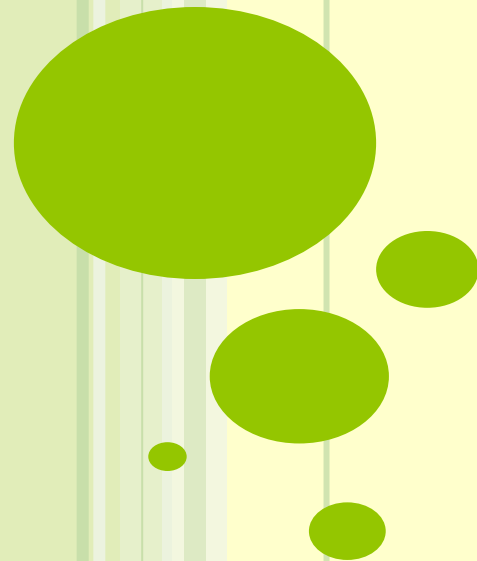


SATS INFORMATION EVENING



HAWTHORN
COMMUNITY PRIMARY

Please find somewhere to sit.



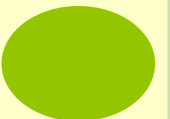
WHAT ARE SATS?

- SATs tests are compulsory national tests for primary school pupils.
- Children in England are required to take **Standard Assessment Tests (SATs)** during their final year at primary school.



WHAT CAN I EXPECT FROM THIS YEAR'S SATS?

- This year, tests take place week beginning Monday 13th May 2024.
- Children will have their first test on Monday 13th May.
- Tests in English and Maths will reflect the national curriculum, and are intended to rigorously test knowledge and understanding.



WILL MY CHILD BE GIVEN A LEVEL WHEN THEY COMPLETE THEIR SATS?

- Your child will receive a scaled score (80 - 120).
- You will be given your child's raw score (the actual number of marks they get), alongside their scaled score (100 being the average) and whether they have reached the national average.

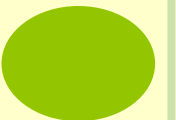


What is a scaled score?

A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil scores in a test, based on the number of questions they answered correctly.

Tests are developed each year to the same specification, but because the questions must be different, the difficulty of tests may vary slightly each year. This means we need to convert the raw scores pupils get in the tests into a scaled score, to ensure we can make accurate comparisons of pupil performance over time.

Every scaled score will represent the same level of attainment for a pupil each year, so a pupil who scores 103, for example, in 2019 will have demonstrated the same attainment as a pupil who scores 103 in 2023



Calculating raw scores

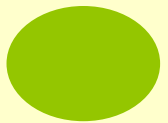
The raw scores for each test are calculated by adding the scores from each paper for a subject.

Test	Number of marks available in the paper	Total number of marks available for the test – highest raw score
English reading	50 marks	50 marks
English grammar, punctuation and spelling Paper 1: questions	50 marks	70 marks
English grammar, punctuation and spelling Paper 2: spelling	20 marks	
Mathematics Paper 1: arithmetic	40 marks	110 marks
Mathematics Paper 2: reasoning	35 marks	
Mathematics Paper 3: reasoning	35 marks	

English grammar, punctuation and spelling	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	80
6	80
7	81
8	81
9	82
10	83
11	84
12	85
13	85
14	86
15	86
16	87
17	88
18	88
19	89
20	89
21	90
22	90
23	91

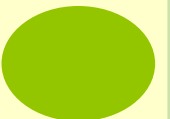
English grammar, punctuation and spelling	
Raw score	Scaled score
24	91
25	92
26	92
27	93
28	93
29	93
30	94
31	94
32	95
33	95
34	96
35	96
36	96
37	97
38	97
39	98
40	98
41	99
42	99
43	100
44	100
45	100
46	101
47	101

English grammar, punctuation and spelling	
Raw score	Scaled score
48	102
49	102
50	103
51	103
52	104
53	104
54	105
55	106
56	106
57	107
58	108
59	108
60	109
61	110
62	111
63	112
64	113
65	114
66	116
67	117
68	119
69	120
70	120



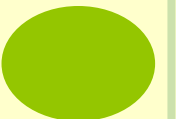
WHO WILL MARK MY CHILD'S SAT PAPERS?

- For Reading, Grammar Punctuation & Spelling and Mathematics, your child's papers will be externally marked.
- For writing, your child's teacher will rigorously assess pieces of work against the criteria for writing.
- Class teachers work together with other members of staff, other schools and designated officials to moderate and ensure that judgments are reflective and accurate.



