

# SATS Café 2024



# SATS

Statutory Assessment Tests

National

Externally Assessed

In class

Timed

# Scaled Scores

## What is meant by 'scaled scores'?

- 80 to 120
- 100 = national standard
- 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.

# Reporting Results

Mid July

Secondary schools

OFSTED

Teacher Assessments

# The Day to Day

## Date

## Tests

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Monday 13 May

English grammar, punctuation and spelling:  
– Paper 1: questions  
– Paper 2: spelling

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Tuesday 14 May

English reading

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Wednesday 15 May

Mathematics:  
– Paper 1: arithmetic  
– Paper 2: reasoning

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Thursday 16 May

Mathematics Paper 3: reasoning

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# Grammar, Punctuation & Spelling

- A spelling test 20 words 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.
- Combined (GPS) score

# 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



# Sample Questions

## Grammar, Punctuation and Spelling Paper 2

### Spelling task

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.

# Reading

- Single test with 3 x unrelated reading texts.
- 60 minutes to read and answer
- A total of 50 marks are available.
- Comprehension and speed
- Inference, deduction and authorial choice
- Variety of question types

# Sample Questions

## Reading Paper

39

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

3 marks

# Sample Questions

## Reading Paper

17

Look at the section headed: ***What's so different about the bumblebee?***

The text refers to the bumblebees' *cousins*.

Who are their *cousins*?

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1 mark

# Mathematics

- 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. Not all children will be expected to access some of the more difficult questions later in the paper.
- 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>	$25.34 \times 10 =$	<input type="text"/>	1 mark

<b>15</b>	$60 \div (30 - 24) =$	<input type="text"/>	1 mark

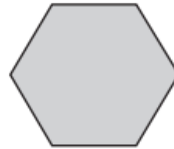
# Sample Questions

## Maths Paper 2 / Paper 3 : Reasoning

17

These two shapes have the **same** perimeter.

regular hexagon



square

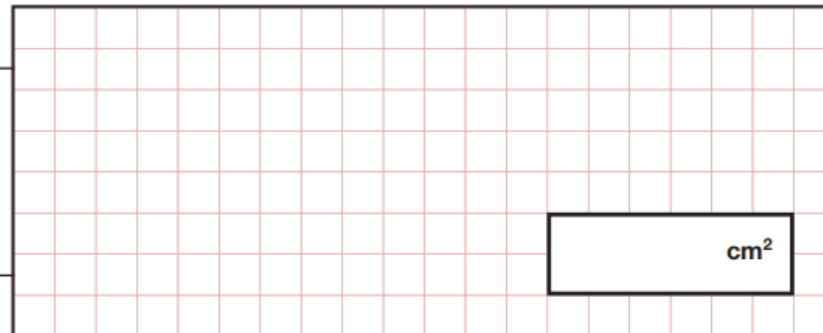


Not actual size

The length of each side of the **hexagon** is **8** centimetres.

Calculate the **area** of the **square**.

Show  
your  
method



2 marks

# Sample Questions

## Maths Paper 2 / Paper 3 : Reasoning

18

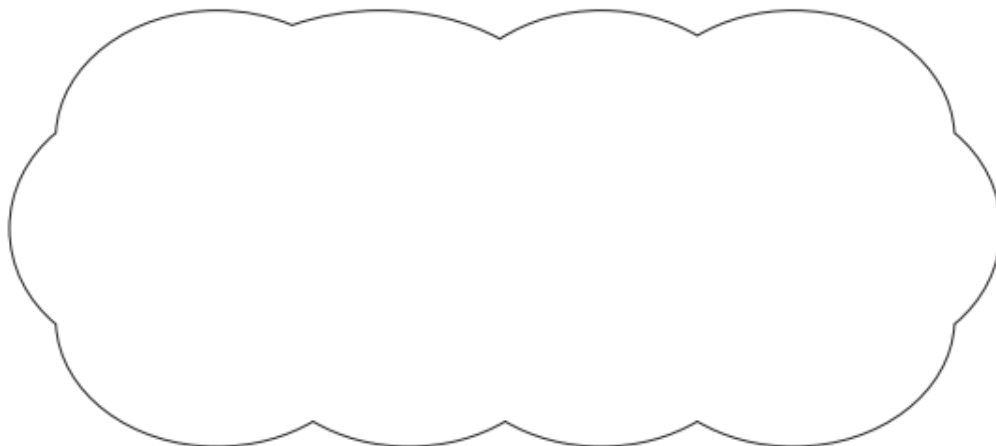
Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.



1 mark



# How to Help Your Child

- Acknowledge their feelings
- Their best effort is good enough
- Monitor your own anxiety
- Attendance
- Homework
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Discuss school learning
- Make sure your child has a good sleep and healthy breakfast every morning!
- Remind your child what the SATs can't test



# 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

- Practise and learn weekly spelling lists – make it fun!
- 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 times tables games.
- 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 numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.