

SATs 2024

Parents Information Meeting



SATs

- Every LA maintained primary schools, and some academies, in England will complete the national SATs (Standard Assessment Tests) at the end of primary school.
- SATs week will be **Monday 13th May to Thursday 16th May 2024.**
- These are compulsory national assessments so children must attend.
- Holiday will not be authorised for this week.



Why are KS2 SATs important?

- They are statutory government tests used to assess your child's attainment and progress. The next set of statutory tests will be GCSEs.
- SATs results will be used to inform secondary schools of your child's attainment and may be used in setting (although we will also pass on our teacher assessment).
- Aiming for ARE (age-related expectation) will ensure your child is fully prepared for the secondary school curriculum.



Timetable

Monday 13 th May	Tuesday 14 th May	Wednesday 15 th May	Thursday 16 th May
SPAG Short Answers 45 minutes (50 questions)	Reading Test 1 hour (50 questions; three texts)	Maths Test 1 Arithmetic 30 mins (40 questions)	Maths Test 3 Reasoning 40 mins (25 questions)
SPAG Spelling 20 minutes (20 words)		Maths Test 2 Reasoning 40 mins (25 questions)	

Children will be invited to school early on these days for a SATs breakfast, to help ease any last-minute nerves.



Results

- SATs tests are marked externally.
- Results are sent to parents in July.
- Results will be reported as a scaled score.



Scaled Scores

<100 WTS

100 = ARE

>110 GDS

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	88
14	89
15	90
16	91
17	91
18	92
19	93
20	93
21	94
22	95
23	96
24	96
25	97

Raw score	Scaled score
26	98
27	98
28	99
29	100
30	100
31	101
32	102
33	103
34	104
35	104
36	105
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

A scaled scores isn't the number of marks they actually achieve.



Mathematics in Year 6



Tests

- 1 x arithmetic paper (30 minutes)
- 2 x reasoning papers (40 minutes)

No calculator allowed at all.



Arithmetic Test

- 30 minutes
- Approximately 36 questions
- Total 40 marks
- *This accounts for 36% of the total maths mark*
- Tests formal calculation methods
- Tests mental agility and speed
- Tests times tables knowledge