WRITING

- Your child must prove they can apply all aspects of the expected standards to meet the end of year expectation.
- Work will be collected from a variety of sources including: English writing activities, Science activities, Topic activities etc...
- Schools will report to parents whether their child has Met or Not Met the end of year expectations.



I'D LIKE TO KNOW MORE ABOUT THE ASSESSMENT OF WRITING

Working at the expected standard

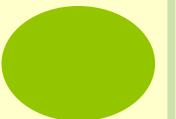
The pupil can:

- 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



READING

- The Key Stage 2 English reading test comprises:
- a reading booklet containing three texts which increase in demand throughout the booklet.
- A reading answer booklet containing questions totalling 50 marks.
- Expectations are now much higher than in previous years.



- The reading test will be a single paper with questions based on three passages of text. Your child will have one hour, including reading time, to complete the test.
- 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.'



Example question, based on Text 1 - *Space Tourism*:

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere.

Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

2

How would you get from the spacecraft to the space hotel?

1 mark

Example Answer:

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

2

How would you get from the spacecraft to the space hotel?

Award 1 mark for answers that refer to floating down the tube (holding the cable).

1 mark

Example question, based on Text 3 - *Albion's Dream*:

"Edward. EDWARD!" she called. "What on Earth are you up to in there?"

The door opened.

It took her a few seconds to work out what I was doing; then she leapt towards me.



"Give me that immediately, Edward." I drew back cautiously. "That box is mine. It's nothing to do with you. It belongs to me." She came forward with frightening intensity, her hand reaching out for the box. I hesitated. If it really was hers, I had no right... But a stronger sense of justice broke out in me. I had found it by my own efforts. For the time being, at least, it should be mine.

Look at page 10.

What impressions do you get of Em Sharp at this point in the extract?

Give two impressions, using evidence from the text to support your answer.

Impression	Evidence

Example Answers

Acceptable points (Impresslons)	Acceptable evidence
1. she was angry	<ul style="list-style-type: none">• <i>give me that immediately, Edward</i>• <i>that box is mine / it's nothing to do with you / it belongs to me</i>• <i>she leapt towards me</i>• <i>she came forward with frightening intensity</i>
2. she was scary / mean	<ul style="list-style-type: none">• <i>I drew back cautiously</i>• <i>she came forward with frightening intensity / her hand reaching out for the box</i>• <i>she leapt towards me</i>• <i>give me that immediately, Edward</i>• <i>that box is mine / it's nothing to do with you / it belongs to me</i>
3. she was bossy / demanding	<ul style="list-style-type: none">• <i>give me that immediately, Edward</i>
4. she was possessive	<ul style="list-style-type: none">• <i>that box is mine / it's nothing to do with you / it belongs to me</i>• <i>give me that immediately, Edward</i>
5. she was hiding something / secretive	<ul style="list-style-type: none">• <i>that box is mine / it's nothing to do with you / it belongs to me</i>
6. she was defensive / concerned about the game	<ul style="list-style-type: none">• <i>give me that immediately, Edward</i>• <i>that box is mine / it's nothing to do with you / it belongs to me</i>• <i>she leapt towards me</i>
7. she was quick	<ul style="list-style-type: none">• <i>she leapt towards me</i>

GRAMMAR, PUNCTUATION AND SPELLING

- The grammar, punctuation and spelling test will consist of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and an **spelling test of 20 words**, lasting around 15 minutes.
- The written grammar paper is worth a maximum of 50 marks.
- The spelling test is worth 20 marks (1 mark per word)



GRAMMAR, PUNCTUATION AND SPELLING

The children will be prepared by their class teacher so they are equipped with a good knowledge of the technical vocabulary needed to identify and describe various aspects of grammar and punctuation marks.

Grammar, Punctuation and Spelling (Paper 1) focuses on the following areas:

- Grammatical terms/word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

Grammar, Punctuation and Spelling (Paper 1) requires a range of answer types such as circling missing capital letters, multiple choice questions, one-word answers, but **does not require longer formal answers.**

Example grammar questions:

1

Tick the sentence that must end with a **question mark**.

Tick **one**.

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

1 mark

23

Draw a line to match each word to its correct **antonym**.

