

SATS *information* EVENING

SATS WEEK

11TH MAY -
14TH MAY

Understand what SATs are

Know how they will be structured both in the lead up to and the week of

Look through past papers to see end of year learning expectations

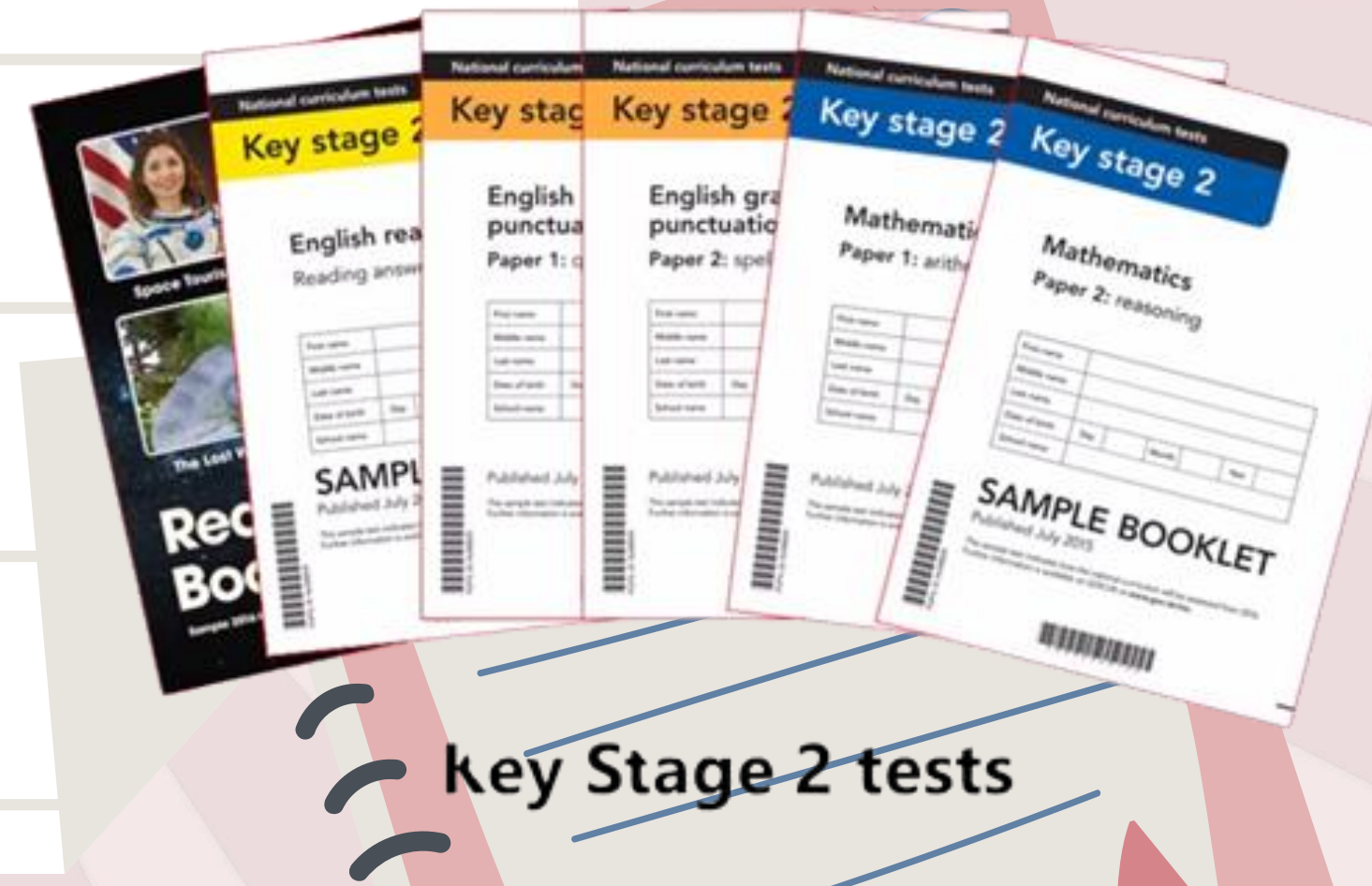
Help you to understand how to best support your child

Meeting Aims



What are *SATS*?

