

**2024** national curriculum assessments

# Key stage 2

SATS information evening  
2024

13th May - 16th May

## **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**

# PIXL POWER TO PERFORM

PUPIL WORKBOOK



### 1. Goals:

Do you know what you want to achieve? Do you think about how it will feel when you achieve it? Do you have a clear plan for how you are going to achieve your goal?



### 2. Positive mindset:

Do you believe that by working hard, you can get better at something? Do you have a positive, 'can do' attitude? When something is challenging, do you keep on trying rather than giving up?



### 3. Physical activity:

Do you know that physical activity helps your brain as well as your body?



### 4. Nutrition:

Do you know that what you eat and drink makes a big difference to how you perform? Do you understand what you should eat and drink to help you to feel energised and ready to perform?



### 5. Rest and recover:

How do you make sure that you have enough time to rest and recover when life gets busy? Do you know the best ways to rest and recover?



### 6. Sleep:

Do you understand the importance of having a good night's sleep? Do you follow a routine that helps you to wind down and prepare to sleep?



### 7. Mental energy:

Do you know what it means to have mental energy? Do you know how to energise your mind to help you to perform better?



### 8. Keeping calm:

When you are feeling under pressure, do you know what to do to keep yourself calm? Can you explain to someone what they should do to keep calm?



# Positive mindset



Positive mindset is about embracing new challenges, having a “can do” attitude and not giving up when things get tough. But how can having a positive mindset help us to improve our performance?

- **Goals:** You are more likely to achieve your goals because you believe that, with some hard work, it is possible. You will not give up on your goals easily!
- **Motivation:** You will feel more motivated because you know that your hard work WILL make a difference and will help you to get where you want to be.
- **Learning:** You will learn more because you will use mistakes as an opportunity to improve, rather than a reason to give up. You will also learn by listening to feedback and advice that other people give you.
- **Confidence:** You will believe that you can achieve what you want and will have the confidence to take on challenges.

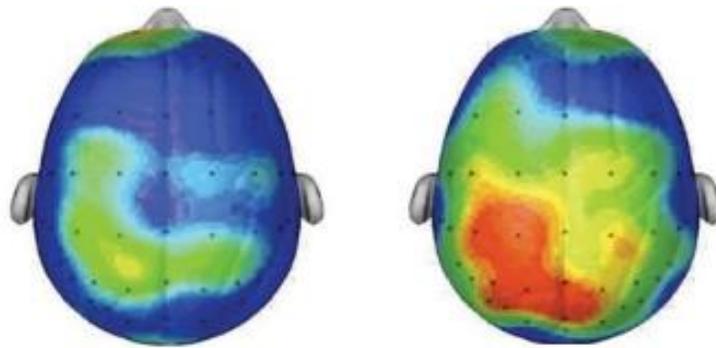
# Physical activity



Did you know that regular physical activity impacts the brain? It:

- boosts your memory.
- improves your concentration.
- helps reduce stress.
- lengthens attention span.

**Composite of 20 student brains taking the same test**



*After sitting quietly*

*After 20-minute walk*

This means that physically active pupils have more active brains. Your brain functions well after exercise so why not try to complete a learning task or some revision after you have completed physical activity?

**You might find that by doing exercise first, you feel more confident in your learning!**

# Nutrition: power yourself to perform



You need to fuel your body with the right foods at the right times to energise your system, improve your alertness and sustain you through your performance. The wrong food choices can make you feel sluggish, jittery, burned out and crash your energy levels. Use the following nutrition tips to help you perform at your best when it matters.

# Rest and recovery

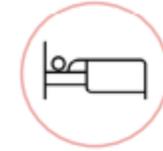


Taking a break really helps us to keep calm and improve our performance when we are working, so book things in your diary which are relaxing and time-out from the norm. We all need something to take our minds off the day to day. Good outlets are activities that completely engage our bodies and minds. These are neurologically important activities that give our brain a chance to get back to neutral, to re-boot and re-charge.

## **The Power of Rest:**

- Regeneration of our bodies
- Required for life
- Helps us survive
- Renew and restore cells
- Keeps us functioning well
- Rebuild and revive ourselves
- Productivity and concentration
- Efficiency at school or work
- For growth and development
- To replenish our muscles, bones, tissues and cells

