



Silverdale St John's CE Primary school

KS2 SATs

Information Evening

April 2023

Writing is teacher assessed and NOT tested.

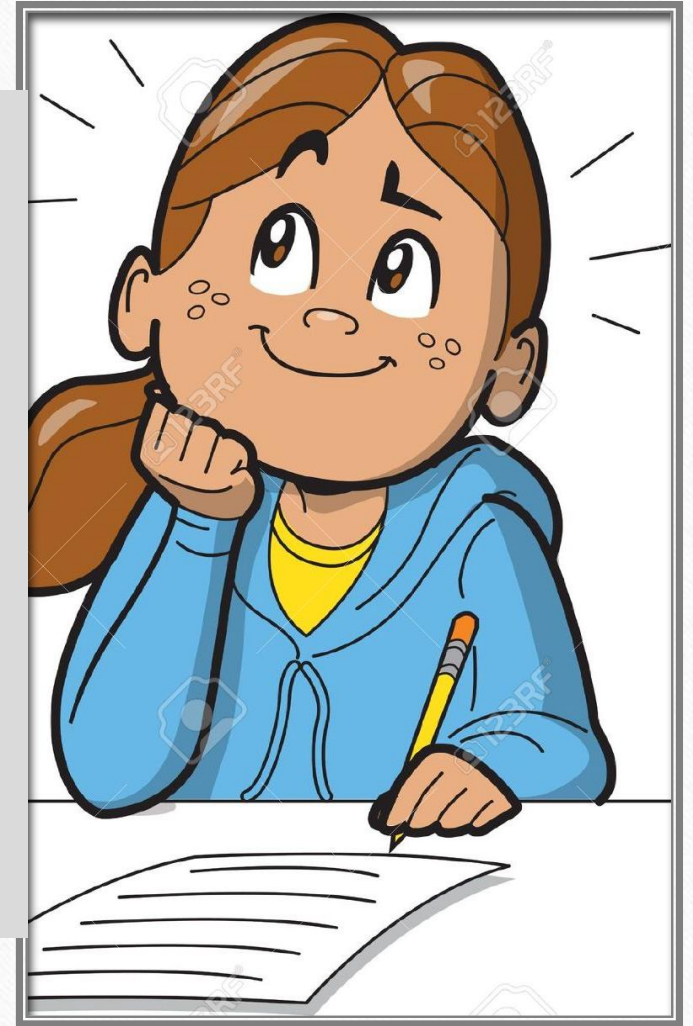
Evidence must be in pupil books: being able to apply all the spelling, punctuation and grammar knowledge

Write for audience and purpose.

Organise ideas in paragraphs, use appropriate style and tone and be COHESIVE.

Joined, neat handwriting and secure spelling.

Evidence gathered September through to end of June.



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.¹

In addition to Working Towards criteria:

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

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 writing³ 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.[^]

[There are no additional statements for spelling or handwriting]



KEEP

CALM

IT'S

ONLY

SATS



Test Timetable

Week of 8th May 2023

Tuesday 9th May

09:15 SPAG

11:00 Spelling

Wednesday 10th May

09:15 English Reading

Thursday 11th May

09:15 Maths paper 1 (Arithmetic)

11:00 Maths paper 2 (Reasoning)

Friday 12th May

09:15 Maths paper 3 (Reasoning)

What will help between now and then
at school:

- Completing homework on time
- ASK ASK **ASK** if you need help!
- Revision at home
- Multiplication facts/spelling lists
- Reading and *reading at speed*
- Be ready to learn each day at school

What will help during the test week:

Early nights!

Keeping active and eating well.

Bottle of water in school.

Arrive at school **by 8:15am** (free breakfast and social time)

Use mindfulness/meditation techniques to stay calm and focused

What we will do at school to help:

Teaching and learning

- Familiarise with style of tests and questioning
- Practice papers
- Analyse texts
- Plug gaps in learning
- Curriculum coverage to access questions
- Provide homework

Test technique

- Reading tests – scanning/skimming
- Mark schemes – P.E.E!
- Quick wins
- Time management
- Working out – showing calculations
- Methodical – deduction skills
- Checking **CHECKING CHECKING**

What do the Maths tests cover?

Arithmetic Test = 30 mins

Calculating using all 4 operations – some mental, most written

Multiplication facts, Place value,
Fractions/Decimals/Percentages

Reasoning 2 and Reasoning 3 = 40 minutes

Both test children on ability to apply their knowledge and skills

All areas of maths: shape and space, statistics, measures, number etc



$$383,000 + 1,000 + 1,000 =$$


$$-16 + 12 =$$

$$\begin{array}{r} 752,476 \\ + 528,015 \\ \hline \end{array}$$

$$51.4 \div 4 =$$


$$257.04 - 9.138 =$$

A



£135,300

B




£119,125

C



£130,500

D



£131,500

E



£91,500

Put these houses in order of price starting with the lowest price.

