

# Information on the 2022 SATs Tests



# Aims

- ▶ To explain what 'SATs are'
- ▶ Talk through SATs week
- ▶ To explain how we can best prepare the children
- ▶ Give information regarding mock week

# SATs Week

- ▶ *Monday 9<sup>th</sup> May 2022 (English):  
Test 1 - Grammar and punctuation  
Test 2 - Spelling*
- ▶ *Tuesday 10<sup>th</sup> May 2022 (English):  
Test 1 - Reading Paper*
- ▶ *Wednesday 11<sup>th</sup> May 2022 (Maths):  
Test 1 - Arithmetic  
Test 2 - Reasoning paper 1*
- ▶ *Thursday 12<sup>th</sup> May 2022 (Maths):  
Test 1 - Reasoning paper 2*
- ▶ *Friday 13<sup>th</sup> May 2022:  
No paper*



# How are children assessed?

- ▶ *Children will be given a raw score, a scaled score and confirmation of whether or not they have achieved the National Average.*
- ▶ *100 scaled score = Expected*
- ▶ *110 scaled score = Greater Depth*



# The key areas for testing this year:

- ▶ GPS (Grammar, punctuation and spelling)
- ▶ Reading
- ▶ Maths
- ▶ Arithmetic
- ▶ Reasoning 1
- ▶ Reasoning 2



# KS2 English - GPS.



- ▶ Design of the test:
  - 1 short answer paper with questions, 50 marks available.
  - 1 spelling test with questions, 20 marks available.
- ▶ Spelling will be tested by asking pupils to complete sentences with a word missing.

**Table 1: Format of the test**

| Component  | Description            | Number of papers | Number of marks | Timing of component             |
|--|------------------------|------------------|-----------------|---------------------------------|
| <b>Paper 1:</b> grammar and punctuation: questions | Short answer questions | 1                | 50              | 45 minutes                      |
| <b>Paper 2:</b> spelling task                      | Spelling (20 words)    | 1                | 20              | 15 minutes (not strictly timed) |
|  | <b>Total</b>           | <b>2</b>         | <b>70</b>       | <b>60 minutes</b>               |

# KS2 English - GPS.

- ▶ Emphasis on knowing and applying grammatical terminology.
- ▶ Full range of punctuation will be tested.
- ▶ Curriculum clearly states which technical terms in grammar need to be learnt - these will explicitly be included in the test.
- ▶ Precise spelling patterns are also stated in the curriculum and these will form the basis of the test.



# KS2 English - GPS.

2

Draw a line to match each word to the correct **suffix**.  
Use each suffix only once.

Word

accomplish

forgive

joy

fool

Suffix

ful

ment

ish

ness

16

Tick one box to show where a **hyphen** is needed in the sentence below.

The class teacher praised the well behaved and helpful group of  
year six children.

1 mark

1 mark

3

Tick one box in each row to show whether the sentence is a **question** or a **command**.

| Sentence   | Question | Command |
|--|----------|---------|
| Do your stretches before you exercise            |          |         |
| Do you prefer tennis or cricket                  |          |         |
| Do the boys always go running in the morning     |          |         |
| Do take some water with you to football practice |          |         |

1 mark





# KS2 English - GPS.

5 Which word in the sentence below describes **how** Anita crossed the road?

Tick **one** box.

Anita looked both ways before crossing the road safely.

↑  
☐

↑  
☐

↑  
☐

↑  
☐

1 mark

35 Draw a line to match each word with its **synonym**.

**Word**

vast

swift

drab

bustling

**Synonym**

dull

busy

huge

fast

1 mark

36 Rearrange the words in the question below to make it a **statement**.

Do not use additional words.

Remember to punctuate your sentence correctly.

Is this book new?

1 mark



# KS2 English – GPS.

Information relating to the content domain reference codes in Table 3 can be found in the key stage 2 English grammar, punctuation and spelling test framework.