# Sleep



## What happens if you don't get enough sleep?

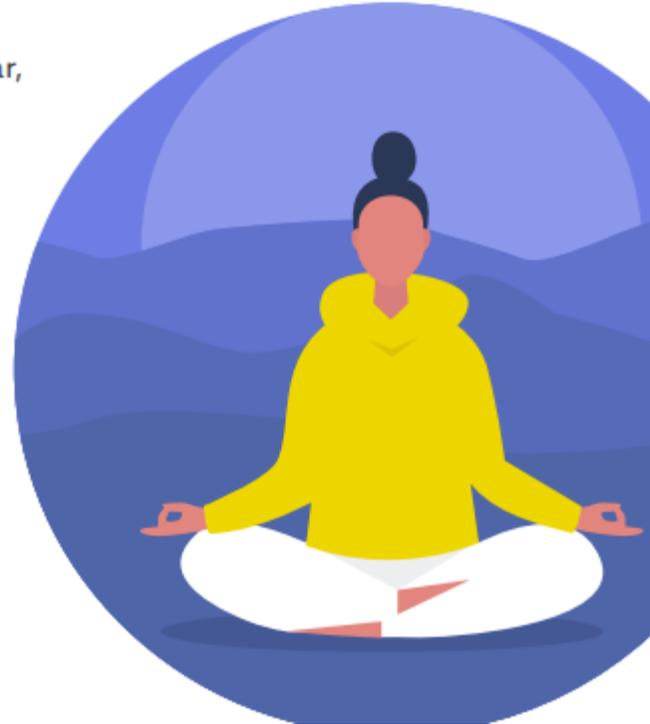
- Reduced decision-making skills
- Shortened attention span
- Poorer memory
- Reduced alertness
- Reduced concentration
- Reduced awareness of the environment and situation
- Reduced work efficiency
- Slower than normal reaction time

Here are some top tips for getting a better night's sleep. The key is to make some small changes to your sleep routine and give it some time to notice a difference in your sleep habits.

## Top Tips

1. **Consistency:** Keep a relatively consistent bedtime and wake time. Staying up late and sleeping in on weekends can disrupt your routine during the week.
2. **Work:** Complete your revision or work by a certain time.
3. **Relaxation and Routine:** Develop a pre-bed routine that is relaxing and familiar. Television, work, computer use, movies and deep/stressful discussions late at night can disrupt sleep.
4. **Unplug:** Shut off all electronics at least 30 mins before you go to sleep.
5. **Stimulants:** Eliminate stimulants like caffeine and sugar, especially later in the day.
6. **Exercise:** Incorporate this daily but not too close to bedtime.
7. **Fullness:** Eating a dinner that makes you overly full can disturb sleep.
8. **Thoughts:** Write them all down before you go to bed so you have a clear mind.

The perfect night's sleep starts long before you get into bed. Use this example sleep routine to help you plan your own:



## My Personal Sleep Routine

Use the top tips below to help you to create a 5-step plan to help you prepare for sleep every night.

### Top tips to recharge:

- Turn your phone off!
- Have some alone time
- Try a new hobby
- Get some fresh air
- Go for a walk
- Have a bath
- Try some yoga or stretching
- Do a 5-minute meditation
- Listen to music
- Read a book
- Watch a feel-good film



# Mental energy



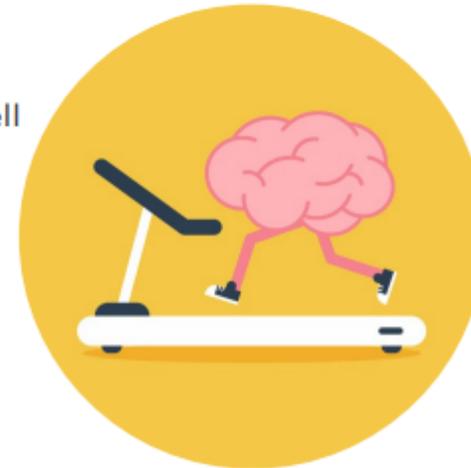
The mind is one of the biggest contributors to energy levels. The benefits of having high levels of mental energy include happiness, confidence, focus, and increased willpower, motivation, and productivity.

## What is mental energy?

- Mood - positive thinking - feeling good - performing well
- Motivation and willpower - initiative
- Focus - effectiveness and duration
- Confidence - perception - performance

