



KS2 SATS

INFORMATION

WHAT ARE SATS?

The SATs (Standardised Assessment Tests) are a series of assessments taken at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) aimed at testing their learning and progress.

Standardised – Same tests are taken across the country and at the same time by all pupils in Year 6.

KS2 SATs will take place between Monday 9th May 2022 – Thursday 12th May 2022.

Over this period pupils will sit 6 different tests, with English (Comprehension, Spelling and Punctuation and Grammar) taking place at the beginning of the week and Maths at the end.

This year results will not be published nationally.

Combined score does not include SPaG.

Monday May 9th 2022

- 1.SPAG Test (Grammar & Punctuation) - 45 mins
- 2.SPAG Test (Spelling) - 20 mins



Tuesday May 10th 2022

1. Reading Test - 60 mins



Wednesday 11th May 2022

1. Maths Paper 1 (Arithmetic) - 30 mins
2. Maths Paper 2 (Reasoning) - 40 mins



Thursday 12th May 2022

1. Maths Paper 3 (Reasoning) - 40 mins

Monday - SPaG

The KS2 SPaG SATs:

- There is a 20 word aural spelling test which should last around 15 minutes.
- There is also a written element which consists of an English grammar and punctuation paper, which will last for 45 minutes.



2

Draw a line to match each word to the correct **suffix**.
Use each suffix only once.

Word

accomplish

forgive

joy

fool

Suffix

ful

ment

ish

ness

Tuesday - Reading

The KS2 Reading SATs:

- This is one paper, with questions that are based on 3 different passages of text. Pupils will have 1 hour to complete the paper.



2019 national curriculum tests
Key stage 2

English reading
Reading answer booklet

First name			
Middle name			
Last name			
Date of birth	Day	Month	Year
School name			
OE number			



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'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- **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.'

Personal Today

These questions are about the poem *Jack and Jill*

20. Why was Victoria closed to visitors on the day Henry wanted to visit it?

21. What opinion did Henry and Lisa have in common?

22. Henry could have written
I saw someone taking it ...
but instead she wrote
I saw an older looking off and stealing it ...
What does Henry's choice of words tell you about the way she felt?

23. Why does Lisa say that she was lucky?

24. Find and copy the words that show that Lisa knew she had done something wrong.

Wednesday/Thursday - Maths

The KS2 Maths SATs:


- There will be 3 mathematics papers.
- Paper 1 is an arithmetic paper which will last for 30 minutes.
- Papers 2 and 3 are reasoning papers which will last for 40 minutes each.

Paper 1 – 40 marks available


Paper 2 and 3 – 35 marks each

Total of 110 marks
pass mark usually
around 60


13 $1,210 \div 11 =$




18 20% of 3,000 =



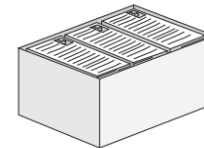
23

$$\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$$


5 $9 \times 41 =$



16



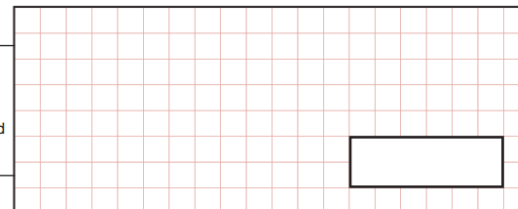
There are 2,400 leaflets in a box.

William and Ally take 450 leaflets each.

Adam and Chen share the rest of the leaflets equally.

How many leaflets does Adam get?