**Table 3: Mark schemes and content domain references for Paper 2**

| Qu.          | Spelling     | Mark      | Content domain reference   |
|--------------|--------------|-----------|--|
| 1            | creature     | 1         | S44 – words with endings sounding like /ʒə/ or /tʃə/   |
| 2            | enough       | 1         | S59 – words containing the letter string <i>ough</i>   |
| 3            | reception    | 1         | S47 – endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>                      |
| 4            | numb         | 1         | S60 – words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)     |
| 5            | division     | 1         | S45 – endings that sound like /ʒən/  |
| 6            | sighed       | 1         | S61 – homophones and near homophones (Years 3 and 4)<br>homophones and other words that are often confused (Years 5 and 6) |
| 7            | navigation   | 1         | S47 – endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>                      |
| 8            | thoughtful   | 1         | S59 – words containing the letter string <i>ough</i>   |
| 9            | offered      | 1         | S38 – adding suffixes beginning with vowel letters to words of more than one syllable                                      |
| 10           | muscle       | 1         | S51 – words with the /s/ sound spelt <i>sc</i>   |
| 11           | curiously    | 1         | S46 – the suffix <i>-ous</i><br>S43 – the suffix <i>-ly</i>  |
| 12           | courage      | 1         | S40 – the /ʌ/ sound spelt <i>ou</i>  |
| 13           | disagreement | 1         | S41 – prefixes   |
| 14           | pyramid      | 1         | S39 – the /i/ sound spelt <i>y</i> other than at the end of words  |
| 15           | excellent    | 1         | S55 – words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>                |
| 16           | generous     | 1         | S46 – the suffix <i>-ous</i>   |
| 17           | chorus       | 1         | S48 – words with the /k/ sound spelt <i>ch</i>   |
| 18           | tongue       | 1         | S50 – words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i>                                |
| 19           | accidentally | 1         | S43 – the suffix <i>-ly</i>  |
| 20           | deceive      | 1         | S58 – words with the /i:/ sound spelt <i>ei</i> after <i>c</i>   |
| <b>Total</b> |              | <b>20</b> |  |

# Writing

- ▶ Is not 'tested' but children complete moderated pieces of work throughout the year, until June
- ▶ Teacher judgement



# KS2 English - Reading

- ▶ Timings for the reading test are the same as in previous years.

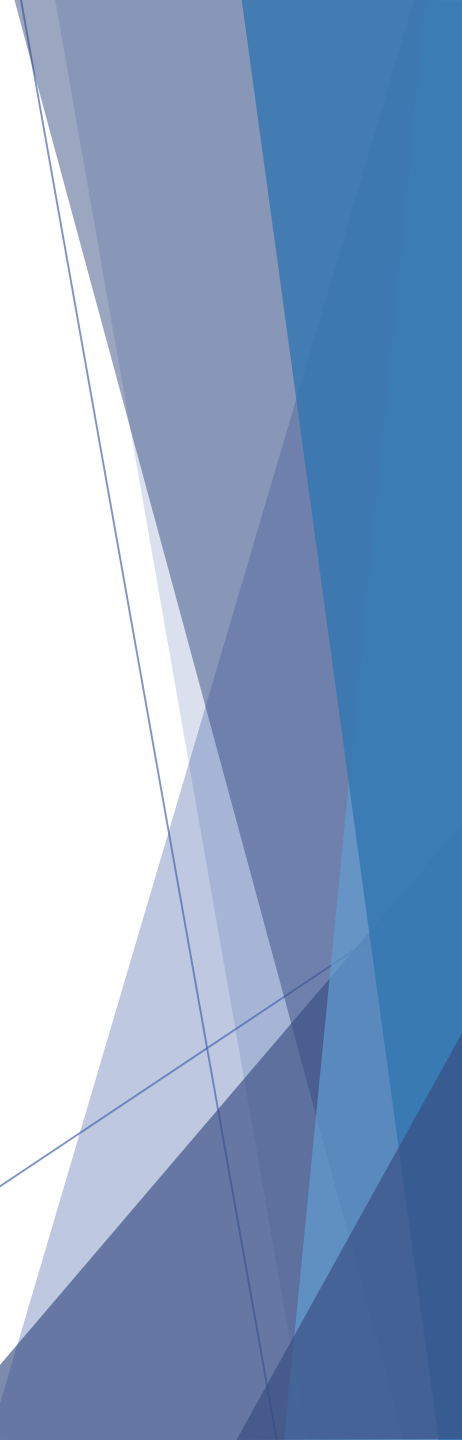
**Table 1: Format of the test**

| Component                               | Description   | Number of papers | Number of marks | Timing of component                 |
|---|---|------------------|-----------------|-------------------------------------|
| English reading test:<br><b>paper 1</b> | Reading booklet with associated answer booklet<br><br>(a selection of texts, 1 800 – 2 300 words) | 1                | 50              | 60 minutes (including reading time) |
|   | <b>Total</b>  | <b>1</b>         | <b>50</b>       | <b>60 minutes</b>                   |

# KS2 English - Reading

- ▶ Greater emphasis on the *comprehension elements* of the curriculum and on *fictional texts*.
- ▶ The test will have 3 unrelated texts of increasing difficulty.
- ▶ There will be a mixture of text types.



