

# 2024 Key Stage 2 SATs

## Information meeting

# Aims:

- **Assessment and Reporting**
- **Scaled Scores**
- **Scaled Score Examples**
- **Higher-Attaining Pupils**
- **The Tests**
- **English**
- **Maths**
- **How to Help Your Child**

# Scaled Scores

What is meant by '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.
- The scale will have a lower end point somewhere below 100 and an upper end point above 100.
- 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.

# 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;
- a child awarded a scaled score of 110 or more is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age;
- a child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below the expectation for their age.

# The Tests

Key Stage 2 SATs take place nationally in the week commencing 13th May 2024.

This year, the tests will run from Monday 13<sup>th</sup> May to Thursday 16<sup>th</sup> May.

Statutory tests will be administered in the following subjects:

- Reading (60 minutes)
- Spelling (approximately 15 - 20 minutes)
- Punctuation, Vocabulary and Grammar (45 minutes)
- Mathematics
  - Paper 1: Arithmetic (30 minutes)
  - Paper 2: Reasoning (40 minutes)
  - Paper 3: Reasoning (40 minutes)
- There are no tests administered in science.
- All tests are externally marked.
- As in recent years, writing will be teacher assessed internally.
- Tests are mandatory and vital for that week. If your child is ill on the day of a test, it is best to keep them off until they are well to ensure they have the best chance at succeeding. They must return to complete the tests within 5 school days of the paper to be able to complete it.

# The Tests

Key Stage 2 SATs take place nationally in the week commencing 13<sup>th</sup> May 2024

Monday 13 <sup>th</sup> May 2024 –	Grammar, Punctuation and Spellings Tests 1 and 2.
Tuesday 14 <sup>th</sup> May 2024 –	Reading Test
Wednesday 15 <sup>th</sup> May 2024 –	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 16 <sup>th</sup> May 2024 –	Maths Paper 3 (Reasoning)

Please note: This is based on the current information released by the DfE and could potentially change.

# 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.

# Sample Questions

20

*Into your pitiful shell, so brittle and thin*

In this line, the word *brittle* is closest in meaning to...

Tick one.

shiny.

soft.

delicate.

rough.

**Some questions  
will test the  
children on their  
understanding of  
vocabulary.**

1 mark





# Sample Questions

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.

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**Others will require the children to deduce answers by using words or phrases as evidence.**

# Sample Questions

**25** Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

Professor  
Summerlee.

Lord John.

Malone.

Professor  
Challenger.

\_\_\_\_\_   
1 mark

(b) At the start of the extract the men entered the forest...

carefully.

quickly.

fearfully.

noisily.

\_\_\_\_\_   
1 mark

(c) There, they came to a patch where the stream was...

smaller.

bigger.

faster.

slower.

\_\_\_\_\_   
1 mark

(d) The ferns here were spaced...

regularly.

randomly.

carefully.

equally.

\_\_\_\_\_   
1 mark

**Some questions will ask the children to  
find literal answers from the texts.**



# Sample Questions

## Reading Paper

15

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

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

\_\_\_\_\_ **2 marks**



# Sample Questions

## Reading Paper

27

Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

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1 mark



# 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.

# 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.		



# 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




# Mathematics


- The mathematics tests have undergone the biggest change in recent years.
- 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 including 2 mark answers for long multiplication and division.
- 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.



# Sample Questions

## Maths Paper 1: Arithmetic

<b>14</b>	$3.005 + 6.12 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
			

<b>32</b>	$43 \overline{) 1118}$	<input type="text"/>	<input type="checkbox"/> 2 marks
			

# Sample Questions

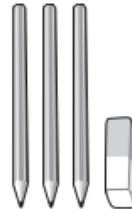
## Maths Paper 2 : Reasoning

9

6 pencils cost **£1.68**

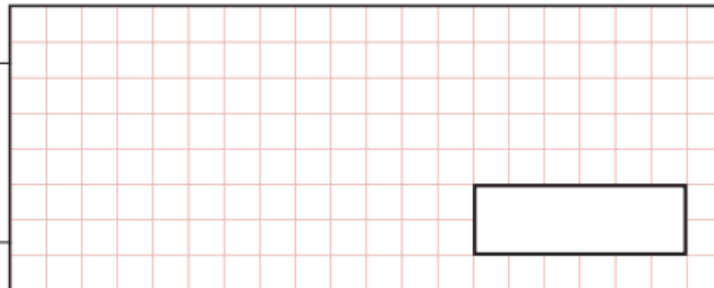


3 pencils and 1 rubber cost **£1.09**



What is the cost of 1 rubber?