Word

meandering

sympathetic

evade

plausible

Antonym

confront

unfeeling

unbelievable

straight

1 mark

1

Tick the sentence that must end with a **question mark**.

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

Tick **one**.

1 mark

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1 mark

I was / were chosen to design the posters.

1 mark

23

Draw a line to match each word to its correct **antonym**.

Word

Antonym

meandering

confront

sympathetic

unfeeling

evade

unbelievable

plausible

straight

1 mark

Example spelling questions:

18. The grey clouds looked _____ in the sky.

19. Omar put the cutlery back in the _____.

20. Ellen's gold bracelet was her most treasured _____.

Spelling 19: The word is **drawer**.

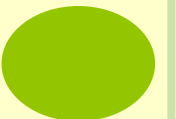
Omar put the cutlery back in the **drawer**.

The word is **drawer**.

Spelling 20: The word is **possession**.

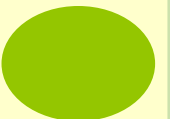
Ellen's gold bracelet was her most treasured **possession**.

The word is **possession**.



MATHS

- Children will sit three papers in maths:
 - Paper 1: **arithmetic**, 30 minutes
 - Papers 2 and 3: **mathematical fluency, solving problems and reasoning**, 40 minutes per paper
- Paper 1 is worth a maximum of 40 marks.
- Papers 2 & 3 are each worth a maximum of 35 marks.
- The content of these tests reflect the high expectations of the national curriculum.



Maths Papers 2 & 3 (Reasoning)

Questions focus on the following Mathematical topic areas:

- Number and place value- including Roman Numerals;
- Addition, subtraction, multiplication and division (calculations);
- Geometry - properties of shapes;
- Geometry - position and direction;
- Statistics;
- Measurement - including length, perimeter, mass (weight), volume, time and money;
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

The questions get harder throughout the paper.

It is not unusual for a child to be unable to complete the entire paper in time.

Example Reasoning questions:

6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

1 mark

Answer:

6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

7 minutes to 9 or

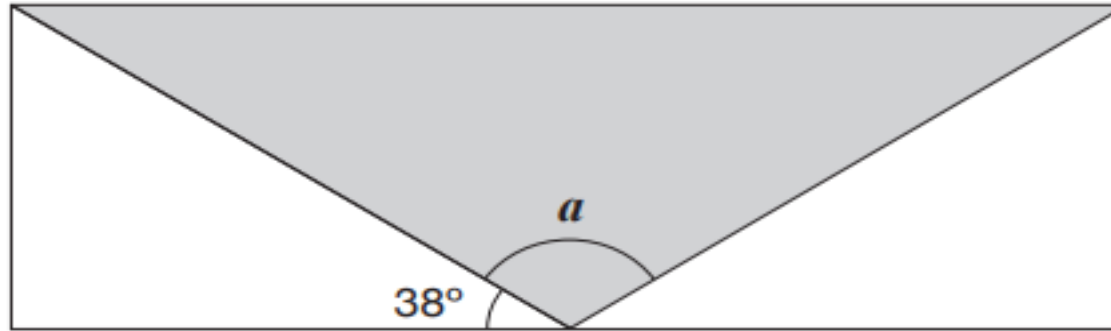
8:53

1 mark

Example Reasoning questions:

15

A shaded **isosceles** triangle is drawn inside a rectangle.



Not
to
scale

Calculate the size of angle a .

Show
your
method

a is

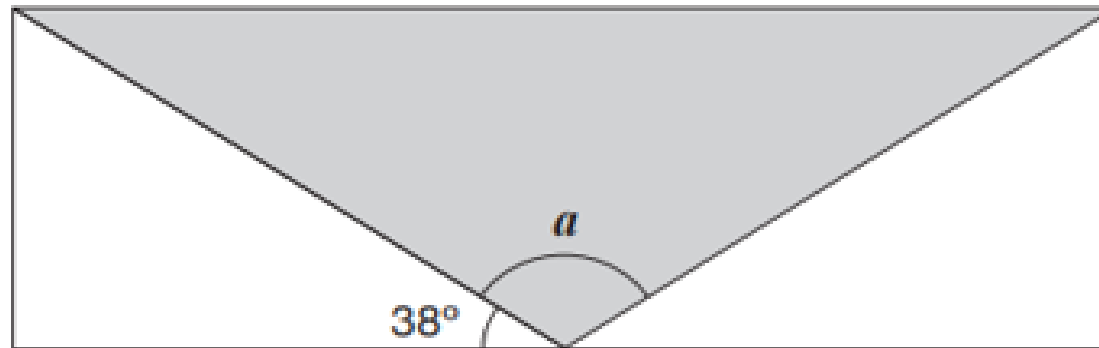
°

2 marks

Answer:

15

A shaded isosceles triangle is drawn inside a rectangle.



