

The background features a light grey gradient with several realistic water droplets of various sizes scattered across it. In the center, there is a faint, circular logo for 'LIDGET GREEN PRIMARY SCHOOL'. The logo contains silhouettes of two children walking and the text 'LIDGET GREEN' at the top and 'PRIMARY SCHOOL' at the bottom.

# LIDGET GREEN PRIMARY SCHOOL KS2 SATS 2023

Y6 INFORMATION SESSION

**KS2 SATs** ➔

# What are SATs?

- KS2 SATs (National Curriculum Tests) are tests children take at the end of Year 6. SATs test children on what they have learnt between Year 3 and Year 6.
- KS2 SATs are **mandatory** tests from the National Curriculum assessment programme. All state schools in England are required to provide the tests.
- They are marked externally and the results sent to schools.

# **KEY STAGE 2 SATS TIMETABLE**

**TUES 9<sup>TH</sup> MAY - FRI 12<sup>TH</sup> MAY**

**Tuesday 9<sup>th</sup> May**

**English grammar, punctuation and  
spelling Paper 1: questions**

**English grammar, punctuation and  
spelling Paper 2: spelling**

**Wednesday 10<sup>th</sup> May**

**English reading**

**Thursday 11<sup>th</sup> May**

**Mathematics Paper 1: arithmetic**

**Mathematics Paper 2: reasoning**

**Friday 12<sup>th</sup> May**

**Mathematics Paper 3: reasoning**

# REPORTING THE RESULTS

## Scaled Scores

- All test outcomes at KS2 will be reported as scaled scores and you will be told whether or not your child has met the expected standard.
- The national (expected) standard will be 100.
- Raw scores (the number of marks awarded for each subject) will be translated to scaled scores using a conversion table devised by the DFE.
- You will be given your child's scaled score and whether they have reached the expected standard set by the Department for Education.

# REPORTING RESULTS

- THE TEST RESULTS WILL BE AVAILABLE MID JULY.
- AS ALREADY MENTIONED, A CHILD'S ATTAINMENT AT THE END OF YEAR 6 WILL BE CLEARLY REPORTED TO PARENTS.
- HIGH SCHOOLS WILL USE THE INFORMATION TO SET INITIAL TARGETS FOR THE CHILDREN. HOWEVER, THEY WILL ALSO CONDUCT THEIR OWN ASSESSMENTS TO ENSURE THAT GROUPINGS AND ACTIVITIES ARE TAILORED TO MEET THE LEARNING NEEDS OF ALL INDIVIDUALS.

# THE ENGLISH TESTS

- **READING** - 50 MARKS - **1 HOUR**
- **GRAMMAR, PUNCTUATION AND SPELLING TEST** - 50 MARKS - **45 MINUTES**  
**SPELLING TEST** - 20 WORDS - **15 MINUTES (NOT TIMED)**
- **WRITING** - A TEACHER ASSESSMENT OF WRITING ABILITY WILL BE MADE IN JUNE 2023 THROUGH EVIDENCE FROM THEIR WRITING ACROSS ALL SUBJECTS.

# READING TEST

## THE READING TEST

- FOR THIS TEST THERE WILL BE ONE READING BOOK AND ONE ANSWER BOOKLET.
- THE TEST WILL LAST FOR **ONE HOUR** (INCLUDING READING TIME).
- THERE WILL BE A TOTAL OF 50 MARKS AVAILABLE.
- THERE WILL BE A RANGE OF TEXTS INCLUDING FICTION, NON- FICTION AND POETRY.

## MARKS WILL BE AWARDED AS FOLLOWS:

- MULTIPLE CHOICE OR OTHER SELECTED RESPONSES
- SHORT RESPONSES
- EXTENDED RESPONSES

# GRAMMAR AND PUNCTUATION

## THE GRAMMAR, PUNCTUATION AND SPELLING TEST:

- THERE IS A SPECIFIC FOCUS ON KNOWING AND APPLYING GRAMMATICAL TERMINOLOGY WITH THE FULL RANGE OF PUNCTUATION TESTED.
- TECHNICAL TERMS IN GRAMMAR WILL BE TESTED.
- THERE WILL BE ONE TEST PAPER FOR GRAMMAR, PUNCTUATION AND VOCABULARY AND ONE TEST PAPER FOR SPELLING.
- THE GRAMMAR TEST WILL LAST FOR **45 MINUTES** AND THERE WILL BE A TOTAL OF 50 MARKS AVAILABLE.
- IN THE GRAMMAR TEST, APPROXIMATELY TWO THIRDS OF THE MARKS WILL BE FOR MULTIPLE CHOICE QUESTIONS. THE REMAINING QUESTIONS WILL REQUIRE PUPILS TO WRITE A LONGER ANSWER.



# WRITING

WRITING IS ASSESSED DIFFERENTLY TO ALL OTHER AREAS. THERE IS NO WRITING SAT. INSTEAD THROUGHOUT THE YEAR:

- TEACHERS ASSESS CHILDREN'S WRITING IN A RANGE OF DIFFERENT GENRES,
- CHILDREN'S GRAMMAR, PUNCTUATION AND SPELLING SKILLS WILL BE ASSESSED AS PART OF THEIR WRITING ALONG WITH THEIR CREATIVITY AND WRITING STYLE,
- SCHOOLS WILL MODERATE THEIR JUDGEMENTS WITH OTHER LOCAL SCHOOLS AND MAY BE MODERATED BY THEIR LOCAL AUTHORITIES TOO.

