. Goal Setting



- **We talk about goals** with them in school.
- **Ask them** about their goals
- Give **positive reinforcement**
- **Connect** with them about **'why'** and **'what'** they want to achieve



3. Keeping Active

- Encourage them to keep active on a daily basis
- The advice is that they should be active in some way or other for 60 mins each day. This can be formal: P.E., football training or informal: riding bike, playing out etc.
- Plan to do active things together on a weekend: even a walk helps
- After exercise your brain functions well, so encourage a revision session afterwards

60
minutes
per day



4. Healthy Eating

- Avoid high sugary and fatty foods or drinks
- Aim to eat clean, fresh and healthy foods
- Have a couple or 'treat' meals / or meals out per week
- Encourage them to eat breakfast everyday
- Hydration is key to brain functioning so make sure your child carries a bottle of water with them

Eating the right food and drink can energise your system, improve alertness and sustain your child through the tests

MIGHTY MAGNESIUM

Magnesium is involved in over 1000 enzymatic reactions in the body. It's vitally important in providing our cells with energy

Green vegetables
Nuts
Pulses
Fish
Bananas

UP THE B'S & OMEGA 3'S

B vitamins are directly involved in creating energy at a cellular level & will give you an energy boost

Green vegetables
Asparagus / Spinach
Broccoli
Yoghurt
Chicken / Salmon
Whole Grains / Brown rice
Almonds / Pecans
Eggs



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6.Sleep Patterns

- Primary children need between 9 – 11 hours' sleep per night
- Help your child create a relaxing evening routine
- Make sure they don't eat too late at night
- Avoid giving them caffeine or sugary drinks late at night
- Encourage them to switch off from technology at least an hour before bedtime
- Hand massage: side of thumb, in between finger joints, across centre of hand



7. Unplugging

- ✓ Encourage them to unplug from technology everyday
- ✓ Help them switch off from technology at least 30 mins- 1 hr before going to sleep
- ✓ Support your child to appreciate the world around them
- ✓ Make sure they put their devices away while they are concentrating on tasks / revision / homework
- ✓ Help them learn to have the control to not be obsessed with their technology
- ✓ Choose some time each day/week to switch off and unplug from technology with them



8. Staying Cool & Calm



- Set a good example by staying calm yourself
- Create a relaxing environment for your child
- Help them plan out coping strategies to deal with any worries
- Give them positive distractions away from schoolwork
- Help them understand any worries & to focus on controlling the controllables
- Promote a balance of schoolwork & other activities during the week

9. Belief



- Give them positive reinforcement
- Celebrate any successes and reward them
- Try not to set your expectations too high
- Show them how proud of them you are
- Highlight things to make them feel good
- Give them the belief in themselves to help them achieve

**BELIEVE
YOU CAN
& YOU'RE
HALFWAY
THERE.**

How can you help your child and prepare them to perform?



1. Being a role model
2. **Goals**
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Each day you can support your child to make choices which can impact how they perform during their tests

How can you help your child prepare to perform?

1. Recap Easter Home Learning packs:

Use the Revision Books - CGP

2. Read everyday - to them, with them, listen to them. Talk about books. What are you reading? Why do you like it? Tell me about your favourite character? How do you know? Non-Fiction: What have you found out?

3. Daily times table practice - widely agreed that at a huge disadvantage if do not know their times tables by the end of primary school. Pick out the ones they are less confident with.

4. Work on 5/6 Spelling List

5. Talk about vocabulary. If you come across a word they don't know ask them to read it to you and discuss what they think it might mean. Can they make links with other words? Look it up in a dictionary. Can they use it correctly in a sentence?

SATs breakfast!

Monday, Tuesday, Wednesday and Thursday

8.15: All children are invited to join us for breakfast

- Set positive mood
- Shared experience
- In school early and ready
- Enjoyable!

The Timetable

Monday 9th May	English Grammar, Punctuation and Vocabulary Paper English GPS - Spelling Paper
Tuesday 10th May	Reading
Wednesday 11th May	Maths Paper 1 Arithmetic Maths Paper 2 Reasoning
Thursday 12th May	Maths Paper 3 Reasoning
Friday 13th May	Celebration

Maths

3 papers: 1 arithmetic, 2 reasoning papers

Content domain	Test framework distribution of marks	2018 number of marks available	Proportion of marks (rounded)
Number and place value	75 - 85%	10	7%
Addition, subtraction, multiplication and division (calculations)		52	38%
Fractions, decimals and percentages		29	21%
<u>Ratio and proportion</u>		8	6%
<u>Algebra</u>		9	7%
Measurement	15 - 25%	13	11%
Geometry – properties of shape		7	5%
Geometry – position and direction		2	1%
Statistics		6	4%

Maths

Arithmetic

30 minutes - 36 questions, worth total of 40 marks.

Covers:

1 mark questions: straightforward addition and subtraction and more complex calculations with fractions

2 mark questions: long divisions and long multiplications. Marks are awarded for showing the appropriate methods.

