

# SATs Parents' Evening 2022

Monday 25<sup>th</sup> April 2022

5.30pm

Miss Cooke, Mrs Hilton, Miss Evans, Mr  
Colebrooke, Mrs Kay and Mrs Prior

# What are the SATs?

- Standard Assessment Tests (SATs) are taken at the end of Year 2 and Year 6. In Year 6, these are much more formalised.
- They see how well schools are performing and to see how well children individually have learnt.
- The results get passed on to secondary school, where they may be used initially to help group the children into their form groups, before their own assessments are then conducted. They then are used as a progress measure throughout their secondary education .

# When are the SATs?

Week beginning 9<sup>th</sup> May 2022

- Monday 9<sup>th</sup> – Grammar, punctuation and spelling
- Tuesday 10<sup>th</sup> – Reading
- Wednesday 11<sup>th</sup> – Maths Paper 1 and Paper 2
- Thursday 12<sup>th</sup> – Maths Paper 3

# GP&S papers

- Grammar, Punctuation and Spelling
- Paper 1 (45 minutes): a variety of question styles based on an understanding of sentence structure, grammar, meaning of words, punctuation and spelling.
- In this test, children will be required to circle, underline, tick boxes or write words or sentences to answer a variety of questions on grammar, punctuation and spelling.

# GP&S papers

- Paper 2 (approx 15 minutes): spelling test involving different rules and word lists (some of these words will focus on statutory words for Years 3, 4, 5 and 6).
- Spelling is assessed through a spelling test of 20 words, read in context.
- This assessment is separate to the teacher's assessment of their writing.

Which sentence has been punctuated correctly?

Tick **one**.

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

# Example GP questions:

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick **one**.

as a preposition phrase

as a relative clause

as a main clause

as a noun phrase

Circle the **three** nouns in the sentence below.

A whale has an enormous heart that can weigh as much as a small car.

1 mark

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

That decision does not seem fair.



# Example Spelling layout:

## 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.



# Reading paper

The children are given 1 hour to read and answer the questions based on the booklet which is made up of 3 separate texts. There is no theme to the booklet. The children will be asked to answer questions based on what they have read which will get progressively harder.

## **Short answers**

Some questions are followed by a short line or box.  
This shows they only need to write a word or phrase.

## **Several line answers**

Some questions are followed by a few lines.  
This gives them space to write more words or a sentence or two.

## **Longer answers**

Some questions are followed by a large box.  
This shows that a longer, more detailed answer is needed to explain their opinion.

## **Other answers**

For some questions they do not need to do any writing at all. They should tick, draw lines to, or put a ring around their answer.

## **Marks**

The number in the margin tells them the maximum number of marks for each question.

# Example reading questions:

1

What is Ajay doing when the post arrives?

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1 mark

6

Look at the paragraph beginning: *'You boys best get to school...'* to the end of page 4.

*'But what about...?' Joe started to say.*

Which words would best complete Joe's question?

Tick **one**.

your breakfast

our games

your job

our homework

1 mark

19

In what way is *buzz pollination* more useful than other forms of pollination?

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1 mark

39

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

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

1. 

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2. 

---

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3 marks

# Maths papers

- Paper 1: arithmetic paper lasting 30 minutes (a mark a minute or less). This will focus on their ability to use mental strategies as well as formal written methods.
- Paper 2 and Paper 3 (40 minutes per paper): focus on reasoning and application of taught skills.
- 70% of the curriculum is now focused on number (including fractions, decimals and percentages) which is reflected in the tests.

# Maths Paper 1 questions:

$24 \times 3 =$

1 mark

$630 \div 9 =$

1 mark

20% of 1,500 =

A grid of 20 columns and 10 rows. A blue rectangular box is drawn on the right side of the grid, spanning 5 columns and 2 rows.

1 mark

$$\frac{1}{9} + \frac{4}{9} =$$

A grid of 20 columns and 10 rows. A blue rectangular box is drawn on the right side of the grid, spanning 5 columns and 2 rows.

1 mark

# Paper 2 and Paper 3 questions:

4

Write these masses in order, starting with the **lightest**.