Not
to
scale

Calculate the size of angle a .

Show
your
method

$$38 \times 2 = 76$$

$$180 - 76 = 104$$

$$a \text{ is } 104^\circ$$

2 marks

Answer:

10

A bag of 5 lemons costs £1

A bag of 4 oranges costs £1.80



How much **more** does one orange cost than one lemon?

Show
your
method

$$100 \div 5 = 20 \text{ p}$$

$$180 \div 4 = 45 \text{ p}$$

$$45 \text{ p} - 20 \text{ p} = 25 \text{ p}$$

$$25 \text{ p} / \text{£}0.25$$

2 marks

WHERE WILL MY CHILD TAKE THEIR TESTS?

Children will work in classrooms.

They will always be in a room that is familiar to them.

There will be adults in the room who the children are familiar with.

Children have their own desk and resources.



WHAT DAYS DO THE TESTS TAKE PLACE?

Date	Activity
Monday 13 th May	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 th May	English reading
Wednesday 15 th May	Mathematics papers 1 and 2
Thursday 16 th May	Mathematics paper 3

HOW CAN I HELP MY CHILD?

○ Writing

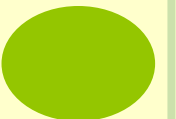
- If your child is completing any sort of written activity, make sure they check their spelling, punctuation, grammar and handwriting - every sentence **MUST** make sense!
- If your child writes a story, encourage them to expand their use of descriptive language through figurative language and the use of senses.
- Check that your child uses a variety of sentence starters and structures within all pieces of written work.



HOW CAN I HELP MY CHILD?

○ Reading:

- Listen to your child read.
- Support them by giving them questions about their current reading book - please refer to the hand out that will be sent home.
- Read out loud to your child - this helps children hear how words and punctuation work together to create meaning.



HOW CAN I HELP MY CHILD?

○ Grammar, Punctuation & Spelling

- Question them about the root of the word and the suffix or prefix that might have been added.
- Ask them to check their spellings when they complete a piece of written homework.
- Go over the meaning of grammatical terms- see hand out that will be sent home.
- Encourage your child to speak in correct standard English, especially when asking for something or telling you something, eg:
'I am going to the toilet,' rather than, 'I'm going toilet.'
'Can we go to the shops?' rather than, 'Can we go shops?'
- Ask your child to explain what specific punctuation marks mean when you hear them read.

HOW CAN I HELP MY CHILD?

○ Mathematics

- Help your child to learn their times tables to 12 - times tables underpins so many mathematical applications.
- Quick recall of number bonds to 10, 20, 100 etc... (eg: $7 + 3 = 10$, $17 + 3 = 20$)
- Practise formal methods for addition, subtraction, multiplication and division.
- (column addition and subtraction, long & short multiplication, long & short division, long division expressing remainders as fractions, decimals and remainder form).
- Word problems where your child has to work through two or three steps to find the answer.

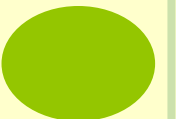


THERE IS LOTS OF HELP OUT THERE.

- Use any materials school sends home.
- Revision Books eg: CGP books
(<https://www.cgpbbooks.co.uk/whoAreYou?page=books>)
- Websites, eg: Topmarks (English & Maths)
<https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing>
- Spelling Activities: <http://spellingframe.co.uk>
- TT Rock Stars - via school website.
- Accelerated Reader - via school website

MOST IMPORTANTLY

- Your child is working very hard at school. Please do not put unnecessary pressure on your child.
- Encourage them to work hard and do their best, but ensure they have time to enjoy all the other aspects of their life.
- As SATs draws closer, ensure your child has a good nights' sleep, eats well, drinks plenty of fluid.
- If you are at all worried about your child, please do not hesitate in contacting us.



THANK YOU SO MUCH FOR YOUR TIME.

○ Questions



THINGS WE WILL SEND OUT TO YOU

- Dates for SATs, useful websites and practical tips
- Glossary of grammatical terms
- Reading question stems
- Key Mathematical knowledge and terms