Maths Papers

Sample Questions - Arithmetic

1

$$555 + 656 =$$

A grid for working out the answer to the addition problem. The grid is 15 columns wide and 10 rows high. A rectangular box is drawn on the grid, spanning 4 columns and 2 rows, positioned in the bottom right area of the grid.

1 mark

Sample Questions - Arithmetic

2

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

1 mark

3

$$120 - 15 \times 5 =$$

1 mark

Sample Questions - Arithmetic

4

$$\begin{array}{r} 2376 \\ \times 15 \\ \hline \end{array}$$

Show your method

2 marks

5

$$281652$$

Show your method

2 marks

Maths

Papers 2/3 - Reasoning Papers

40 minutes - 35 marks each.

Covers:

Reasoning questions which applies the skills learnt.

Calculators are NOT allowed.


Reading speed

Logical reasoning
Shape problems
Fraction reasoning
Spatial reasoning
Explain how you know
Missing number questions
Interpreting data
Number problems

Sample Questions - Papers 2 and 3 - Reasoning

6

Write the missing digits to make the addition correct.


$$\begin{array}{r} 1 \square 1 \\ + \square 1 \square \\ \hline 9 0 0 \end{array}$$

1 mark

7

Complete this sentence.

Every number with a factor of 10 must also have factors of



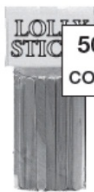
and and

1 mark

Sample Questions - Papers 2 and 3 - Reasoning

8

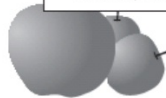
One toffee apple needs:
1 stick,
100g of sugar,
1 apple.



50 sticks
cost £6.25



1 kg of sugar
costs £0.99



100 apples
cost £22.50

Children buy just enough sticks, sugar and apples to make
100 toffee apples.

They sell all 100 toffee apples for **£1** each.

The profit goes to charity.

Work out how much money goes to charity.

Sample Questions - Papers 2 and 3 - Reasoning

9

Write the missing fraction.



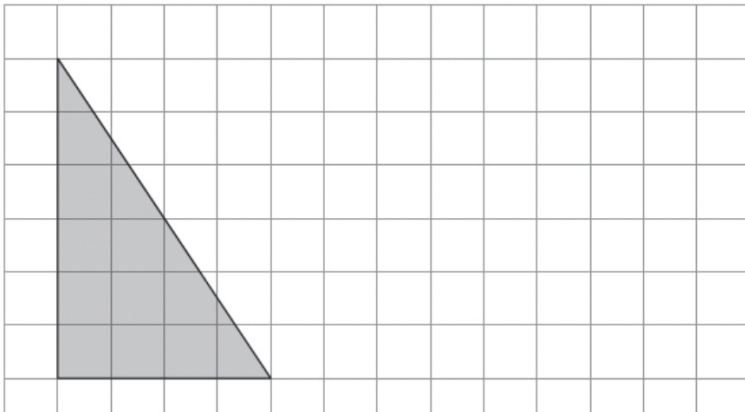
$$\frac{1}{3} + \frac{1}{4} + \boxed{} = 1$$

1 mark

10

Draw a rectangle on the grid that has **half** the area of the shaded triangle.

Use a ruler.

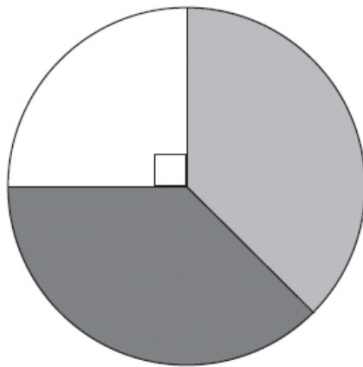


Sample Questions - Papers 2 and 3 - Reasoning

11

A shop sells drinks.


The pie chart compares the money a shop took last year for water, juice and soft drinks.



Key:

 Water

 Juice

 Soft drinks

The shop took £8264 for soft drinks.

Sales of water and juice were **equal**.

How much money did the shop take for **juice** last year?

English

3 papers: Reading paper; Grammar, Spelling and Punctuation paper; and Spelling paper.

2a. Language meaning	2b. Retrieval	2c. Summarising	2d. Inference	2h. Comparison
(10 marks)	(13 marks)	(3 marks)	(22 marks)	(2 marks)



English

Reading

Children will be expected to read and interpret 3 different texts. Shift in focus towards fictional texts and a greater emphasis on the comprehension and vocabulary elements of the curriculum.

Range of question types: multiple choice, sequencing, matching, find and copy, short answers, long answers.

1 hour. Total marks = 50

Mark distribution by text type		
Text 1: Non-fiction (The Giant Panda Bear) 17 marks	Text 2: Poem (Grannie) 17 marks	Text 3: Fiction (Albion's dream) 16 marks
<u>Retrieval: 53%</u>	<u>Inference: 53%</u>	<u>Inference: 69%</u>

English Papers

Sample Questions - Reading

2

Draw a line to match each place to the date it became an English National Park.

