

# **KS<sub>2</sub> SATS 2024**



***Monday 13th - Thursday 16th May***

***Guidance for Parents***

# KS<sub>2</sub> Assessment in 2024

## Statutory assessment

- KS<sub>2</sub> **national curriculum tests** with outcomes in the form of **scaled scores**.
- Writing at KS<sub>2</sub> is assessed using the teacher assessment **framework**.

# WHAT WILL BE ASSESSED?

## SPaG

**Paper 1:** Short answer questions.

**Paper 2:** Spelling.

## READING

**ONE PAPER**

Reading booklet and associated answer booklet.

## MATHS

**Paper 1:** Arithmetic

**Paper 2:** Reasoning

**Paper 3:** Reasoning

## WRITING

CONTINUOUS TEACHER ASSESSMENT using End of Key Stage expectations

# SATs 2024 Timetable

<b>Date</b>	<b>Activity</b>
Monday 13th May 2024	English grammar, punctuation and spelling papers 1 (45 mins) and 2
Tuesday 14th May 2024	English reading (60 mins)
Wednesday 15th May 2024	Mathematics papers 1 (30 mins) and 2 (40 mins)
Thursday 16th May 2024	Mathematics paper 3 (40 mins)

# SPaG/GPS

## English - Spelling, Punctuation and Grammar

### PAPER 1

45 minutes to complete the test, answering the questions in the test paper.

### PAPER 2

This component consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator.

Pupils will have approximately 15 minutes to complete the test (not strictly timed), by writing the 20 missing words in the answer booklet.

*(marked externally)*

We are preparing the children for the test by giving them spellings that may come up in the test.

# English Grammar, Punctuation and Spelling

## Sample questions

2

Which pair of verbs correctly completes the sentence below?

Pluto \_\_\_\_\_ now called a dwarf planet, but once it \_\_\_\_\_ classified as a planet.

Tick one.

- |     |     |                          |
|-----|-----|--------------------------|
| was | is  | <input type="checkbox"/> |
| was | was | <input type="checkbox"/> |
| is  | is  | <input type="checkbox"/> |
| is  | was | <input type="checkbox"/> |

14

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 | <input type="checkbox"/> |
| as a relative clause    | <input type="checkbox"/> |
| as a main clause        | <input type="checkbox"/> |
| as a noun phrase        | <input type="checkbox"/> |

1 mark

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.



1 mark

# READING

## PAPER 1

60 minutes

- This test consists of a reading answer booklet and a separate reading booklet.
- Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose: e.g. working through one text and answering the questions before moving on to the next.
- The least-demanding text will come first with the following texts increasing in level of difficulty.

*(marked externally)*

# READING SKILLS ASSESSED

The most crucial aspects of reading at the end of Key Stage 2 are:

- Accuracy (decoding familiar and unfamiliar words correctly)
- Fluency (speed and confidence)
- Comprehension (drawing meaning from text)
- Understanding, describing, **selecting or retrieving information**, events or ideas from texts and using quotation and reference to text.
- **Deducing, inferring or interpreting information**, events or ideas from texts.
- Identifying and commenting on the **structure and organisation** of texts, including **grammatical and presentational features** at text level.
- Explaining and commenting on the **writers' use of language**, including grammatical and literary features at word and sentence level.
- Identifying and commenting on **writers' purposes and viewpoints**, and the overall effect of the text on the reader.



# MATHS

## MATHS (*marked externally*)

PAPER 1

Arithmetic - lasts for 30 minutes.

PAPER 2

Reasoning - lasts for 40 minutes.

PAPER 3

Reasoning - lasts for 40 minutes.