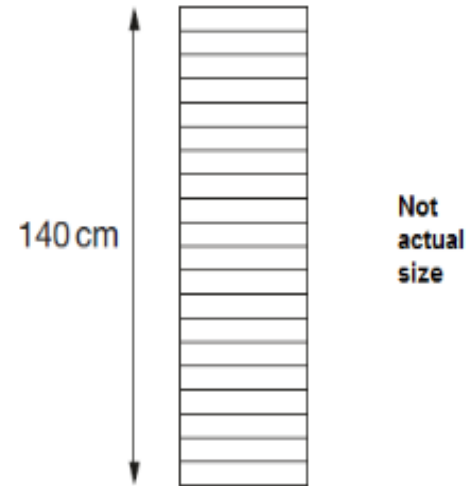
One has been done for you.

_____ **B** _____

lowest

1 mark

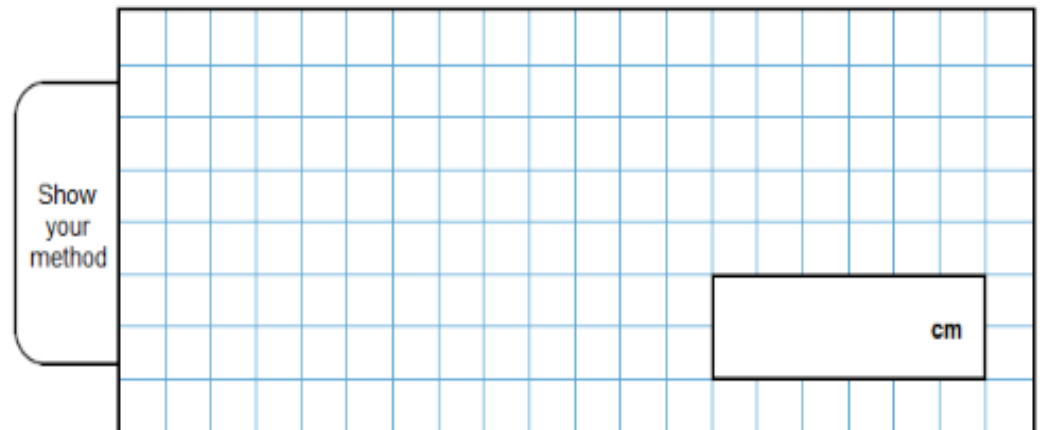
A stack of 20 identical boxes is 140 cm tall.



Stefan takes three boxes off the top.

How tall is the stack now?

Show your method



Long Multiplication

$$\begin{array}{r} 123 \\ \underline{12} \times \end{array}$$

First 123×2
Second 123×10

$$\begin{array}{r} 123 \\ \underline{12} \times \\ 246 \end{array}$$

$2 \times 3 = 6$
 $2 \times 2 = 4$ $123 \times 2 = 246$
 $2 \times 1 = 2$

$$\begin{array}{r} 123 \\ \underline{12} \times \\ 246 \\ 0 \end{array}$$

Put a **zero** in the units column because you are multiplying by 10

$1 \times 3 = 3$
 $1 \times 2 = 2$
 $1 \times 1 = 1$

$$\begin{array}{r} 123 \\ \underline{12} \times \\ 246 \\ 1230 \end{array} \quad 123 \times 10 = 1230$$

$$\begin{array}{r} 123 \\ \underline{12} \times \\ 246 \\ 1230 + \\ \hline 1476 \end{array}$$

add these together

$$123 \times 12 = 1476$$

Long Division

Traditional
method

This is a similar method to 'short' division, but, rather than writing the remainder at the top, we work it out underneath.

Let's try $3749 \div 31$

We may find
this useful:

31
62
93
124
155
186
217
248
279
310

$$\begin{array}{r} 120 \text{ r } 5 \\ 31 \overline{) 3749} \\ \underline{31} \\ 64 \\ \underline{62} \\ 29 \\ \underline{24} \\ 5 \end{array}$$

Finished!

Long Division

Traditional
method

The space saver method

Let's try $4729 \div 28$

$$\begin{array}{r} 0168 \\ 28 \overline{) 4729} \\ \underline{4} \\ 7 \\ \underline{56} \\ 19 \\ \underline{196} \\ 24 \\ \underline{240} \\ 9 \\ \underline{84} \\ 25 \end{array}$$

These might be useful: 28, 56, 84, 112, 140, 168, 196, 224, 252, 280

What does the GPS(SPAG) test cover?

One paper testing grammar, punctuation and some spelling/vocabulary = 45 mins

Separate spelling test- 20 words approximately 20 minutes. Words given within context of a sentence and then repeated twice



Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix	Word
re	mature
de	understood
mis	legible
im	frost
il	do

_____ 1 mark

Which sentence uses an **apostrophe** correctly?