- SATs stands for Standard Attainment Tests.
- They are taken by all children across the UK.
- They are sent away to be marked externally.
- The results are sent to the school which are then shared and explained to children on an individual basis. These are then sent home in the end of year reports provided we have received the information by then.

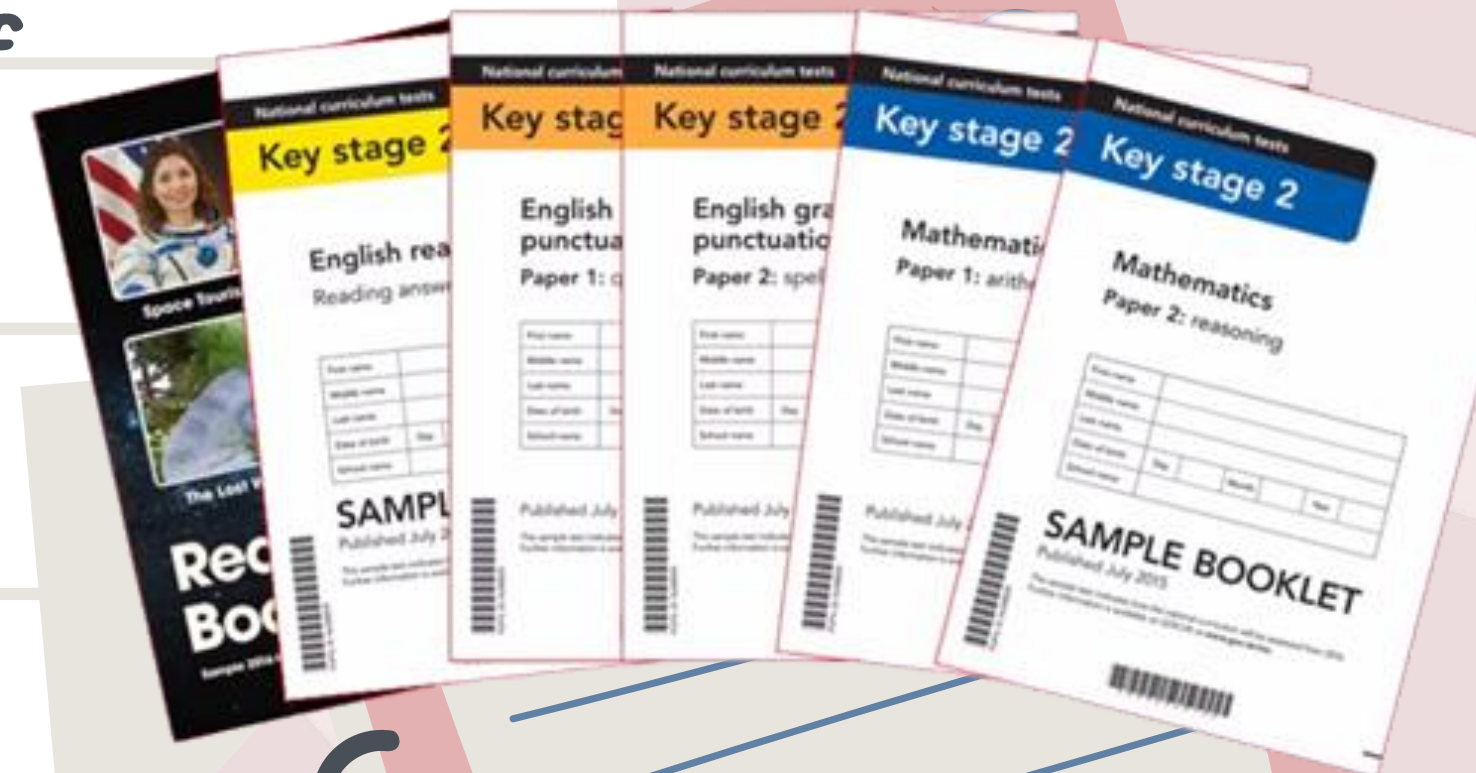


Key Stage 2 tests

Why do we have *SATS?*



- They are a national requirement.
- Designed to assess children's knowledge and understanding of the Key Stage 2 Programmes of Study. They provide a snapshot of a child's attainment at the end of the Key Stage.
- Secondary school information and baseline.
- Schools have a requirement to publish their SATs data for parental and external access.