Arithmetic Test

4

$$24 \times 3 =$$



1 mark

5

$$1,034 + 586 =$$



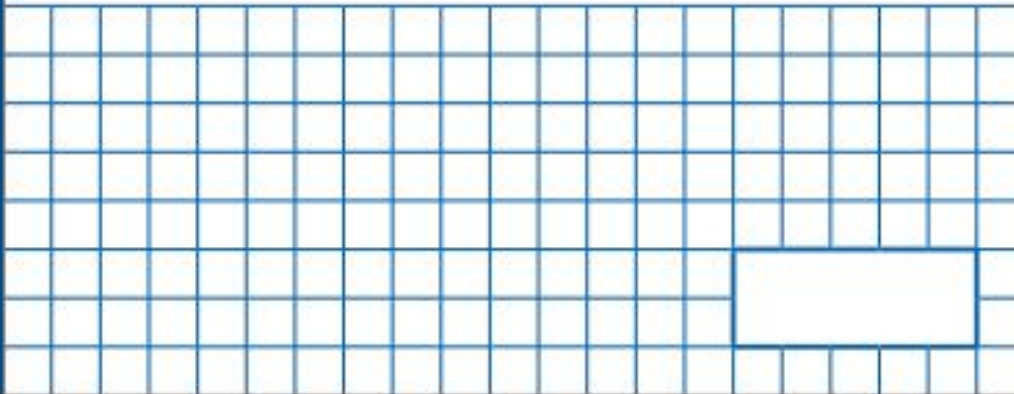
1 mark



Arithmetic Test

17

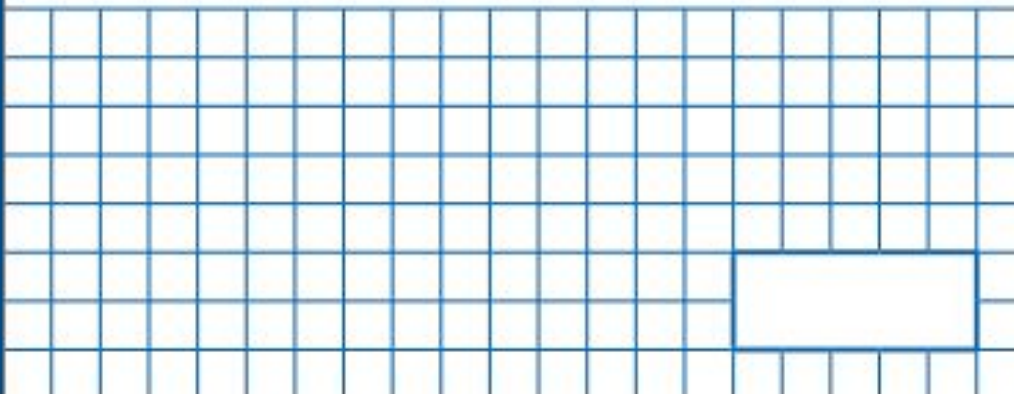
20% of 1,500 =



1 mark

18

$1.52 \times 6 =$



1 mark



Arithmetic Test

32

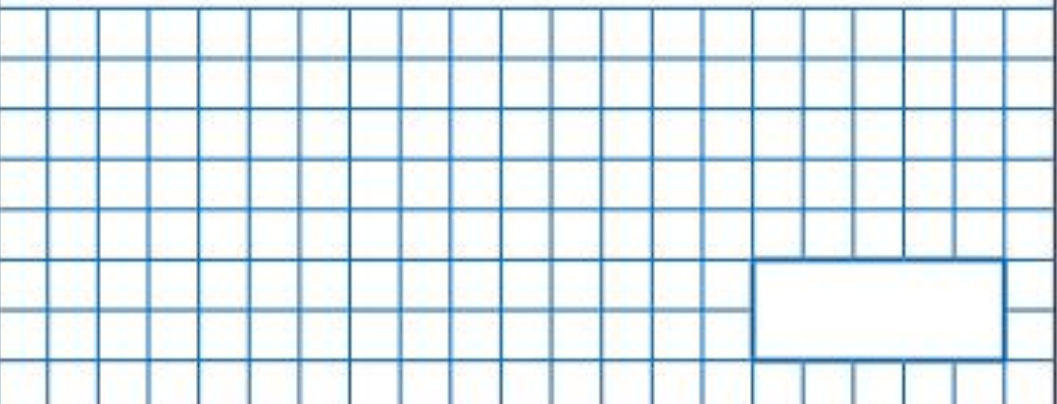
$$\frac{2}{5} \div 2 =$$



1 mark

33

$$1\frac{1}{5} - \frac{1}{4} =$$



1 mark



Preparing for Arithmetic Test

- Daily practice of four operations
 - Times tables
 - Work with fractions too
 - Speed
 - Quick methods
-
- These skills can all be practised on Century and times tables can be practised on TTRS. We recommend regular practice on both.



Reasoning Tests

- 2 x tests
- 40 minutes each
- Approximately 25 questions in each
- 35 marks per paper
- Each paper makes up 32% of the total score
- **REASONING ACCOUNTS FOR 64% of SCORE**
- No questions just requiring methods
- Areas of the curriculum requiring reasoning
- Many areas combined



Reasoning Tests

1

Write the missing number.

One is done for you.

$$180 \xrightarrow{\text{is 20 more than}} 160$$

$$\boxed{} \xrightarrow{\text{is 20 more than}} 237$$

1 mark

2 marks

Reasoning Tests

19

One gram of gold costs £32.94

What is the cost of **half a kilogram** of gold?

Show
your
method

£

2 marks

Reasoning Tests

19

Amina posts three large letters.

The postage costs the same for each letter.

She pays with a £20 note.

Her change is £14.96

What is the cost of posting **one** letter?