- 
- ▶ The main skills children are tested on:
  - ▶ Fact Recall
    - ▶ Who, what, when, where
  - ▶ Inference
    - ▶ Why do you think?
  - ▶ Words in context
    - ▶ Definition and meaning of words

# Understanding Key Vocabulary

| Key language            | meaning  |
|-------------------------|--|
| According to            | retrieve the fact  |
| suggest -               | meaning/definition   |
| Impression              | How does the language used make the reader? Find the evidence to support your answer. Look at the character's behaviour. |
| Explain                 | make your point and use evidence to support your answer.   |
| When                    | time/date  |
| Summarise               | key information  |
| Fact                    | - true/real  |
| What was one effect ... | what are the consequences/what happened next because of the action   |
| Opinion                 | what someone thinks.   |
| Find and copy one word  | ONE WORD   |
| Find and copy a phrase  | A SMALL GROUP OF WORDS   |
| Compare                 | difference   |
| evidence                | Retrieve from the text.  |
| Why does...             | Look at the evidence and infer. EXPLAIN  |
| benefit                 | Advantages/good things   |

# KS2 English - Reading

Questions 12–22 are about *Wild Ride* (pages 6–8)

Circle the correct option to complete each sentence below.

12

(a) The text begins with Martine going out to ride her giraffe...

in the early morning.

at midday.

in the late afternoon.

at night.

1 mark

(b) Martine rode her giraffe...

slowly.

speedily.

safely.

fearfully.

1 mark

(c) Everything was fine on that day until...

her grandmother saw her.

they came across lions on the hunt.

they disturbed a warthog family.

they met a herd of hippos.

1 mark

(d) At the end of the text, Martine...

went back home unharmed.

carried on riding for hours.

ran home to get help.

cried all the way home.

1 mark





# KS2 English - Reading



The Park



Fact Sheet:  
About Bumblebees



Music Box

## Reading Booklet

2019 key stage 2 English reading booklet

32

What impressions do you get of Piper's house?

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

| Impression | Evidence |
|------------|----------|
|            |          |
|            |          |
|            |          |
|            |          |
|            |          |
|            |          |
|            |          |

3 marks



# KS2 English - Reading

15

Look at the section headed: **Save our bees.**

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

|   | Evidence |
|---|----------|
| The Bumblebee Conservation Trust is worried about bees. |          |
| The leaflet makes readers feel hopeful for bumblebees.  |          |

2 marks

13

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

|  | True | False |
|--|------|-------|
| The park has been looked after by a park warden.         |      |       |
| The park is going to be replaced with a shopping centre. |      |       |
| Building work in the park will start at the end of July. |      |       |
| The warden had two weeks' notice of the park's closure.  |      |       |

2 marks



16

*In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless.*

This suggests that...

Tick one.

farming has helped bees.

☐

paved gardens are attractive.

☐

bees are good at finding their way.

☐

bees have only started struggling recently.

☐

1 mark

38

Look at the last paragraph, beginning: *'Yeah, it'll look smart.'*

**Find and copy one** word that suggests that the sound coming from Micah's music box is unpleasant.

\_\_\_\_\_

1 mark

# KS2 Maths



- There will be 3 papers
  - 1 arithmetic
  - 2 mathematical reasoning papers

**Table 1: Format of the test**

| Component                  | Description  | Number of papers | Number of marks                  | Timing of component                |
|----------------------------|--|------------------|----------------------------------|------------------------------------|
| <b>Paper 1</b>             | Arithmetic   | 1                | 40                               | 30 minutes                         |
| <b>Paper 2 and Paper 3</b> | Mathematical fluency, solving problems and reasoning | 2                | 70 overall<br>35 marks per paper | 80 minutes<br>40 minutes per paper |
|                            | <b>Total</b>   | <b>3</b>         | <b>110</b>                       | <b>110 minutes</b>                 |

# KS2 Maths - Arithmetic Test

- ▶ The arithmetic test assesses basic mathematical calculations - there will be no word problem questions in the arithmetic paper.
- ▶ Secure knowledge of **number bonds** and **multiplication tables** will give children an advantage.
- ▶ Gridded paper is provided in answer spaces for questions on the arithmetic paper and some questions on Paper 2.



# KS2 Maths - Arithmetic Test

- The arithmetic test will last for **30 minutes**, with **40 marks** available.

|   |               |                      |        |
|---|---------------|----------------------|--------|
| 1 | $979 + 100 =$ | <input type="text"/> | 1 mark |
|   |               |                      |        |

|   |                  |                      |        |
|---|------------------|----------------------|--------|
| 2 | $123 \times 2 =$ | <input type="text"/> | 1 mark |
|   |                  |                      |        |

|   |               |                      |        |
|---|---------------|----------------------|--------|
| 3 | $6.1 + 0.3 =$ | <input type="text"/> | 1 mark |
|   |               |                      |        |



# KS2 Maths -Reasoning Tests

- ▶ There will be 2 reasoning papers.
- ▶ The reasoning tests will last for 40 minutes.
- ▶ Questions will cover:
  - straightforward addition and subtraction
  - more complex calculations with fractions
  - long division and long multiplication



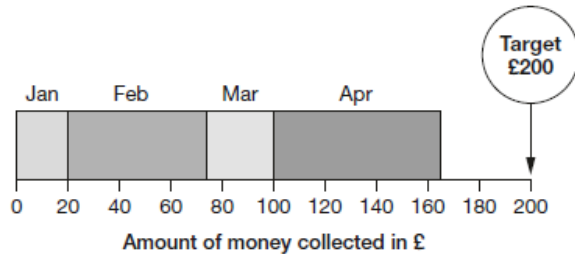
# KS2 Maths – Reasoning Test



4

A school plans to collect £200 between January and May.

