

# Key Stage 2 SATs

A School Presentation to Parents



# Chapters

Assessment and Reporting

Scaled Scores

Scaled Score  
Examples

Higher-Attaining  
Pupils

Working  
Below the  
Standard

The  
Tests

English

Maths

How to Help Your Child

next  
page

# Scaled Scores

## What is meant by 'scaled scores'?

- Test scores are reported as 'scaled scores'
- It is planned that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- Using the scaled score, the lowest a child can score is 80, with the highest being 120.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- Each pupil receives:
  - a raw score (number of raw marks awarded);
  - a scaled score in each tested subject;
  - confirmation of whether or not they attained the national standard.

chapter  
menu

next  
page

# Scaled Score Examples

## On publication of the test results in July:

- a child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test;
- If a child's score is close to 120, they are working beyond (or above) the expected national standard.
- a child's score is close to 80, they are judged to have not yet met the national standard and performed below the expectation for their age.

chapter  
menu

next  
page

# Higher-Attaining Pupils

- In the past, Key Stage 2 tests were aimed at children achieving levels 3-5 (with a national expectation to reach at least level 4).
- This meant that additional level 6 tests were produced for children who demonstrated higher than expected attainment (above level 5).
- Under the new system, there are not any separate tests for the most-able children.
- Instead, each test will have scope for higher-attaining pupils to show their strengths.
- This means that some questions towards the end of the tests may be more difficult for many children, but they should be encouraged to attempt as much of the test as they can.

chapter  
menu

next  
page

# Working Below the Standard

- The engagement model replaces P scales 1-4.
- This is a new statutory teacher assessment tool for pupils working below the standard of the National Curriculum and not engaged in subject-specific lessons.
- This is used to assess pupils' learning regularly throughout the year, enabling their achievements and progress to be measured over time.

chapter  
menu

next  
page

# The Tests

Key Stage 2 SATs take place nationally in the week commencing Monday 13<sup>th</sup> May 2024 although schools may make an application to administer the tests up to 10 days after each original test date if needed due to special circumstances.

Statutory tests will be administered in the following subjects:

- English Reading (60 minutes)
- English Grammar, Punctuation and Spelling
  - Paper 1: questions
  - Paper 2: spelling
- Mathematics
  - Paper 1: Arithmetic (30 minutes)
  - Paper 2: Reasoning (40 minutes)
  - Paper 3: Reasoning (40 minutes)

As in recent years, writing will be teacher assessed internally. The revised 'pupil can' statements for English writing place a greater emphasis on composition and the statements that relate to the more 'technical' aspects of English writing (grammar, punctuation and spelling) have been made less prescriptive.

chapter  
menu

next  
page

# Reading

- The reading test consists of a single test paper with three unrelated reading texts. Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.

chapter  
menu

next  
page



# Sample Questions

## Reading Paper

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. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 marks

chapter  
menu

next  
page

# Sample Questions

## Reading Paper

17

Look at the section headed: ***What's so different about the bumblebee?***

The text refers to the bumblebees' *cousins*.

Who are their *cousins*?

---

1 mark

chapter  
menu

next  
page

# Grammar, Punctuation & Spelling

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes.
- A separate test is given on grammar, punctuation and vocabulary.
- This test lasts for 45 minutes and requires short answer questions including some multiple choice.
- Marks for these two tests are added together to give a total for grammar, punctuation and spelling.

chapter  
menu

next  
page

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

40

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

chapter  
menu

next  
page

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

44

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I \_\_\_\_\_ able to join you, but it will not be possible.

Tick **one**.

am

☐

was

☐

were

☐

be

☐

chapter  
menu

next  
page

# Sample Questions

## Grammar, Punctuation and Spelling Paper 2

### 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.
6. Charlie \_\_\_\_\_ with relief.

chapter  
menu

next  
page

# Mathematics

- Children will sit three tests: paper 1, paper 2 and paper 3.
- Paper 1 is for arithmetic, lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover problem solving and reasoning, each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

chapter  
menu

next  
page

# Sample Questions

## Maths Paper 1: Arithmetic

14

$$25.34 \times 10 =$$

☐

1 mark

15

$$60 \div (30 - 24) =$$

☐

1 mark

chapter  
menu

next  
page



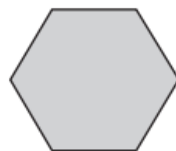
# Sample Questions

## Maths Paper 2 / Paper 3 : Reasoning

17

These two shapes have the **same** perimeter.

regular hexagon



square

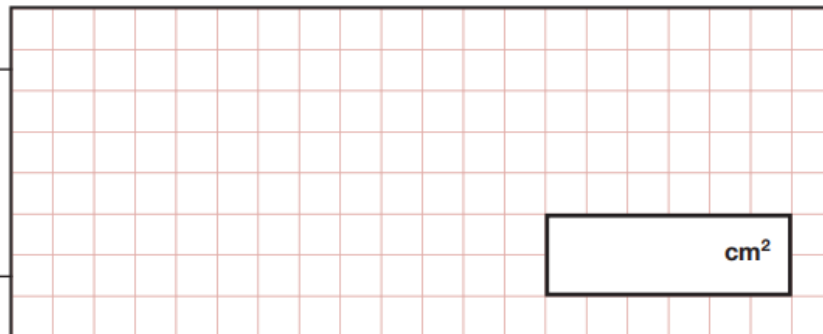


Not actual size

The length of each side of the **hexagon** is 8 centimetres.

Calculate the **area** of the **square**.

Show  
your  
method



2 marks

chapter  
menu

next  
page

# Sample Questions

## Maths Paper 2 / Paper 3 : Reasoning

18

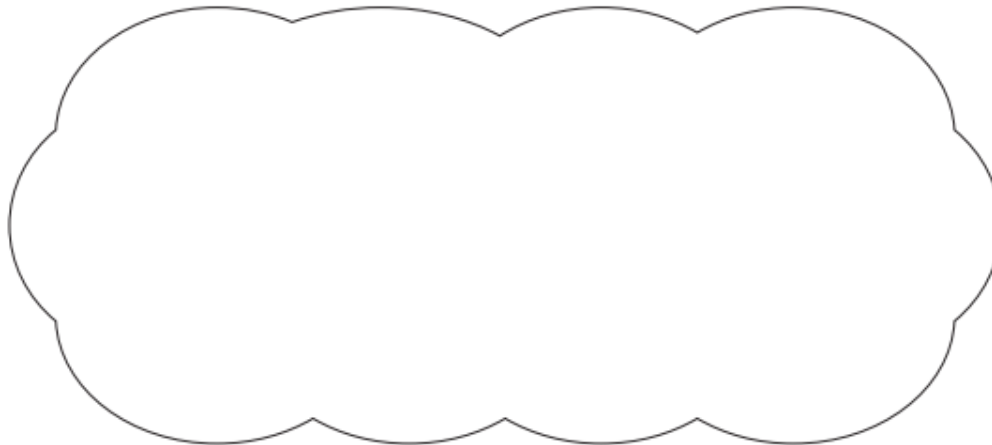
Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.



1 mark

chapter  
menu

next  
page

# How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!



chapter  
menu

next  
page

# How to Help Your Child with Reading

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.

chapter  
menu

next  
page

# How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

chapter  
menu

next  
page

# How to Help Your Child with Maths

- Play times tables games.
- Play mental maths games, including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts draughts and chess.

chapter  
menu

next  
page

