



# **A Guide to Key Stage 2 SATs**

**March 2023**

# National Data 2022

Reading	GPS	Maths	R,W & M
<b>74 %</b> (73 %)	<b>72%</b> (78 %)	<b>71%</b> (79 %)	<b>59%</b> (65 %)

**How well should your child do in these tests?**

**Working below the expected standard**

**Working towards the expected standard**

**Working at the expected standard**

**Working at greater depth**

# Final results

Subject	Scaled Score	Outcome
Reading	113	Met the expected standard
Grammar, Punctuation & Spelling	111	Met the expected standard
Mathematics	98	Did not meet the standard

Subject	Teacher Assessment
Reading	Working at the expected standard
Writing	Working at the expected standard
Mathematics	Working at the expected standard

# What are the children tested on?

## KS2 Timetable May 2023

<b>Tuesday</b> 9 <sup>th</sup> May	<b>English grammar and punctuation</b> 45 minutes	<b>Spelling test</b> 20 minutes
<b>Wednesday</b> 10 <sup>th</sup> May	<b>English Reading test</b> 1 hour reading	
<b>Thursday</b> 11 <sup>th</sup> May	<b>P1 Arithmetic test</b> 30 minutes	<b>P2 Reasoning</b> 40 minutes
<b>Friday</b> 12 <sup>th</sup> May	<b>P3 Reasoning</b> 40 minutes	

# English

## Reading

- The children have 1 hour to read through a booklet which contains 3 or 4 texts and then answer the corresponding questions
- Wide range of questions
- Pupils need to back up their ideas with evidence from the text



# Example text



## Grannie

I stayed with her when I was six then went  
To live elsewhere when I was eight years old.  
For ages I remembered her faint scent  
Of lavender, the way she'd never scold  
No matter what I'd done, and most of all  
The way her smile seemed, somehow, to enfold  
My whole world like a warm, protective shawl.

I knew that I was safe when she was near,  
She was so tall, so wide, so large, she would  
Stand mountainous between me and my fear,  
Yet oh, so gentle, and she understood  
Every hope and dream I ever had.  
She praised me lavishly when I was good,  
But never punished me when I was bad.

Years later war broke out and I became  
A soldier and was wounded while in France.  
Back home in hospital, still very lame,  
I realised suddenly that circumstance  
Had brought me close to that small town where she  
Was living still. And so I seized the chance  
To write and ask if she could visit me.

She came. And I still vividly recall  
The shock that I received when she appeared  
That dark cold day. Huge grannie was so small!  
A tiny, frail, old lady. It was weird.  
She hobbled through the ward to where I lay  
And drew quite close and, hesitating, peered.  
And then she smiled: and love lit up the day.

Look at the verse beginning: *Years later...*

**Find** and **copy** a group of words that means the same as 'took the opportunity'.

---

1 mark

What does the poet ask his grannie to do?

---

1 mark

*She came. And I still **vividly recall**...*

What do the words *vividly recall* mean?

---

2 marks



**Content domain:** 2a – give / explain the meaning of words in context

**Award 1 mark** for:

- *(And so I) seized the chance (To write and ask if she could visit me).*

**1 mark**

**Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction

**Award 1 mark** for reference to coming to visit him, e.g.

- *he asks his grannie to come and see him*
- *to visit.*

**1 mark**

**Content domain:** 2a – give / explain the meaning of words in context

**Award 2 marks** for responses referring to **both** remembrance **and** clarity, e.g.

- *remember clearly*
- *remember strongly*
- *see it like it was happening now.*

The poet describes his grannie as standing *mountainous between me and my fear*. This makes her sound big and powerful.

What other impressions do you get of his grannie in the same verse?

Give **two** impressions.

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

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

2 marks

**Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text

**Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**:

1. she is gentle / kind, e.g.
  - *grannie is very caring to the poet.*
2. she is protective, e.g.
  - *you're safe when you're near her.*
3. she is understanding, e.g.
  - *she is thoughtful because she knows how he feels.*
4. she is tolerant, e.g.
  - *she is lenient.*

Up to 2 marks

# Grammar, punctuation and spelling



# Grammar, punctuation and spelling

Rewrite the underlined verbs in the **simple past**.