Tick **one**.

The children's clothes were hanging up.

The childrens' clothes were hanging up.

The childrens clothe's were hanging up.

The childrens clothes' were hanging up.

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.		

Rewrite the sentence below as **direct speech**. Remember to punctuate your answer correctly.

She asked if he wanted a banana.

She asked him, _____

What does the root struct mean in the word family below?

destruction **structure** **reconstruct**

Tick **one**.

break

build

carry

touch

Write a sentence that lists all the information given in the box below. Remember to punctuate your answer correctly.

Milkshake ingredients

bananas

semi-skimmed milk

honey

marshmallows (for decoration)

Reading

Between 3 and 4 text extracts = 1 hour

Extracts could be: poetry, range of fiction and non-fiction each text immediately followed by questions

Testing:

Retrieve information – fetch!

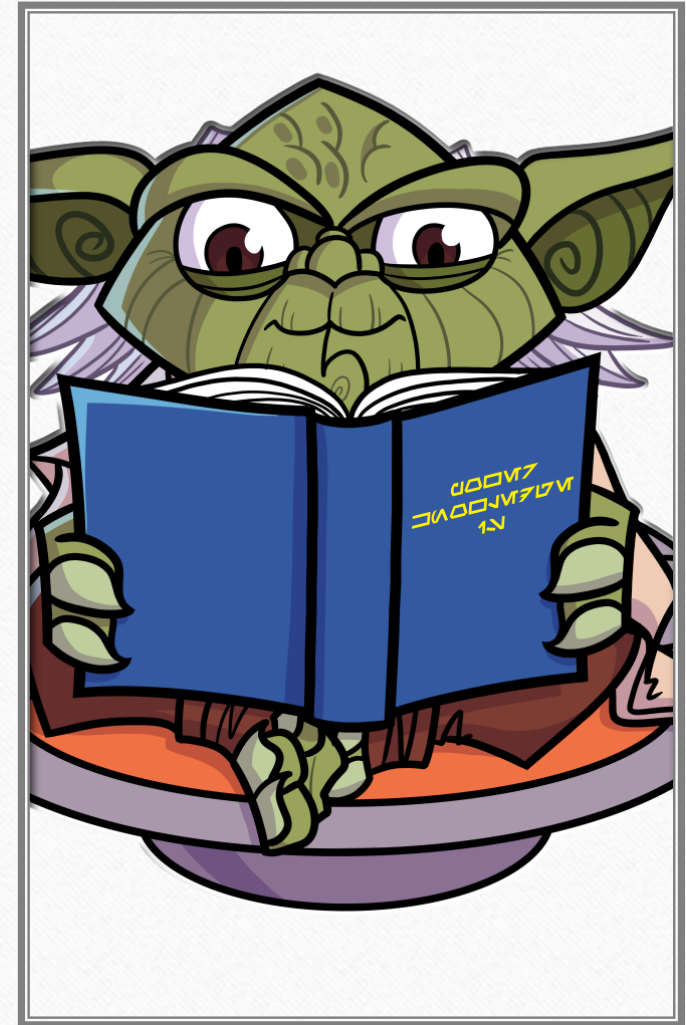
Deduce – work it out like a detective

Infer – ‘read between the lines’, show deep understanding

Summarise – identify main events, themes and sum up

Predict – what might happen next, how do you know?

Compare – what do the texts have in common/what’s different? Text types, effects etc.





Skimming – to quickly identify the main ideas

- Reading key ‘signpost’ information: eg headings, subheadings
- Using visuals / layout features
- Reading the first and last sentences of paragraphs / sections
- Think about the overall meaning of the text



Scanning – to find specific information

- Know what questions / ideas you are trying to answer or respond to
- Don't try and read every word
- Read vertically rather than horizontally
- Visualise key words
- Look for text clues – numbers, capital letters, length of words, punctuation, spelling patterns
- Use signposts
- Use layout / textual organisation features – eg sections or alphabetical order



Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

Who has already had a holiday in space?

In 2006, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.



after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.

7. Look at the text box *Who has already had a holiday in space?*

Complete the table about Anousheh's trip into space.

Where did she start her trip?	
Where did she stay in space?	
How long did she stay in space?	

2 marks

9. Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

2 marks



Additional support:

- School has applied for certain arrangements such as extra time and early opening.
- Strict criteria has to be met.
- Support in reading the questions in GPS and Maths papers.
- Scribes/transcripts/readers
- This has to be part of usual practice at school.



Results

Received by parents with summer annual reports.

Age Appropriate – Yes or No

Scaled Score – 70 - 120

Writing is teacher assessed and moderated.

Below expected standard

Working Towards the expected standard

At Expected Standard

At Greater Depth

Results capture your child's achievement over their primary education.

Informs secondary provision.