



St Cecilia's
CHURCH OF ENGLAND PRIMARY SCHOOL

'Therefore encourage one another, and build each other up.'
Thessalonians 5:11

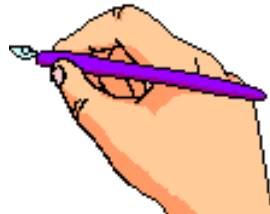
Parents' Information Evening 2024

Wednesday 17th January

Key Stage 2 SATs

What are the SATs

- SATs stands for Standardised Assessment Tests or also known as National Curriculum Tests
- All children in Year 6, across the country, sit the tests
- At the end of each Key Stage each child is assessed on whether age related expectations have been achieved or if a child is working below or above age related expectations
- Now the children are nearly at the end of Key Stage 2, they will be sitting tests to gain a mark that reflects their attainment with regards to age related expectations within the National Curriculum in English and Mathematics.



Test Timetable

The children will do all their tests in the week beginning Monday 13th May 2024. Last test will be on Thursday 16th May 2024.

This timetable is set for every school and there cannot be variations to this.

- **Monday 13th May 2024** – Spelling, Punctuation & Grammar – Paper 1
- **Monday 13th May 2024** – Spelling, Punctuation & Grammar – Paper 2
- **Tuesday 14th May 2024** – English Reading
- **Wednesday 15th May 2024** – Maths Paper 1 (Arithmetic)
- **Wednesday 15th May 2024** – Maths Paper 2 (Reasoning)
- **Thursday 16th May 2024** – Maths Paper 3 (Reasoning)

Please ensure that you do not have any plans that will require the children to miss school.



English Tests – Grammar, punctuation and spelling test

Paper 1:

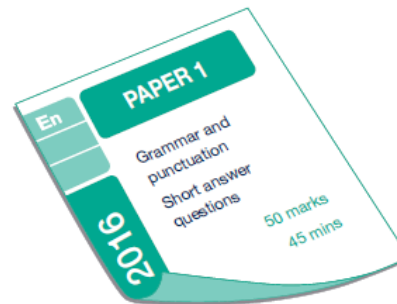
- Short answer questions
- 45 minutes
- Total out of 50 marks

Paper 2:

- Spelling
- 15 minutes
- Total out of 20 marks

Assessing:

- Grammatical terms/ word classes
- Functions of sentences
- Words, phrases and clauses
- Features of Standard English
- Formal/informal
- Punctuation
- Language strategies



Which sentence uses **commas** correctly?

Tick **one**.

The band will perform at concerts in Belfast,
Manchester, Birmingham, Nottingham and, Sheffield.

☐

The children could choose to play netball, cricket,
hockey or tennis.

☐

Owls badgers, hedgehogs and bats are all nocturnal
animals.

☐

Painting, drawing, sculpture and print-making, were
all options on the art day.

☐

Label each of the clauses in the sentence below as either **main (M)**
or **subordinate (S)**.

After they had been for a swim, the boys had a drink

☐☐

because they were very thirsty.

☐

Insert a **dash** in the correct place in the sentence below.

The story was exciting it was full of action and adventure.

The teacher wants to write a sign to remind children to turn the
lights off.

Write the **command** that the teacher might use on the sign.
Remember to punctuate your answer correctly.

- 1.** The children were _____ the objects from smallest to largest.
- 2.** Do not show _____ to anyone.
- 3.** I was given a _____ award.
- 4.** We spent a _____ of hours at the shops.
- 5.** You should _____ your fabric carefully.
- 6.** The dust in the air made me _____.
- 7.** Rosie used a sewing _____ to make her dress.
- 8.** The spy used _____ ink to write his message.
- 9.** Chewing gum is _____ in school.

Spelling 1: The word is **ordering**.

The children were **ordering** the objects from smallest to largest.

The word is **ordering**.

Spelling 2: The word is **disrespect**.

Do not show **disrespect** to anyone.

The word is **disrespect**.

Spelling 3: The word is **special**.

I was given a **special** award.

The word is **special**.

Spelling 4: The word is **couple**.

We spent a **couple** of hours at the shops.

The word is **couple**.

Spelling 5: The word is **measure**.

You should **measure** your fabric carefully.

The word is **measure**.

Spelling 6: The word is **cough**.

The dust in the air made me **cough**.

The word is **cough**.

Spelling 7: The word is **machine**.

Rosie used a sewing **machine** to make her dress.

The word is **machine**.

English Tests – Reading Test

- 60 minutes to read and answer
- Total out of 50 marks
- The 3 or 4 texts will not be linked by a theme and will increase in difficulty in the booklet



Assessing:

- Range of texts
- Themes and conventions
- Making inferences
- Comprehension
- Language for effect

A Traveller in Time

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a blue dusk, waiting for the lamplighter to come whistling down the street to bring a gleam to the stairway. There was a street lamp near, and this shone over the door and saved us from using our own gas-lamp.

I was suddenly aware how quiet it was. I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased rustling in the wainscot. I turned my head and saw a lady coming downstairs from the upper floor. She was dressed in a black dress which swept round her like a cloud, and at her neck was a narrow white frill which shone like ivory. Her eyes were very bright and blue as violets. I sprang to my feet and smiled up at her, into the beautiful grave face she bent towards me. She gave an answering smile, and her deep-set eyes seemed to pierce me, and I caught my breath as I stood aside to let her pass. I never heard a footstep; she was there before I was aware.

She went by as I leaned against the wall, and I pressed myself against the paper to leave room for her full floating skirts which took all the stairway. I never felt them touch me, and this gave me a curious sensation. Soundlessly she swayed down the stairway, and I stood watching her, smelling the sweet, faint odour of her dress, seeing the pallor of the hands which held her ruffled skirts, yet hearing nothing at all.