# WRITING

WRITING WILL BE JUDGED AGAINST THE FOLLOWING CRITERIA SET BY THE DFE:

## 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>1</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>

# WRITING

WRITING WILL BE JUDGED AGAINST THE FOLLOWING CRITERIA SET BY THE DFE:

## 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]

# WRITING

FOR WRITING, WE WILL THEN REPORT OUR DECISIONS AT THE END OF THE YEAR IN TERMS OF CHILDREN:

- WORKING TOWARDS THE EXPECTED STANDARD
- WORKING AT THE EXPECTED STANDARD
- WORKING AT GREATER DEPTH WITHIN THE EXPECTED STANDARD

# MATHS TESTS

THERE WILL BE THREE PAPERS: 1 ARITHMETIC PAPER AND 2 MATHEMATICAL REASONING PAPERS.

QUESTIONS IN THE ARITHMETIC TEST WILL COVER:

- MENTAL CALCULATIONS
- STRAIGHT FORWARD ADDITION AND SUBTRACTION
- MORE COMPLEX CALCULATIONS WITH FRACTIONS
- LONG DIVISION AND LONG MULTIPLICATION

*GRIDDED PAPER WILL BE PROVIDED IN ANSWER SPACES FOR QUESTIONS ON THE ARITHMETIC PAPER AND FOR SOME QUESTIONS ON PAPER 2.*

# Maths Tests

## ARITHMETIC TEST

- THERE WILL BE 36 QUESTIONS IN THE ARITHMETIC TEST WORTH A TOTAL OF 40 MARKS.
- THE TEST WILL LAST **30 MINUTES**.

## MATHEMATICAL REASONING PAPERS

- THERE WILL BE TWO MATHEMATICAL REASONING PAPERS.
- EACH PAPER WILL BE OF **40 MINUTES** DURATION WITH A TOTAL OF 35 MARKS PER PAPER AVAILABLE.

# HOW ARE WE PREPARING?

- CONTINUOUS ASSESSMENT - IDENTIFYING THE GAPS AND HELPING TO FILL THEM
- FOCUSED (TIMED) ARITHMETIC LESSONS
- FOCUSED GPS LESSONS (SPELLING, PUNCTUATION & GRAMMAR)
- GUIDED AND INDEPENDENT READING
- WRITING ASSESSMENTS CARRIED OUT REGULARLY
- PRACTISING PREVIOUS SATS PAPERS
- TEACHING 'TEST TECHNIQUES' AND VOCABULARY
- HOME LEARNING TO SUPPORT TEACHING & LEARNING IN SCHOOL
- BOOSTER GROUPS AND INTERVENTION GROUPS
- KEEPING UP TO DATE WITH INFORMATION PROVIDED BY THE DFE

# HELPING AT HOME

- TALK TO YOUR CHILD'S CLASS TEACHER IF YOU HAVE ANY CONCERNS RATHER THAN WORRY YOUR CHILD
- SUPPORT YOUR CHILD WITH THEIR HOMEWORK/ CGP REVISION BOOKS
- READ REGULARLY AND DISCUSS A VARIETY OF TEXTS - DON'T JUST LISTEN TO YOUR CHILD READ.
- TRY SHORT BURSTS OF ARITHMETIC PRACTICE AND RECALLING TIMES TABLES FACTS
- PRACTISE TELLING THE TIME AND PROBLEM SOLVING ETC.
- REGULARLY PRACTISE THE YEAR 5/6 KEY WORDS/SPELLINGS.
- USE WEBSITES AND ONLINE ACTIVITIES TO PRACTISE SKILLS.
- ENCOURAGE YOUR CHILD TO BELIEVE IN THEMSELVES, "YOU CAN DO IT!"
- **DO NOT** PUT YOUR CHILD UNDER TOO MUCH PRESSURE. HAVE FUN, THEY WILL FIND THINGS EASIER TO REMEMBER IF THEY REMEMBER THE GOOD TIMES THEY HAD LEARNING.
- HELP CHILDREN TO RELAX AND DO THINGS THAT ARE NOT RELATED TO SCHOOL.



# THROUGHOUT THE NEXT FEW WEEKS, WE RECOMMEND...

- EARLY NIGHTS AND LOTS OF SLEEP
- GOOD ATTENDANCE
- GOOD PUNCTUALITY
- A GOOD BREAKFAST EVERY DAY
- A POSITIVE ATTITUDE - ENCOURAGE YOUR CHILD TO EMBRACE THE MISTAKES THAT THEY MAKE AND TO LEARN FROM THEM
- LOTS OF PRAISE AND ENCOURAGEMENT

# DURING SATS WEEK...

- YOUR CHILD MUST ARRIVE IN SCHOOL FOR 8.00AM TO HAVE A SPECIAL BREAKFAST WITH THEIR FRIENDS
- NO DOCTORS/DENTAL APPOINTMENTS TO BE BOOKED DURING THIS WEEK
- YOUR CHILD MUST ATTEND SCHOOL EVERYDAY

**ANY QUESTIONS?**