Show
your
method

£

2 marks

Reasoning Tests

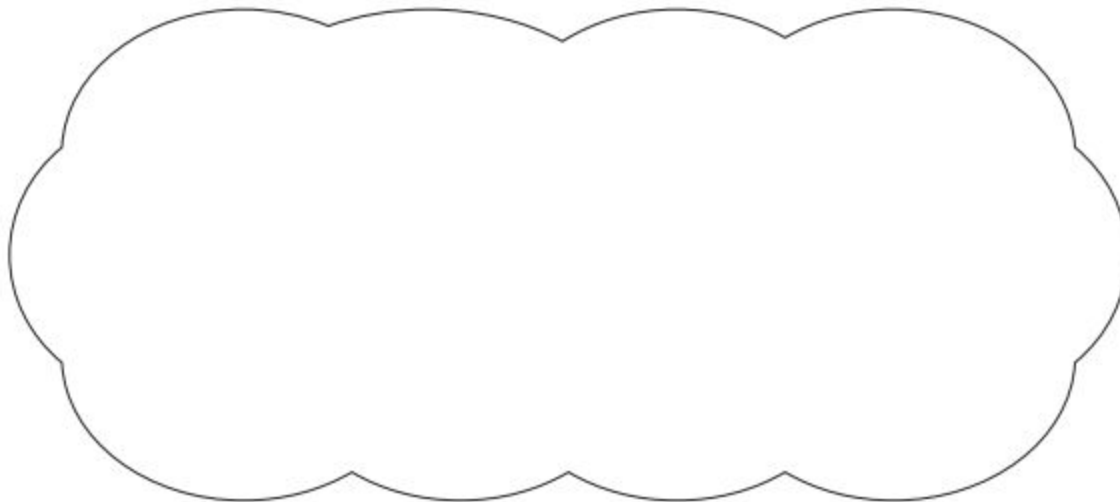
20

Adam says,

0.25 is **smaller** than $\frac{2}{5}$



Explain why he is correct.