## Why should you boost your mental energy?

- Accomplish more
- Feel better
- Avoid fatigue



### Productive Zone

**Results** - High concentration, effective, energetic, proactive

### Performance Zone

**Achievements** - Focused, in the flow, positive stress, fulfilment, completion

### Burnout Zone

**Toxic** - Out of control, panic, worried, anxious, angry, fearful, reactive

### Recovery Zone

**Energising** - Meditative, relaxed, regenerative, comfortable, peaceful, reflective

# Keeping calm



## Why should you work on keeping your cool?

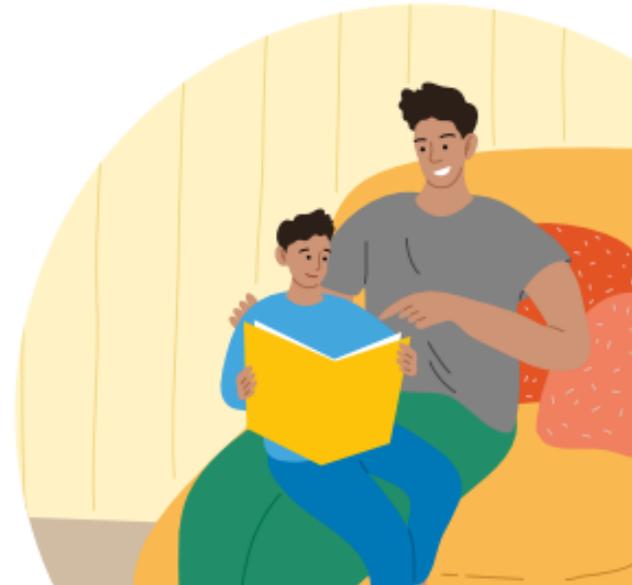
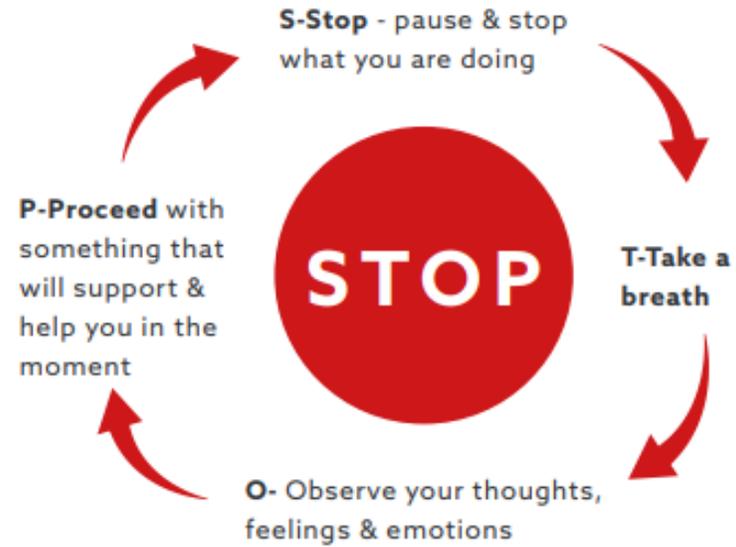
Feeling a bit nervous before a performance is completely normal. However, if our worries get out of hand, they can stop us from performing at our best, so it's important to keep them under control.

## How to calm down in under a minute

- Breathe in through your nose and for a slow count of three.
- Push your stomach out as you breathe in.
- Breathe out through your mouth for a slow count of six.
- Repeat two more times.

## The mindful unplug

- Try to unplug from technology everyday.
- Switch off from technology at least 30 mins to 1 hr before going to sleep.
- Appreciate the world around you and what you are doing rather than being governed by your phone.
- Put your phone away and on silent while you are concentrating on tasks / revision / homework.
- Learn to have the control to not be obsessed with your phone!
- Choose some time each day and week to switch off and unplug from technology.



## How can you help your child prepare to perform?

- 1. Talk to the children** - what have they have learnt in class each day?
- 2. Read everyday** - to them, with them, listen to them. Talk about books! What are they reading? Why do they like/not like it? Tell me about your favourite character? What makes you think this? Don't forget non-Fiction: what can they found out?
- 3. Daily times table practice** - widely agreed that children are at a huge disadvantage if they do not know their times tables by the end of primary school. Pick out the ones they are less confident with and PRACTICE!
- 4. Work on 5/6 Spelling List** - On website - "Y6 welcome info pack."
- 5. Talk about vocabulary.** If they 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 13th May	English Grammar, Punctuation and Vocabulary Paper  English GPS - Spelling Paper
Tuesday 14th May	Reading
Wednesday 15th May	Maths Paper 1 Arithmetic  Maths Paper 2 Reasoning
Thursday 16th May	Maths Paper 3 Reasoning
Friday 17th 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%
Ratio and proportion		8	6%
Algebra		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:**

Addition, subtraction, basic number knowledge, percentages, times tables, BIDMAS and 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 10 columns wide and 10 rows high. A blue rectangular box is drawn on the grid, spanning 4 columns and 2 rows, positioned in the lower 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

2 marks

5

$$28 \overline{) 1652}$$

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 - comprehension

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.


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

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.



-Multi step problems  
-Making links  
-Jottings



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.