The sky begins to look darker as the storm approaches.



Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music \_\_\_\_\_ was played last night.

Rewrite the sentence below in the **passive**.  
Remember to punctuate your answer correctly.

The wind damaged the fence.

---

Insert a **semi-colon** in the correct place in the sentence below.

Frank would like to go to Cornwall next summer he might also visit France in the spring.

Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing

☐

I wonder what time the next train arrives

☐

Did she play tennis on your team last year

☐

He asked if he could use my pen

☐

In which sentence is lock a **verb**?

Tick **one**.

Aisha closed the box and fastened the lock.

☐

Make sure you lock the gate before you leave.

☐

I think I need to buy a new bike lock.

☐

The lock can only be opened with this special key.

☐

Which word is an **antonym** of difficult?

The problem was difficult to solve.

Tick **one**.

hard

☐

easy

☐

impossible

☐

challenging

☐

Label each box with **subject (S)** or **object (O)**.

Sam baked cakes for charity and he sold them at breaktime.

↑  
☐

↑  
☐

↑  
☐

↑  
☐

# Spelling test

- 20 words that follow common spelling rules.



- Must be legible!

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.
7. \_\_\_\_\_ is easier with a compass.
8. Khalid was a \_\_\_\_\_ boy.

1. creature
2. enough
3. reception
4. numb
5. division
6. sighed
7. navigation
8. thoughtful

# Mathematics

- Arithmetic Test
- Reasoning paper 1 & 2





# Arithmetic

$$\boxed{\phantom{0000}} = 8,275 + 82$$

$$25.34 \times 10 = \boxed{\phantom{0000}}$$

$$60 \div (30 - 24) = \boxed{\phantom{0000}}$$

$$20\% \text{ of } 3,000 = \boxed{\phantom{0000}}$$

$$\frac{1}{5} + \frac{3}{4} = \boxed{\phantom{0000}}$$

$$1\frac{1}{5} + 2\frac{1}{10} = \boxed{\phantom{0000}}$$

$$\begin{array}{r} 3468 \\ \times \quad 62 \\ \hline \end{array}$$

$$\frac{2}{3} \div 3 = \boxed{\phantom{0000}}$$

$$83 \overline{)8051}$$

Show  
your  
method

# Reasoning

In this sequence, the rule to get the next number is

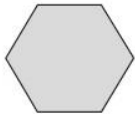
**Multiply by 2, and then add 3**

Write the missing numbers.

	25	53	
--	----	----	--

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

$\text{cm}^2$

2 marks

In this grid, there are four multiplications.

Write the **three** missing numbers.

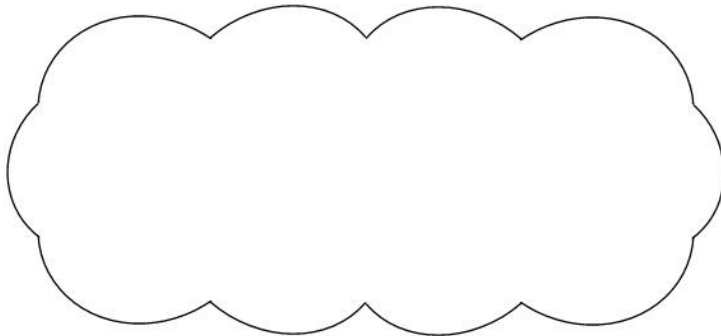
4	×	8	=	
×		×		
3	×		=	21
=		=		
		56		

Adam says,

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



Explain why he is correct.



Miss Mills is making jam to sell at the school fair.

Strawberries cost £7.50 per kg.

Sugar costs 79p per kg.

10 glass jars cost £6.90

She uses 12 kg of strawberries and 10 kg of sugar to make 20 jars full of jam.

Calculate the total cost to make 20 jars full of jam.

There are 28 pupils in a class.

The teacher has 8 litres of orange juice.

She pours 225 millilitres of orange juice for every pupil.