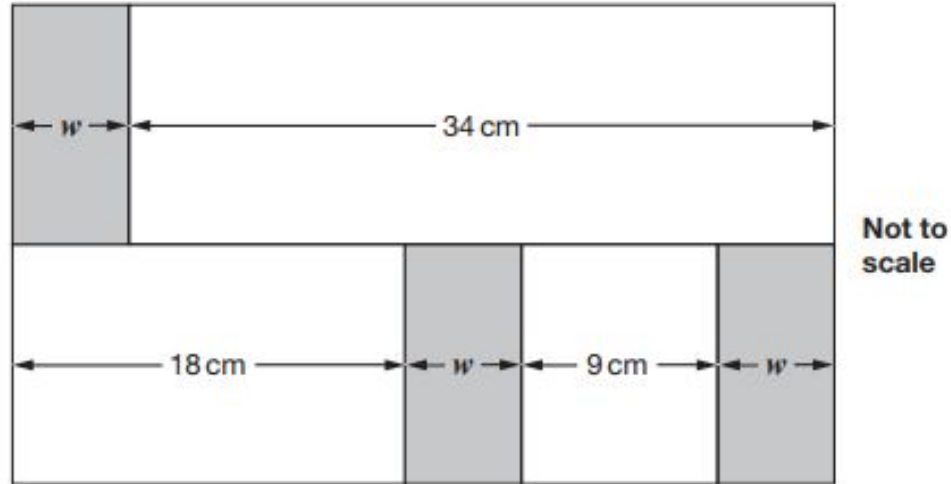


1 mark

Reasoning Tests

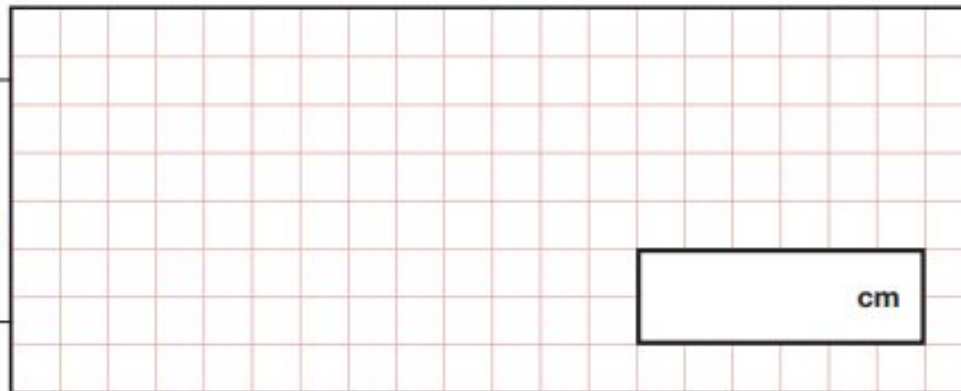
22

In this diagram, the shaded rectangles are all of equal width (w).



Calculate the width (w) of one shaded rectangle.

Show
your
method



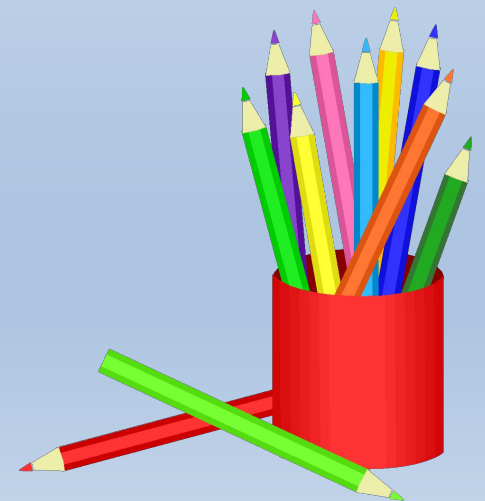
2 marks

Preparing for the Maths Tests

- Century pathway
- Practise times tables up to 12×12 (this is a year 4 requirement)
- Practice questions
- Practical questions about measurements
- Ensure children can tell the time and practise time skills regularly, for example timetables and 24hr clock



ENGLISH



English

What does the test involve?

- 2 x SPAG test (Spelling, Punctuation & Grammar)
- Reading comprehension test



SPAG



SPAG

- 2 Tests
- 45 minute test
 - 50 questions of punctuation and grammar
- 20 questions on spelling
- Total of 70 marks



SPAG - Spelling

- common letter strings
- spelling patterns (tion, sion)
- prefixes and suffixes
- verb endings (-ed, -ing)
- Root words
- homophones

Spelling eighteen: the word is **alphabet**.

Jack wrote the **alphabet** in his best handwriting.

The word is **alphabet**.

Spelling nineteen: the word is **temperature**.

When the **temperature** reaches 100 degrees, the water will boil.

The word is **temperature**.

Spelling twenty: the word is **immediately**.

The kitten got into its basket and **immediately** fell asleep.

The word is **immediately**.



Weekly spellings

We will focus on spelling rules at school
(-ible or -able etc)

Please learn the word list words at home
and revisit tricky words and patterns.



SPAG - Punctuation

Punctuation used correctly in writing

- Capital letters
- Full stops
- Question marks
- Exclamation marks
- Commas in lists
- Commas to mark phrases or clauses
- Inverted commas
- Apostrophes (possession and omission)
- Brackets
- Ellipses
- Colons

Tick one box to show where the missing **question mark** should go.

Sam asked, "Have I time to get popcorn" after he had bought his ticket.

↑
☐

↑
☐

↑
☐

↑
☐

1 mark



SPAG - Grammar

Grammatical terms/word classes

Nouns

Verbs

Adjectives

Connectives

Pronouns

Adverbs

Prepositions

Articles

Features of sentences

Statements

Questions

Commands

Complex sentences

Clauses

Phrases

Subordinating Connectives

Standard English

Tense agreement

Subject – verb agreement

Double negatives

Use of I and Me

Formal / Informal

Contractions

Vocabulary

Word meaning

Vocabulary in context

Concision and precision in vocabulary

Synonyms

Antonyms

Word groups / families

Prefixes

Suffixes

Singular and plural



SPAG - Grammar

Tick one box in each row to show whether the underlined word is an **adjective** or an **adverb**.