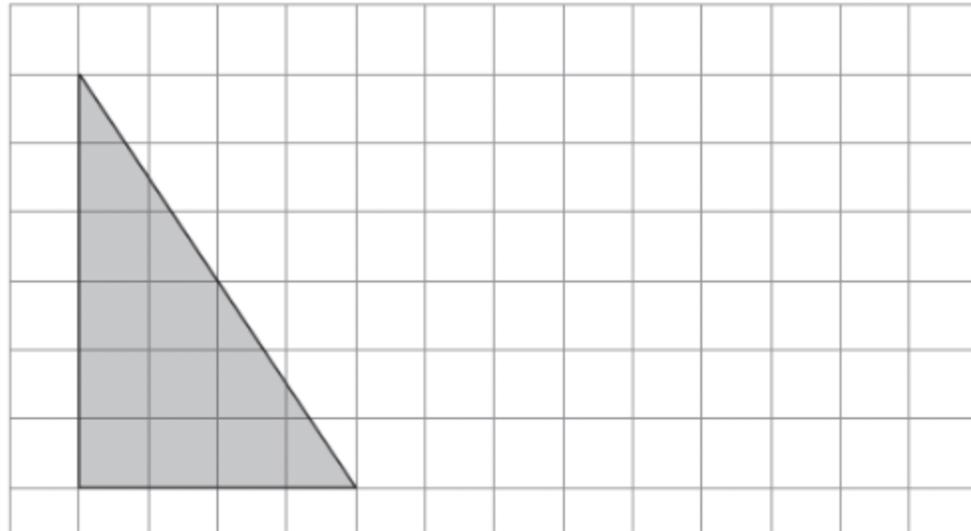
$$\frac{1}{3} + \frac{1}{4} + \square = 1$$

1 mark

10

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

Use a ruler.

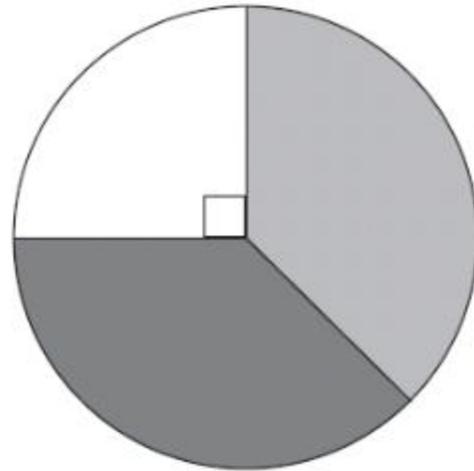


# Sample Questions - Papers 2 and 3 - Reasoning

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
- Spelling paper.

Reading 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.

Reading speed/fluency

**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
<b><u>Retrieval: 53%</u></b>	<b><u>Inference: 53%</u></b>	<b><u>Inference: 69%</u></b>

# English Papers

## Sample Questions - Reading

2

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

Place

New Forest

Lake District

South Downs

Norfolk Broads

Yorkshire Dales

Date

2010

1989

1951

2005

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.

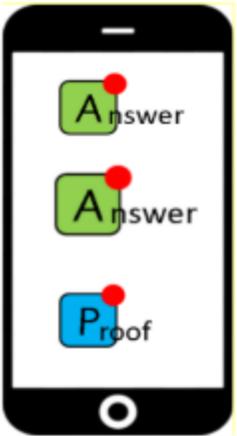
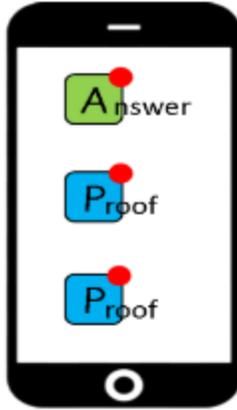
language used	explanation of the effect of the language
<i>...<b>trample</b> down grass...</i>	_____
<i>...roads <b>choked</b> with traffic.</i>	_____
<i>...some businesses <b>flourish</b>...</i>	_____

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.

**A**<sub>ns</sub>wer

1.

---

**P**<sub>roof</sub>

---

---

2.

---

**A**<sub>ns</sub>wer

**P**<sub>roof</sub>

---

---

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 and some words from the Year 5/6 spelling list.

**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 - ensure consistency across schools.

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

# English Papers

Must meet ALL objectives

## 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.<sup>1</sup>

# 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 correctly<sup>1</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

# 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 writing<sup>3</sup> 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.<sup>^</sup>

[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 of 110 for 'greater depth'.
- 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:**

- Charity fundraisers
- Leaver's performance
- Transition to secondary school activities
- Leavers' festival party.
- Leavers' hoodies
- Leavers' books - "yearbook."
- Leavers' assembly 1:30pm last day of school.  
Children will be ready to leave about 2.45

"We have such a long  
way to go," sighed the boy.



"Yes, but look how far  
we've come,"  
said the horse