This chart shows how much they collected by the end of April.



Write the name of **each** month where they collected more than £50

\_\_\_\_\_

1 mark

How much money did they collect in February and March **altogether**?

£

1 mark

19

The area of a rugby pitch is 6,108 square metres.

A football pitch measures 112 metres long and 82 metres wide.

How much larger is the area of the football pitch than the area of the rugby pitch?

Show  
your  
method

3 marks



# How can I help my child at home?

- ▶ Encourage them to complete their homework to the best of their ability.
- ▶ Daily use of MyMaths and Timetable Rockstars
- ▶ Ask questions about their homework to reinforce the information.
- ▶ Hear them read every night and ask questions about what they have read: use Reading Plus
- ▶ Allow them to get plenty of sleep
- ▶ Make sure they have a good breakfast.

If you need any support; speak to your child's class teacher; Mr. Iqbal (Y6 Head of Year) or a member of SLT.

There is plenty of support here for you!

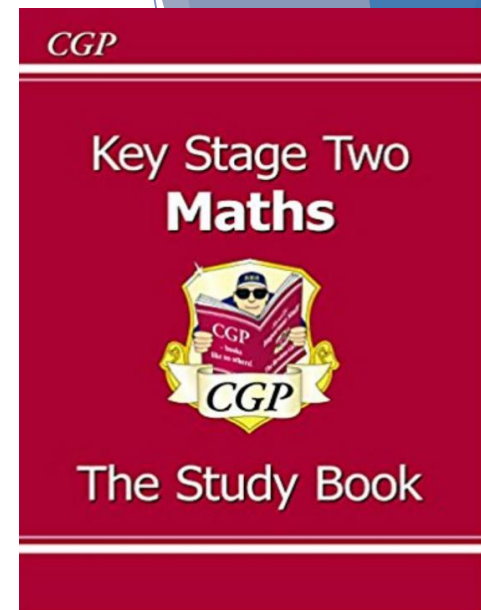
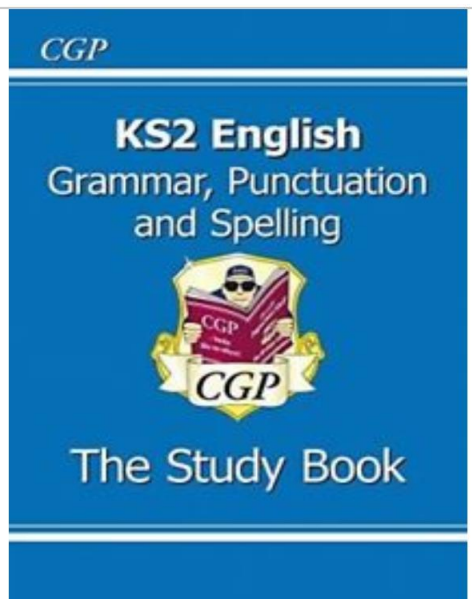


# During SATs Week

- ▶ The school is hoping to provide breakfast for every child in the year group.
- ▶ We are hoping to run breakfast club from 8:15am - 8:45am and this will be free of charge.
- ▶ Cereals, toast and drinks will hopefully be available to give them energy for the day!
- ▶ We will then begin to get ready for the tests at 8:50am so please, as always, make sure children arrive at school no later than 8:45am



# Resources to use at home



- ▶ Books are on sale
- ▶ The cost is £5 for both books
- ▶ These books can only be ordered through ParentPay
- ▶ Logon to ParentPay or use this link:  
[shorturl.at/bpvIT](https://shorturl.at/bpvIT)
- ▶ Alternatively scan the QR Code above

# Mock SATs week

- ▶ Will run at the end of March from Monday to Wednesday (watch out for dates in your child's homework planner)
- ▶ Will run the same as the actual SATs week
- ▶ Gives the children an idea of what to expect
- ▶ Eases any fears and worries they might have

# Recap:

- ▶ Use the school website resources if you need any support;
- ▶ Speak to your child's class teacher;
- ▶ Mr Iqbal (Y6 Head of Year); or a member of SLT

*There is plenty of support here for you!*