Sentence	Adjective	Adverb
It is a <u>direct</u> flight to Spain.		
I hate arriving <u>late</u> .		
The door opened <u>wide</u> .		
That is the <u>wrong</u> spelling.		

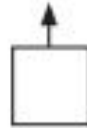
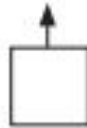
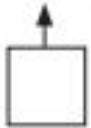
1 mark



SPAG - Grammar

Tick one box to show where a **dash** should go in the sentence below.

African elephants are the largest animals in the world they can weigh up



to 10 tonnes.

1 mark



SPAG - Grammar

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark



SPAG - Grammar

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

44 G4.1b	Award 1 mark for the correct words underlined. Rachel loves music... <u>has wanted</u> ... for her birthday.	1m
Commentary: This question assesses identification of the perfect form of the verb and knowledge of the term. This is a new part of the test framework.		

Preparing for SPAG

- Century covers all areas of SPAG needed
- Practise spellings from Y5/6 Word List
- Test yourself on SPAG definitions
- Practice paper – look up any terms you're not sure of



Reading



The Reading Test

- There will be three texts of varying genres with a mixture of questions related to each.
- Pupils are given reading question book and reading texts at the same time

Children should tackle the texts in order, one at a time.



Speed of Reading

There is a **lot** to read.

Children need to be able to read quickly and accurately and use all of their strategies for decoding **and understanding** words to be successful.



Booklet

Variety of Texts varying in difficulty and genre



Space Tourism

Giants

The Lost World

Reading Booklet

Sample 2016 key stage 2 English reading booklet

Shooting Stars

Be a space tourist at home

While space travel is an impossibility for most of us, you can still be a tourist from here on Earth by spotting shooting stars!

Space is full of huge and tiny pieces of rock, which burn up in a flash when they enter the Earth's atmosphere. The flash of burning rock is called a meteor. As it moves through the night sky, you can see the trail it leaves behind – which is what we know as a shooting star.

On most clear nights, you should be able to see up to 10 meteors every hour. But, at certain times of the year, many more meteors appear than usual. When this happens, we call it a meteor shower.

Star spotters' guide to seeing shooting stars

1. Find out when a meteor shower is due and arrange to go star spotting with an adult (they don't have to be an expert!).
2. Wear warm clothes and equip yourself with a blanket, a pillow and a torch.
3. You do NOT need a telescope or binoculars.
4. Go outside and find somewhere that is far away from town lights.
5. When you have found your spot, lie down on your blanket, switch OFF your torch and stare up at the sky.
6. Allow some minutes to pass. The longer you look, the more stars you will see as your eyes get used to the darkness.
7. Wait for the shooting stars to appear!



Questions

Short Answers

1

Look at the introduction.

Why is space tourism *impossible* for most people?

1 mark

2

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

1 mark



Questions

Multiple Choice

11

Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

1 mark

Questions

Longer Answers

29

The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

3 marks



Writing

- Teacher Assessed
- Bank of evidence throughout the year
 - Published Work
 - Class Work
 - Work in other subjects
- Moderated with other schools and the local authority
- Result agreed and justified with examples



ARE?

- Is your child 'ARE'?
- Working towards / ARE / GDS
- Criteria system



Year 6 writing should:

- make sense and be engaging to read
- be neat and joined.
- have spellings *mostly* correct with evidence of year 5/6 patterns and words secured
- include ambitious vocabulary including adjectives, verbs, adverbs and figurative language
- include the full range of punctuation taught in year 6 () , : ; - “”
- include a wide range of sentence structures including openers, embedded clauses and confident use of conjunctions (as, during, although, despite)
- ... and more!