Key Stage 2 tests

What will the week of *SATS* look like?

- Children will have done practice papers in their classes.
- Two adults to read questions in class (not the reading paper).
- Additional support for those who qualify for it.
- Displays covered.
- Verbal revision in the first session before the paper.
- Papers brought to the classroom and instructions read.
- Fun activities and learning around them!

MONDAY

Grammar and
punctuation

*50 marks
45 minutes*

Spelling

*20 marks
20 minutes*

TUESDAY

Reading

*50 marks
1 hour*

WEDNESDAY

Maths: Arithmetic

*40 marks
30 minutes*

Maths: Reasoning A

*35 marks
40 minutes*

THURSDAY

Maths: Reasoning B

*35 marks
40 minutes*

Grammar and punctuation scores are combined with the spelling for the final SPaG mark.
Maths Arithmetic, Reasoning A and Reasoning B are combined for the final Maths mark.

What have the pass marks for *SATS* been?

- Pass marks change each year to account for the difficulty of the papers.

2019

SPAG: 36
Reading: 28
Maths: 58

2022

SPAG: 35
Reading: 29
Maths: 58

2023

SPAG: 36
Reading: 24
Maths: 56

2024

SPAG: 35
Reading: 27
Maths: 54

2025

SPAG: 35
Reading: 28
Maths: 58

SPaG full marks: 70

Reading full marks: 50

Maths full marks: 110

Scaled scores are used for SATs to allow accurate comparisons of pupil performance over time, ensuring that a score of 100 or more consistently represents the expected standard, even when the difficulty of the yearly tests varies.

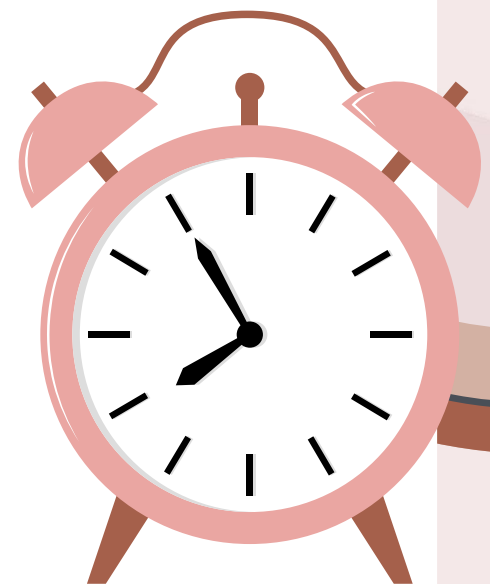
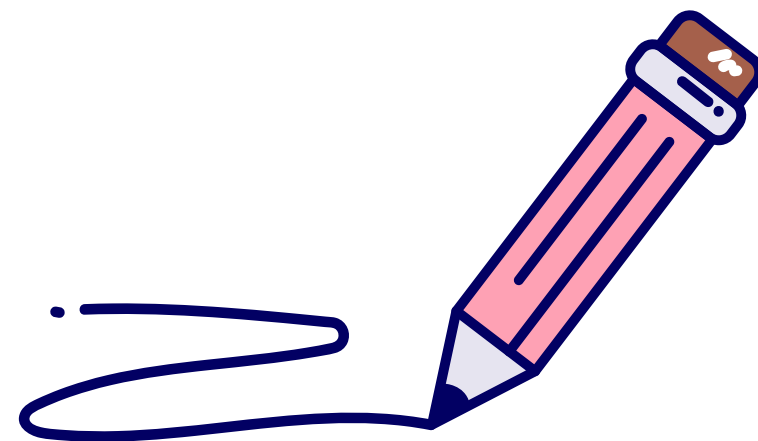
How do we support specific needs during

SATS?

Teachers will be in contact with parents of children who would be entitled to these to discuss what type of arrangements are best for the individual child.

Learners with specific identified needs for it can benefit from having additional access arrangements. This can include:

- 1:1 reader
- Extra time
- Prompter
- Scribe or transcribe
- Movement breaks



What do the SATS papers look like and how can support your child?

Paper look!

Miss Creelie: Maths
Mrs Nasir: Reading
Miss Bremner: SPaG

1 $707 - 10 =$

2 $= 6,138 + 456$

3 $4 \times 702 =$

Amina draws triangle ABC on a grid as shown.