*The tests have questions of 1 and 2 marks and children are given marks for working out if they finish the task, but get the answer incorrect.*

# Sample arithmetic questions

**5**  $1,034 + 586 =$

1 mark

**23**

$$\begin{array}{r} 54 \\ \times 23 \\ \hline \end{array}$$

Show your method

2 marks

**13**  $4^2 =$

1 mark

**22**  $12 - 6.01 =$

1 mark

**16**  $1,440 \div 12 =$

1 mark

**25**

$$133016$$

Show your method

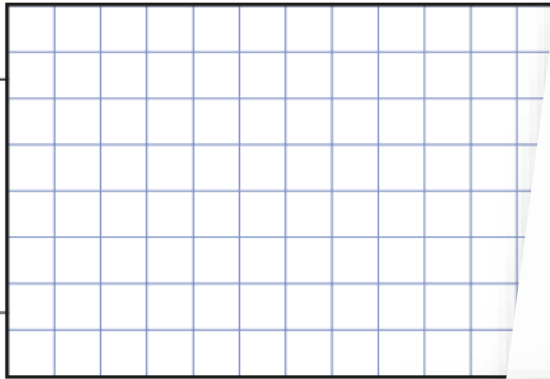
2 marks

# Sample reasoning questions

- 2 A pack of paper has 150 sheets.  
4 children each take 7 sheets.

How many sheets of paper are left in the packet?

Show your method



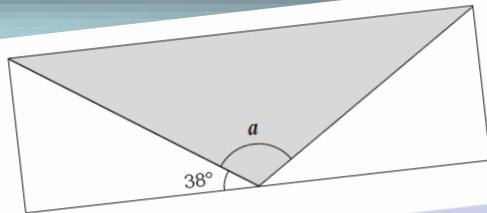
11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

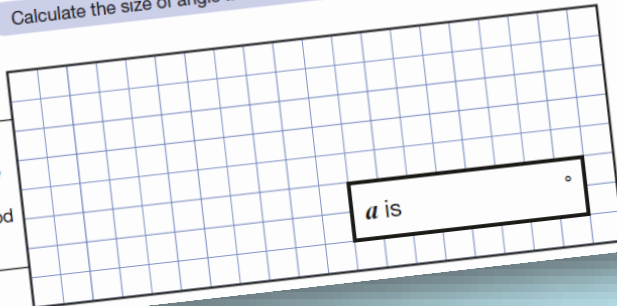
1 mark



Not to scale

Calculate the size of angle  $a$ .

Show your method



2 marks

5

What is 444 minutes in hours and minutes?

hours

minutes

1 mark

# SCALED SCORES

- Tests at the end of KS2 will report in scaled scores.
- The 'expected standard' will always be set at 100.
- Raw scores in the test will be converted to scaled scores.
- The 'raw score' that equates to 100 might be different each year.
- Pupils who score 100 or more will have met the 'expected standard'.
- Pupils who score below 100 will not have met the 'expected standard'.



# Reading

English reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	81
6	83
7	84
8	85
9	86
10	87
11	88
12	89
13	90
14	91
15	91
16	92

English reading	
Raw score	Scaled score
17	93
18	94
19	94
20	95
21	96
22	97
23	97
24	98
25	99
26	100
27	100
28	101
29	102
30	103
31	103
32	104
33	105

English reading	
Raw score	Scaled score
34	106
35	107
36	108
37	108
38	109
39	110
40	112
41	113
42	114
43	115
44	116
45	118
46	119
47	120
48	120
49	120
50	120

**26 out of 50**

**39 out of 50 for GD**

\*The threshold changes every year. This was based on 2019.

# Maths

Mathematics	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	80
6	80
7	81
8	82
9	82
10	83
11	84
12	84
13	85
14	86
15	86
16	87
17	87
18	88
19	88
20	89
21	89
22	89
23	90
24	90

Mathematics	
Raw score	Scaled score
25	91
26	91
27	91
28	92
29	92
30	92
31	93
32	93
33	93
34	94
35	94
36	94
37	94
38	95
39	95
40	95
41	96
42	96
43	96
44	96
45	97
46	97
47	97
48	97
49	98

Mathematics	
Raw score	Scaled score
50	98
51	98
52	98
53	99
54	99
55	99
56	99
57	100
58	100
59	100
60	100
61	100
62	101
63	101
64	101
65	101
66	102
67	102
68	102
69	102
70	103
71	103
72	103
73	103
74	104

Mathematics	
Raw score	Scaled score
75	104
76	104
77	104
78	105
79	105
80	105
81	105
82	106
83	106
84	106
85	106
86	107

Mathematics	
Raw score	Scaled score
87	107
88	107
89	108
90	108
91	108
92	109
93	109
94	109
95	110
96	110
97	110
98	111

Mathematics	
Raw score	Scaled score
99	111
100	112
101	112
102	113
103	114
104	114
105	115
106	116
107	117
108	118
109	120
110	120

**57 out of 110**

**95 out of 110 for GD**

\*The threshold changes every year. This was based on 2019.