We will support children to achieve these things through regular feedback and completing their ‘pathway’ after independent writing.



Working At The pupil can write for a range of purposes and audiences (including writing a short story)							
1. Create atmosphere by:	a) integrating dialogue to convey character and advance the action (dialogue that is purposeful)						
	b) selecting ambitious vocabulary that reflects the level of formality required mostly correctly						
2. Select grammatical structures that reflect the level of formality required mostly correctly							
3. Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs:	a) adverbs						
	b) conjunctions						
	c) pronouns						
	d) cohesion within and across paragraphs						
4. Using passive verbs mostly correctly Active: The boy threw the ball. Passive: The ball was thrown by the boy.							
5. Use modal verbs to show possibility (could, will, may, might, shall)							
6. Using a wide range of clause structures, sometimes varying their position within the sentence, e.g. relative clause (who, which, that, whose) subordinate clause (Even though he was scared, he stepped forward.) embedded clause (The boy, who was nervous, threw the ball.)							
7. Add detail, qualification and precision through using:	a) adverbial phrases						
	b) prepositional phrases						
	c) expanded noun phrases						
8. Using punctuation mostly correctly	a) Inverted commas						
	b) Commas for clarity						
	c) Punctuation for parenthesis						
9. Making some correct use of	a) Semi-colons						
	b) Dashes						
	c) Colons						
	d) hyphens						
10. Spelling most words correctly (year 5 and 6)							
11. Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters							

Wednesday 22nd March 2017

Information pages paragraph two and three

History

The flute is the earliest musical instrument known to man. They have been found in caves near cave man blood paintings. The earliest model (200,000) was made from an extremely rare vulture wingbone. Another was made from a Femur of a cave bear that was found in twelve pieces. These only had four, simple holes. The present day flute, which is more modern, has sixteen keys and is very delicate. One particular flute has been found in Germany that is 43,000 years old (that's very old!).

Great use of a relative clause! 3pp ✱

Equipment

To take care of a flute, a flautist will need: a silver polishing cloth, a packet of powder paper, a cleaning stick, a normal cloth and a screw driver. The powder paper is used to unstick keys that are sticky and stagg. A usual Yamaha flute is coated in silver, so musicians can't afford to let it rot and decay. ~~so~~ that's why they have a silver polishing cloth. Only use it on the outside though. Next, use an ordinary, regular silk cloth to soak up condensation left inside. If they are too rough, it could loosen a screw (that's bad news as it can affect the sound). I immediately find a safe place for the screw and get a screwdriver and place it back in. Done! But remember where it fell out of!

Thursday 23rd March 2017

Information pages - your choice

Keeping it safe

Dropping a flute could smash it to pieces! The best to keep it safe in is the case. Gently pull it apart into three separate pieces and place them in their dented part sure it is closed. If this option doesn't work, place on a flute stand. Don't ever lean or press the keys. They should have been broken if you do that. The only part that isn't delicate is the head joint. This is the part which you blow through. This part should not have keys. It is a boring, plain section of the flute. It is important though!

24/3/17

Keys and notes

There are many keys on a flute; all of which are vital. They all play an important part in creating a note. A note is named after a letter going up to G (A, B, C, D, E, F) but the notes don't stop there! There are flats, sharps, naturals and different octaves (low and high pitches). To make a high note, blow harder; to make a low note, blow softer. So much to remember! And they all have got different fingering!

So, thinking about playing the flute, you now know a lot of things! Give it a go!