Show
your
method



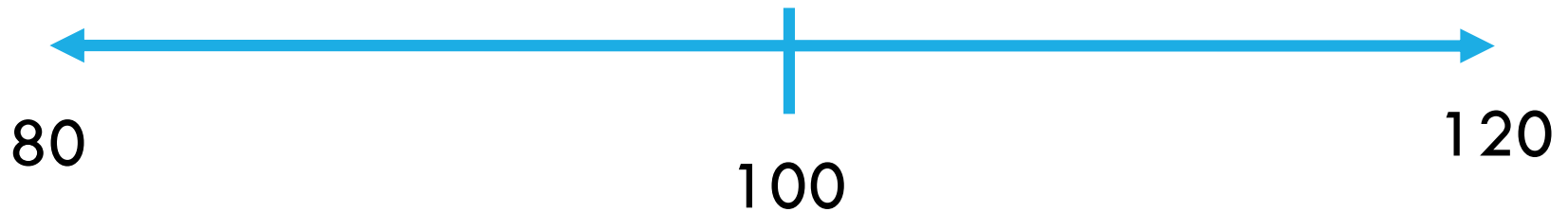
2 marks

You will be given your child's scaled score and whether they have reached the expected standard set by the Department for Education ('NS' means that the expected standard was not achieved and 'AS' means the expected standard was achieved).

The range of scaled scores available for each KS2 test is:

- 80 (the lowest scaled score that can be awarded)
- 120 (the highest scaled score)

The expected standard for each test is a scaled score of 100 or more. If a child is awarded a scaled score of 99 or less they won't have achieved the expected standard in the test.



A teacher assessment will also be reported, to give a fuller picture of attainment.

WRITING — ALL TEACHER ASSESSED

Working Towards the Expected Standard

Joined handwriting all the way through

New paragraph for a change of time, place, topic or person speaking

Use headings, subheadings, and bullet points in non-fiction

Spelling words from this year's spellings tests used and checked

When writing fiction, describe settings and characters in detail

Capital letters to start all sentences and for names of people, places, days of the week and months of the year

Sentences end correctly with a full stop, exclamation mark or question mark

All sentences make sense when you read them aloud

Working at the Expected Standard

Sentences that use speech punctuation include inverted commas, commas, question marks, exclamation marks and full stops “ ” , , “ ”			
Detailed description of atmosphere in fiction			
Link your paragraphs, e.g. with synonyms, pronouns, adverbials or leading in to your new paragraph			
Brackets or pairs of dashes () - -			
Complex sentences with subordinating conjunctions because, when, as, if, despite the fact, although			
Modal verbs should, could, would			
Passive voice The portrait <u>was painted by</u> the artist			
Fronted adverbials of time, place, or manner , followed by a comma			
Expanded noun phrases with, which, who, where			
Check verbs for correct and consistent tense all the way through			
Use contracted forms in speech. couldn't isn't shouldn't you're they're			

Working at Greater Depth

Colons :			
Semi-colons ;			
Dashes -			
Hyphens, e.g. thirty-four, a ten-year-old child, co-operate, beautiful-looking flowers			
Use <u>informal</u> language when a character is speaking: "Um, whatcha doin'?"			
Use <u>formal</u> language for the rest of the story: It was necessary that			

Control over longer pieces.

Own voice and style.

Flow – using different sentence lengths for effect.

Creative writing techniques – building tension, repetition for effect, show not tell.

How we are preparing.

Encouraging children to see it as a celebration of their efforts, chance to show some of the things they have learnt.

Mock SATs weeks.

Regular rehearsal of skills needed. Whilst still providing a broad and balanced curriculum.

Regular reading impacts a child's success at school.
If not addressed early the educational gap widens...

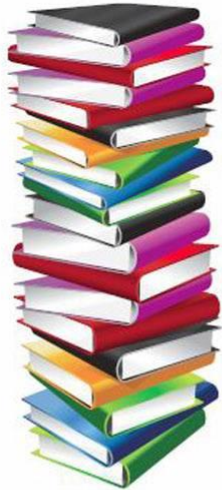
Child A



Reads 20 minutes
per day

3,600 minutes
per school year

1,800,000 words
per school year



Scores in the
90th percentile

Child B



Reads 5 minutes
per day

900 minutes
per school year

282,000 words
per school year



Scores in the
50th percentile

Child C



Reads 1 minute
per day

180 minutes
per school year

8,000 words
per school year



Scores in the
10th percentile

Standardised Test Scores

By the end of grade 6, Child A will have read the equivalent of 60 school days, Child B will have read for 12 school days and Child C will have read for 3 days. Nagy and Herman, 1987.

How to support your child.

Read!

Help to recall number facts
and tables.