English grammar, punctuation and spelling	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	81
5	82
6	83
7	84
8	85
9	86
10	87
11	87
12	88
13	89
14	89
15	90
16	90
17	91
18	92
19	92
20	93
21	93
22	94
23	94

English grammar, punctuation and spelling	
Raw score	Scaled score
24	95
25	95
26	95
27	96
28	96
29	97
30	97
31	98
32	98
33	99
34	99
35	99
36	100
37	100
38	101
39	101
40	102
41	102
42	103
43	103
44	104
45	104
46	105
47	105

English grammar, punctuation and spelling	
Raw score	Scaled score
48	106
49	106
50	107
51	107
52	108
53	108
54	109
55	109
56	110
57	111
58	112
59	112
60	113
61	114
62	115
63	116
64	117
65	118
66	119
67	120
68	120
69	120
70	120

**36  
out  
of 70**

**56 out  
of 70  
for GD**

\*The threshold changes every year.  
This was based on 2019.

# WRITING

*Focuses on the progress children make throughout the school year, as opposed to a test-day snapshot of what they know.*

*DfE Guidance:- TA provides a rounded judgement that:*

- Is based on knowledge of how the pupil has performed over time and in a variety of contexts
- Takes into account strengths and weaknesses of the pupil's performance
- Teachers will assess children's writing composition. Children's results for English writing will be a judgement of their work throughout Year 6.
- Children's grammar, punctuation and spelling skills will be assessed as part of their writing, but their creativity and writing style will also be evaluated.
- **Schools will moderate their judgements** with other local schools and may be **moderated by their Local Authorities** too



## 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]

Children develop at different times and in individual ways, but at the end of Year 6 the DfE guidelines for **Writing**

Children not meeting the **WORKING TOWARDS** 'Nationally Expected Standard' category for a pupil at the end of Year 6

**WORKING TOWARDS** the 'Nationally Expected Standard' for a pupil at the end of Year 6

**WORKING AT** the 'Nationally Expected Standard' for a pupil at the end of Year 6

**WORKING AT GREATER DEPTH** *within* the 'Nationally Expected Standard' for a pupil at the end of Year 6

For Reading and Maths pupils will be grouped into 2 categories - Working at the expected standard, or a category for those pupils who do not meet the standard.

# REPORTING RESULTS

- Children's progress, as well as their achievement, will be measured and reported on in school performance tables.
- Teacher assessments will be passed on to Year 7 and the results will be used to make KS3 predictions.
- The results will be available early July (usually around Parents' Evening)
- Written reports are given at the end of the summer term with your child's SATs results, along with teacher assessments.



## 2016 End of Key Stage 2 results

Child's name		Class	
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### English- Writing

Raw Score	
Scaled Score	
Achieved National Standard	

### English- Reading

Raw Score	
Scaled Score	
Achieved National Standard	

### Mathematics

Raw Score	
Scaled Score	
Achieved National Standard	

# **WE RECOMMEND:**

Early nights and lots of sleep

Good attendance

Good punctuality

A good breakfast

**LOTS OF PRAISE AND ENCOURAGEMENT!**

# How are we preparing?

- High quality teaching
- Small group teaching in class
- Weekly arithmetic
- Weekly spelling tests
- Focused grammar lessons (after half term)
- Practising previous SATS papers
- Teaching 'test techniques' and vocabulary

# HELPING AT HOME

- Try not to put pressure on your child
- Support with homework
- Read regularly and discuss a variety of texts –ask questions
- Short bursts of mental calculations, times tables (TTRS) and problem solving etc.