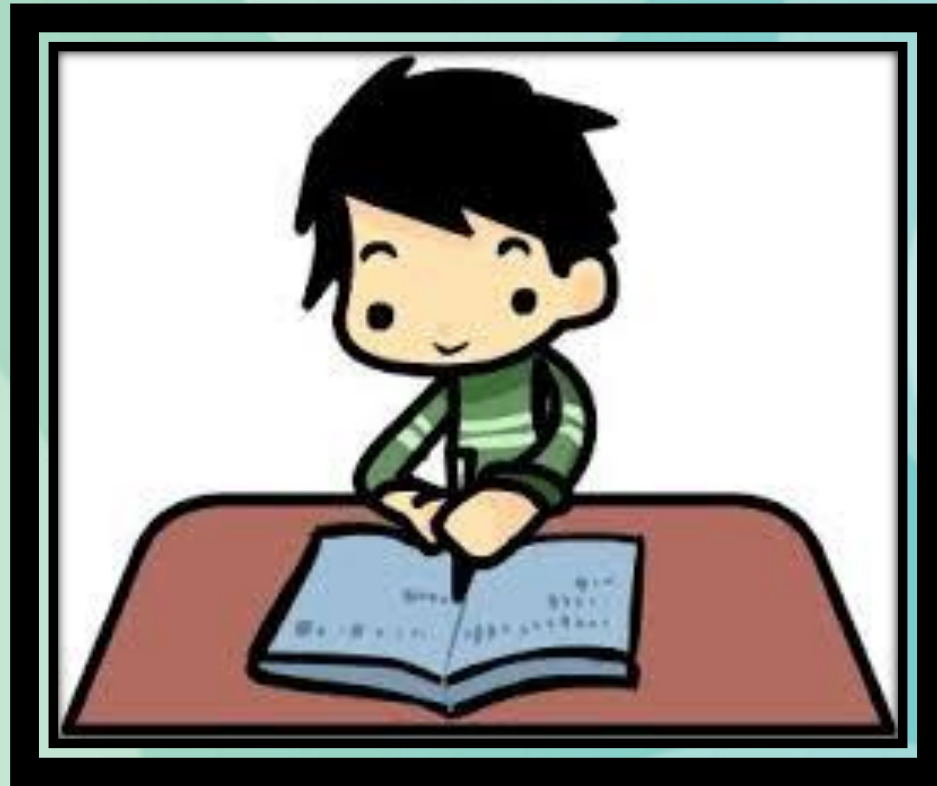


How much orange juice is left over?

# Science

- There are no statutory tests in science so teacher assessment will be used.
- Pupils will complete tasks and assessments as part of the teacher assessment, but will form part of the science teaching throughout the year.

# Writing



Working towards
Write for a range of purposes
Use paragraphs to organise ideas
Describe settings and characters in narratives
Use devices to structure non-fiction (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

Working at the expected standard	
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	
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, * and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
Maintain legibility in joined handwriting when writing at speed	

## Greater depth standard

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 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



# What is teacher assessment?

Teachers are required to summarise their assessments at the end of the key stage, giving a level for each attainment target in English, Mathematics and Science.

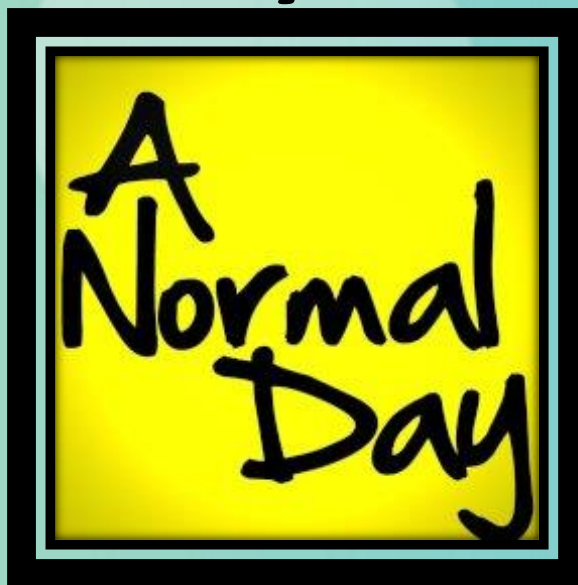
They must give an overall subject level in Mathematics and Science and English based on how well your child performs throughout the year.

# Preparing for SATs in school

- English & Maths revision lessons
- Regular Home Learning
- Mock SATs
- Practice Papers
- Intervention/focus groups



# How can you help?





Any

Questions