She then reflects the triangle in the y-axis.

Draw the reflected triangle on the grid.

Spelling

- Our dogs are _____ and full of energy.
- The swans nested on an _____ in the lake.
- We met a _____ writer.
- The linen fabric had a rough _____.
- It is important to stay safe on _____ media.
- The school is _____ its minibus.

_____ of our friendship.

_____ our chance of success.

thorough _____

_____ in summer.

8

Tick one box in each row to show whether the underlined word is a **possessive pronoun** or a **relative pronoun**.

Sentence	Possessive pronoun	Relative pronoun
That red cycle helmet is <u>mine</u> .		
I wear it when I ride the new bike <u>which</u> my uncle gave me.		
My bike goes much faster than <u>yours</u> .		

26 Look at the whole text.

Write **three** pieces of evidence that show Ned was nervous about Louie's tightrope walking.

- _____
- _____
- _____

In this account, the writer Ruskin Bond looks back on the experiences he had while living in the mountains and forests near Mussoorie, in northern India.

The Leopard

I first saw the leopard when I was crossing the small stream at the bottom of the hill. As I began climbing, the grunting and chattering increased, as though the monkeys were trying to warn me of some hidden danger. A shower of pebbles came rattling down the steep hillside, and I looked up to see a sinewy, orange-gold leopard poised on a rock about twenty feet above me.

He was not looking toward me, but had his head thrust attentively forward. Yet he must have sensed my presence, because he slowly turned his head and looked down at me. He seemed a little puzzled at my presence there; and when, to give myself courage, I clapped my hands sharply, the leopard sprang away into the thickets, making absolutely no sound as he melted into the shadows. I had disturbed the animal in his quest for food. But a little later I heard the quickening cry of a deer as it fled through the forest. The hunt was still on.

The leopard, like other members of the cat family, is nearing extinction in India, and I was surprised to find one so close to Mussoorie. It was some weeks before I saw the leopard again, although I was often aware of its presence. A dry, rasping cough sometimes gave it away. At times I felt almost certain that I was being followed. Once, when I was late getting home, and the brief twilight gave way to a dark, moonless night, I was startled by a family of porcupines running about in a clearing. I looked around nervously, and saw two bright eyes staring at me from a thicket. I stood still, my heart banging away against my ribs. Then the eyes danced away, and I realised that they were only fireflies.

On one occasion, I found the remains of a deer, which had only been partly eaten. I wondered why the leopard had not hidden the rest of his meal, and sided that it must have been disturbed while eating.

3 marks

I was climbing the hill, I met a party of hunters resting beneath the oaks. I said I had seen a leopard. I said I had not.

The final take away
for *SATS!*

*No
Pressure!*

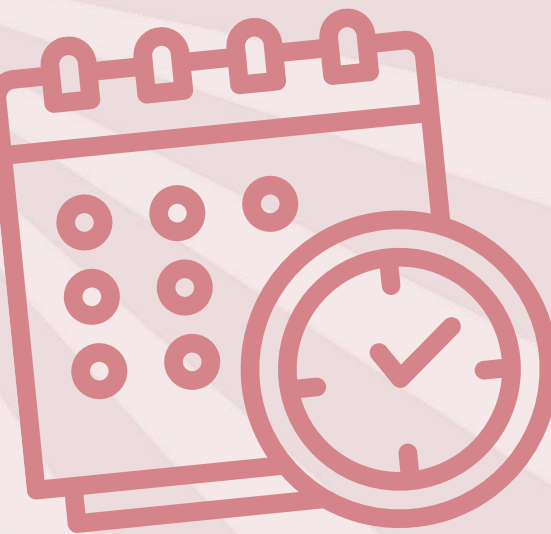
We strive to keep a broad and balanced curriculum to avoid stress. Continue with clubs and fun events but be well rested and fed!



**READ
OFTEN**

*Little and
often!*

Regular practise for a small amount of time is more beneficial.



*Verbal
practise!*

Asking questions when reading or completing home learning can embed understanding.



*Supporting
tasks set!*

All of our home learning tasks aim to support SATs. Completing these every week will support your child.



*Any
questions?*

*Thank you for
coming!*