1.25 kg

0.99 kg

1.025 kg

0.009 kg

 kg kg kg kg

**lightest**

1 mark

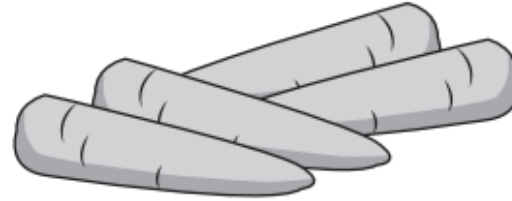
Round 3,576,219 to the **nearest million**.

1 mark

16



potatoes  
£1.50 per kg



carrots  
£1.80 per kg

Jack buys  $1\frac{1}{2}$  kg of potatoes and  $\frac{1}{2}$  kg of carrots.

How much **change** does he get from **£5**?

Show  
your  
method

£

2 marks



# Writing Assessment

- No official SATs paper for writing.
- Based on teacher assessment.
- Assessment is based on a selection of work gathered throughout Y6 and assessed against the National Y6 writing assessment document.
- Assessment is based on unaided work, end of unit work and extended writing pieces.
- External moderators work with schools to check judgements.
- Can continue to collect evidence and assess progress in writing until 28<sup>th</sup> June.

## 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>

## 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>^</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>

## 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]

# Science Assessment

We will use teacher assessment tools to provide information to you on your child's Science achievement.

This will include all areas of science studied throughout the Junior school including:

- **Earth and Space**
- **Sound**
- **Light**
- **Electricity**
- **Forces**
- **Materials**
- **Plants**
- **Animals**
- **Variation and evolution**

# Access Arrangements

- Some children require different arrangements to be made in order to access the tests. This might include:
  - Extra time
  - Rest breaks
  - Readers (for Maths and GP&S only) 1:1
  - Enlarged print versions
- As a school, we submit an application directly to the Standards and Testing Agency who then decide if specific arrangements are applicable.
- If access arrangements have been arranged for your child, you will have been/will be informed prior to the tests.
- Even if children do not have a particular access arrangement, **any child can still ask for a question to be read to them** (apart from the reading paper).

# How SATs are marked

- Reading, GP&S and maths are marked externally according to a set marking scheme
- Papers get scanned in, so the children's answers need to be clear - this is regularly being emphasised in class!
- Writing is teacher assessed, as previously mentioned

# Raw score/scaled score

Raw score: the actual number of marks a child achieves

Scaled Score: a score that allows you to compare between different tests of the same type over time.

99 and below: Children have not met the expected standard.

100+: Children have met the required standard.

110+: Children have exceeded the required standard



# 2019 Reading conversion table

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

# Reporting on results

- Teacher assessments and SAT's results will go out in reports in July.

# What SATs week will look like...

**From 8.30am** - arrive at school as usual

**8.40am** - register taken and warm up task carried out. Juice and fruit given out and chance to go to the toilet.

Children with 1:1 readers will be taken to the hall for team games.

**9.15am** – enter the test room, test papers handed out and introduction to the task. Opportunity for questions.

**9.30am** – test starts

# In SATS week, please.....

- Make sure your children have a good breakfast.
- Ensure they have a good night's sleep
- Make sure your children are in school on time  
(in event of serious illness or children have a positive COVID case, please call the office straight away - access arrangements will be made).
- If children do have COVID, then there will be a 2 week window to take the tests.
- Be aware that all resources that will be needed will be provided by the school.

# What happens after SATs?

- Normal lessons and Year 6 curriculum will resume to ensure that a structured routine continues – writing is a key focus
- Transition lessons will be taught to prepare the children for secondary school
- Preparation for the Year 6 Production starts with performances due in July

# How you can help at home...

- Support with home learning
- Make use of the revision links, suggestions and materials on the school website
- Early nights and a good breakfast each day
- Make sure that the children have a water bottle to bring to school
- Times tables, mental maths and spellings – so important!
- Try to encourage your child not to worry about the tests, but if they are, encourage them to talk about it – **this is also being emphasised in school by ourselves.**
- Support your child and encourage them to try their best.

# Practise Materials

- Times Table Rock Stars
- Year 6 Home Learning (test style practise)
- <http://www.satspapers.org.uk/>
- Recommended websites/tasks will be on the school website tomorrow morning (Curriculum, Standard Assessment Tests)

Any questions?