Monday 22nd May 2017

The Machine Gunners

silence

It was dusk; a dense mist hung in the stormy atmosphere. Silence descended: not a sound could be heard. An abundance of clouds gathered over-head-nothing. Bitter and ferocious, the ~~was~~ blizzard ^{was} ripped at ^{every} face; never-ending. Not a sound... not a movement... not a ^{sign of} ~~source~~ ^{of} light. Frost suffocated everything: the trees, the houses, the roads. There's a ~~flash~~. What was it? Beyond the forest, a bomb flat, ^{surround} guarded in an electric fence, it read: "Do not enter!" Despite the warm day, tonight ~~was~~ ^{had} a different fate - a much more dangerous

"Come on!" yelled Lucy, my friend, while gesturing to her side. "Or are you a security cat?" "So dangerous. We shouldn't be here." I ~~cried~~ ^{cried} back, fiddling with my fingers apprehensively. Climbing over the fence, Lucy seemed to have pushed me to my decision. I should go with her. Hesitantly, I clambered over to

join her. "Shhh!" she whispered as she stood frozen to the spot. "Stand still." Looking at her doubtfully, I responded "Yeah, right. I'm not falling for that one again." As soon as I had said that, I ~~soon~~ regretted it: I ~~could~~ ^{could} make out a black speck in the ~~distance~~ distance. A man! Silence...

Fantastic use of cohesion to develop the mood of your story!

Tuesday 23rd May 2017

The Machine Gunners

A few minutes later, the speck came into full vision; he ~~was~~ ^{was} badly wounded. Limping, the British soldier was average age - about 37 - but the blood masking his face made him look older. From my interpretations, he didn't look as if he was trying to hurt us: he dropped his gun onto the dry, uneven ground. Slight recognition dawned on me as I looked at his eyes, they really are windows to the soul. They reflected the pain and sacrifice of war, yet he looked familiar to me. No it ~~couldn't~~ ^{couldn't} be... We had a telegram saying he was dead.

Handwriting

- Limiting factor
- Mostly joined and legible with speed

I woke up coughing and spluttering ~~out the~~ in a daze. My clothes were drenched. I wasn't just physically lost: I had no one - I had nothing. My first thought was my shells but only a few remained - scattered in different pockets. As I looked up, I saw a ^{around} warm yellow light glowing from the cliff face. My curiosity got the better of me. I scrambled to my feet and climbed up the cliff; it ^{turned} out there was a tunnel - strewn with little lanterns. Inside were two miners - one young and one a jolly man with a bedraggled beard. They were very kind to me but something was still bothering me. Mother had told me that the tin mining business had been ~~but~~ shut down over a hundred years ago so what were they doing here? Were they dead? Then how could I see them?



How to help your child achieve their best in SATs

- Praise and encourage your child to try their best.
- Ensure your child has the best possible attendance and punctuality.
- Support with homework, spelling and reading tasks.
- Consider using revision guides to check concepts and for practice.
- Ensure your child knows their times tables, can tell the time and is comfortable with units of measurements.
- Encourage your child to regularly visit Century, TTRS and Reading Plus, e.g. for 10 minutes before using tablets or games consoles.



HERE

Dear Parents/Guardians,

As you know SATS are fast approaching. This year we would like to offer parents a discount on some great resources that you could use at home to support your child. These come at a discounted price when purchased through the school.

We would recommend that you purchase one of each set (SPaG, Maths and Reading) of the following bundles:

ARE (Age Related expectations)

- KS2 Maths SATS Buster Bundle 1 -£5.50
- KS2 English Reading SAT Buster Bundle 1-£5.50

GDS (Greater Depth)

- KS2 Maths SATS Buster *STRETCH* Bundle -£5.50
- KS2 English Reading *STRETCH* Bundle -£5.50

ALL

- KS2 English SPaG SAT Buster Bundle 1- £5.50

If you would like to purchase a bundle/s through the school, please complete the Google form [HERE](#) and make payment via your child's Scopay account no later than 4th December.

Please note that if we do not receive the correct payment by December 4th we will be unable to fulfil your order.