Place	Date
New Forest	2010
Lake District	1989
South Downs	1951
Norfolk Broads	2005
Yorkshire Dales	1954



1 mark

English Papers

Sample Questions - Reading

3 Look at the paragraph beginning: *Many National Parks around the world...*

Give one thing that is different about the National Parks in England compared with those in the rest of the world.

1 mark

4 Use the following sentence to answer questions 4 (a) and (b).

*They provide **spectacular** scenes of mountains, meadows, moorlands, woods and wetlands.*

(a) What does the word *spectacular* mean in this sentence?

Tick one.

aerial

enormous

impressive

exciting

1 mark

Vocabulary
emphasis

English Papers

Sample Questions - Reading

9

When explaining the **impact** that tourists have on the parks, the writer has deliberately chosen language that will have an effect on the reader.

Some of the words in the table below are in bold. **Explain the effect** of these in each sentence.

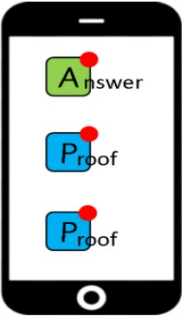
language used	explanation of the effect of the language
... trample down grass...	_____
...roads choked with traffic.	_____
...some businesses flourish ...	_____

Vocabulary
emphasis

Writer's choice

English Papers

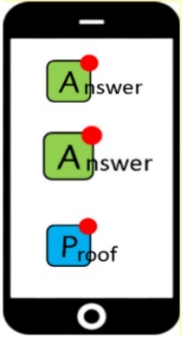
Sample Questions - Reading



Look at the paragraph beginning: *Carefully, Michael leaned...*

What does this paragraph tell you about Michael's character?

Explain **two** features of his character, using evidence from the text to support your answer.



3 marks

English Papers

Sample Questions - Reading

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

Answer

1. _____

Proof

2. _____

Answer

Proof

3 marks

English

Grammar, Spelling and Punctuation Paper 1

Greater focus on knowing and applying grammatical terminology with the full range of punctuation.

Questions: SPaG Questions: **45 minutes** - 50 marks.

Grammatical terms and word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tense and consistency	Punctuation	Vocabulary	Standard English and formality
(15 marks)	(4 marks)	(5 marks)	(7 marks)	(16 marks)	(5 marks)	(3 marks)



In addition

Spelling:

(20 marks)

English

Grammar, Spelling and Punctuation Paper 1

2

In the sentence below, Dad booked the cinema tickets before he collected them.

Complete the sentence with the correct **verb form**.

Although Dad _____ booked the tickets, he still had to queue to collect them.

1 mark

4

Rewrite the sentence below so that it begins with the **adverbial**. Use only the same words, and remember to punctuate your answer correctly.

We turned off the lights before we left.

1 mark

Spelling and punctuation accuracy.

English

Grammar, Spelling and Punctuation Paper 1

6

Circle the **relative clause** in the sentence below.

The blue car that was parked outside the shop was for sale.

1 mark

11

Circle the word or words in the sentence below that make it a **question**.

“You should be in bed by now, shouldn’t you?”

1 mark

English

Spelling Paper

Spelling test - approximately **15 minutes** - 20 marks.

29% of total mark of SPaG.

Also has impact on writing outcome - really important.

The words will test children on common spelling rules and patterns.

Year 3/4 Spelling - working towards expected progress.

Year 5/6 Spelling - expected progress.

Learn spelling lists.

English Papers

Writing - Teacher Assessment

Assessed at end of June

"Time to shine."

Collection of children's best writing across a number of genres.

Teacher assessed, but with moderation from the Local Authority - consistency.

Writing will be assessed against a number of objectives...

English Papers

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.¹

English Papers

Must meet ALL objectives

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 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

English Papers

Must meet ALL objectives

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 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]

Reporting to you

Scaled Scores

- KS2 tests a scaled score of 100 represent the 'expected standard'.
- Scaled score based on raw score.
- Raw score converted into a scaled score using a conversion table (decided by govt)

Receive results:

- given with the end of year report.
- a raw score (the number of raw marks awarded)
- a scaled score
- confirmation of whether or not they attained the expected standard

Reporting to you

Scaled Scores - example

English reading

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	80
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	89
15	90
16	91

17	92
18	92
19	93
20	94
21	95
22	95
23	96
24	97
25	97
26	98
27	99
28	100
29	100
30	101
31	102
32	102
33	103
34	104
35	105
36	106
37	106
38	107

39	108
40	109
41	110
42	111
43	113
44	114
45	115
46	117
47	118
48	120
49	120
50	120

The aftermath...

Things to look forward to:

- Play (3 performances)
- Transition to secondary school activities
- Leavers' festival party.
- Leavers' hoodies
- Leavers' books - "yearbook."
- Leavers' assembly - 2pm Friday 22nd July
Children will be ready to leave about 2.45



Any questions?

Be Proud!