Show  
your  
method



2 marks



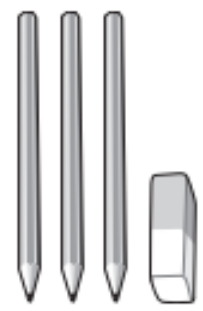
**WILLIAM HARDING**  
Combined School  
Empowered . Involved . Enlightened

9

6 pencils cost £1.68



3 pencils and 1 rubber cost £1.09



What is the cost of 1 rubber?

Show your method

Handwritten solution on a grid background:

$$1.68 \div 6 = 6 \overline{)1.68} = 28p \text{ per pencil}$$

$$28 \times 3 = \begin{array}{r} 28 \\ \times 3 \\ \hline 84p \\ \phantom{2} \end{array}$$

$$\begin{array}{r} \pounds 1.09 \\ - 0.84 \\ \hline 25 \end{array}$$

25p

2 marks

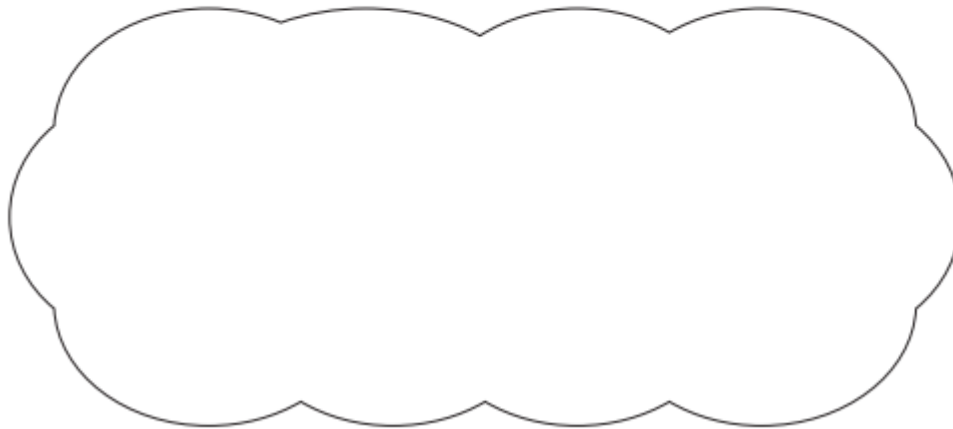
# Sample Questions

## Maths Paper 3 : Reasoning

21

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to  $18 \times 326$



1 mark



20

Adam says,

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



Explain why he is correct.

because 0.25 is in the decimals and  $\frac{2}{5}$  is not

He is correct because he is just correct.

He is correct because  $\frac{2}{5}$  is less than  $\frac{1}{4}$  and  $\frac{1}{4}$  is 0.25.

1 mark



20

Adam says,

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



Explain why he is correct.

$\frac{2}{5}$  is  $0.4 > 0.25$

0.25 is  $\frac{5}{20} < \frac{8}{20}$

0.25 is 25% and  $\frac{2}{5}$  is 40% and 25% is smaller than 40%

1 mark



# Writing

Writing will be judged against the following criteria set by the DfE:

## Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.<sup>1</sup>



# 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>^</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]



# 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 and with the support packs that will be sent home.**
- **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!**

# 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.

# How to Help Your Child with Writing

- Encourage your child to think about spelling when writing at home, particularly with technology as this often auto-corrects for them.
- 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!

# How to Help Your Child with Maths

- Play TimesTables Rockstars.
- 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 examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes. Encourage your child to convert between different units.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

# Questions

**Thank you, as always, for your help and support.**

**If you have any questions about the SATs or the assessment process we would be more than happy to answer them either now or via email/phone call.**

**Class teachers;**

**Dudley – Mr Irwin (YL)**

**Cardiff – Mr Dawson**

**Windsor – Miss Beardmore**

**Warwick – Mr McMahon**