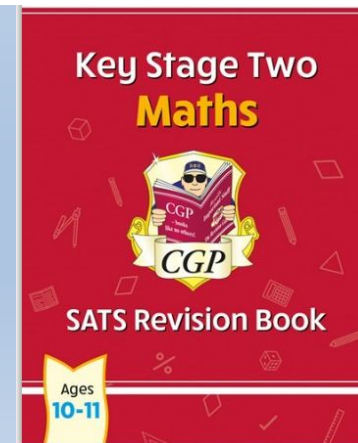
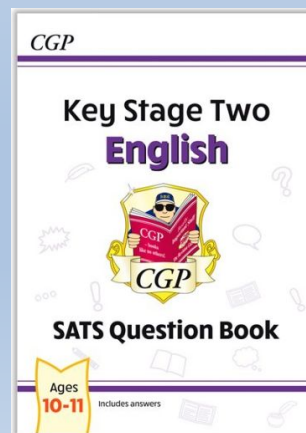
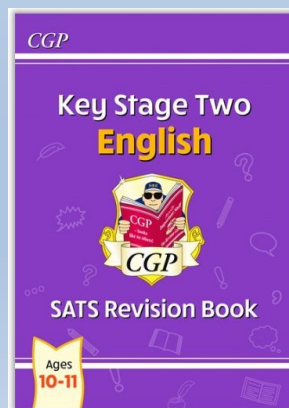
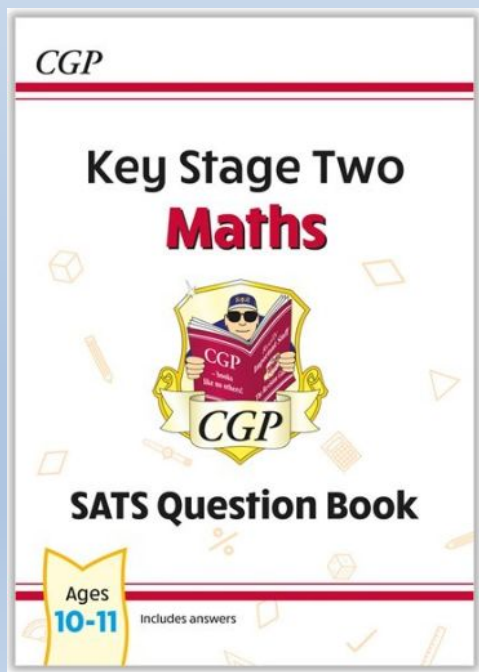
If you have any questions or would like guidance on which packs to choose for your child please email your class teacher.

emma.culver@hordleprimary.co.uk

claire.marchant@hordleprimary.co.uk

Kind regards,

Miss Culver and Mrs Marchant
The UJ Team



SATs breakfast

- Sausage or bacon roll
- Drink
- Dietary requirements met

Previous Feedback

I thought the children were prepared exceptionally well, they were all very keen to do them and the children I spoke to thoroughly enjoyed the experience especially the SATs breakfast and were very disappointed to not be getting it this week. Well done Team Hordle.



Previous Feedback

CHILD was really well prepared by Hordle Primary School both in terms of covering what would be coming up in the tests and emotionally. At no time was he anxious, he took all aspects of SATS seriously and in his stride thanks to your approach. You struck the right balance. It was helpful to have hard copy practice test papers over the Easter holidays to work through. The wonderful PATCH leavers hoodie surprise was such a timely gift, shining a bright light at the end of the week. Thank you to all staff for your encouragement, commitment and kindness.



Previous Feedback

I thought Hordle School did a fantastic job in helping **CHILD** with his SATs, before and during. The SATs breakfast I thought was a lovely way of keeping up the spirits and actually CHILD enjoyed SATs week more than any other week! The adults have been terrific too and they really helped put CHILD at ease. Overall I would say that it couldn't have gone any better. A thoroughly positive experience. Thank you.



Previous Feedback

The thought, care and preparation and attention to the child (rather than the tests) was amazing. My child was equipped emotionally and mentally for SATs thanks to the school.



Previous Feedback

Team Hordle do a great job. I feel CHILD was well prepared for her SATs. She love the breakfast in the morning with all the teachers which helped with nerves. She also mentioned how she was able to have extra revision in the afternoon if she wanted to help prepare with the following day. Thank you so much for all you have done I am very proud to say my children went to Hordle.



Good Luck



From
Team UJ