Choose the best group of words to fit the sentences.

Draw a circle around your choice.

(a) When Penelope saw the lady, she described...

**why the lady
was there.**

**what she
could see
and smell.**

**who the
lady was.**

**what she
could touch
and taste.**

1 mark

(b) As soon as the lady went away, Penelope...

felt frightened.

**looked for
her mother.**

felt relieved.

**looked for
the lady.**

1 mark

...I went thoughtfully down to the basement where my mother was cooking...

What might Penelope have been thinking at this point in the story?

1 mark

Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

Give **two** impressions, using evidence from the text to support your answer.

1. _____

2. _____

3 marks

Maths Tests

Paper 1: arithmetic

- Replaces 'mental maths test'
- 30 minutes, 40 marks
- Pupils answer written questions at their own speed

Papers 2 & 3: reasoning

- Both 40 minutes, 35 marks
- Variety of problems to solve

Assessing:

- **Number and place value, approximation and estimation/rounding**
- **Four rules (calculations)**
- **Fractions, decimals and percentages**
- **Ratio and proportion**
- **Algebra**
- **Measurement**
- **Geometry: properties of shape**
- **Geometry: position and direction**
- **Statistics**



$$10 + \boxed{} = 302$$

☐

1 mark

$$\frac{2}{7} - \frac{1}{9} =$$

☐

1 mark

Arithmetic Paper

$$73 \overline{) 3066}$$

☐

2 marks

$$\begin{array}{r} 4078 \\ \times \quad 67 \\ \hline \end{array}$$

☐

2 marks

Paper 2 and 3 – Reasoning

In a race, Ali completes a swim, a run and a bicycle ride.

The swim is $\frac{1}{10}$ of the total distance.

The run is $\frac{3}{10}$ of the total distance.

What fraction of the total distance is the **bicycle ride**?

1 mark

6 divides into 40 with a remainder of 4

Write **one** other number that divides into 40 with a remainder of 4

1 mark

18

This sign shows the number of **empty spaces** on each level of a car park at 10 am.

P	Empty Spaces	
Level 2	511	
Level 1	268	

In this car park, **each** level has 800 spaces.

What is the total number of cars **parked** in the car park at 10 am?

Show
your
method

2 marks

Scaled Scores

- Each test has a raw score. This is the total number of marks scored in the test. E.g In reading, if the children scored 34 out of 50 then their raw score is 34.
- Each raw score is converted to a scaled score.

English reading

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

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

- Children who have a scaled score of 100 or above are deemed to meeting Age Related Expectation (EXS)
- Children who have a scaled score of 110 or above are deemed to have achieved the 'Higher Score'.
- Children who have a scaled score of under 100 are deemed to have not met Age Related Expectation (HNM)

How will the test be administered?

- **The children will be in their classroom and will sit separated from each other**
- **The children will have instructions read to them. This is scripted but the children can ask questions**
- **The children will have to work on their own and in silence**
- **We will remind them of about timing at intervals during the test**
- **All the children will be given the equipment needed to complete the tests**
- **The children can ask for any question to be read to them but we cannot explain the meaning of anything.**
- **We cannot read any of the reading paper**

Access Arrangements

Children may require extra help in order to complete the test. If this is the case for your child then we will communicate this to you.

Children may sit in another classroom to allow an adult to read to them and support them during the test by allowing rest breaks and helping keep children focussed.

Reader – Children can have an adult read everything (not the reading paper) but they cannot explain any meanings.

NOTE: All children can have a question read to them if they ask.

Transcribe – Children can have all or part of the test transcribed, if the marker may have difficulty reading the test paper. This will be done by an adult before the child leaves the room.

Children may qualify for extra time but the decision on this is made by the testing agency.

Writing

The children will not complete writing assessments during SATs week.

Instead, we have been assessing the children's writing over a number of pieces throughout Year 6.

These will be assessed and then moderated to ensure accurate assessments are made.

Assessment framework

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 correctly¹ (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.²

Other questions

What if a child is ill?

- If your child is too ill to be in school then they should not attend
- Please inform the school at the earliest possibility
- If your child does not attend they will miss a test. On their return the child will need to be isolated from the rest of the class until they have completed the missed tests

What else will my child do during SATs week?

- The children will have a normal timetable outside of the allocated test slots
- We will have a fun relaxing afternoon on the Thursday afternoon to celebrate the completion of the tests.
- We will start to discuss and prepare the end of year activities for year 6: such as Bikeability, the PGL trip and our school production.

SATs Week: What can you do to help?

There are a few important things that you can do to help your child during the week:

- 1. Ensure they have early nights**
- 2. Give them a good breakfast in the morning**
- 3. Ensure that the children are in school on time. We don't want the children to be rushing around when they get in to school.**
- 4. Encourage them to drink plenty of water**
- 5. Talk to them and remind them that there is life after the tests!
Don't let them get worked up.**

SATs are only one measure of your child's attainment and progress.



Preparation leading up to tests

To help your child be as prepared as possible to take the tests you can support their learning of concepts and skills by ensuring they:

- 1) Continue to read regularly at home
- 2) Continue to practise Times tables and mental arithmetic skills
- 3) Support your child with their weekly English and Maths homework – check their understanding at the beginning of the task and help them read through and check their work at the end
- 4) More focussed homework may be sent to some children to help with particular topics and questions

Please avoid using lots of past papers to practise with at home. We will be preparing with these materials in the classroom and it can also lead to increased worry and anxiety.

Thank you for joining today and we hope you've found it useful.

Any questions?

