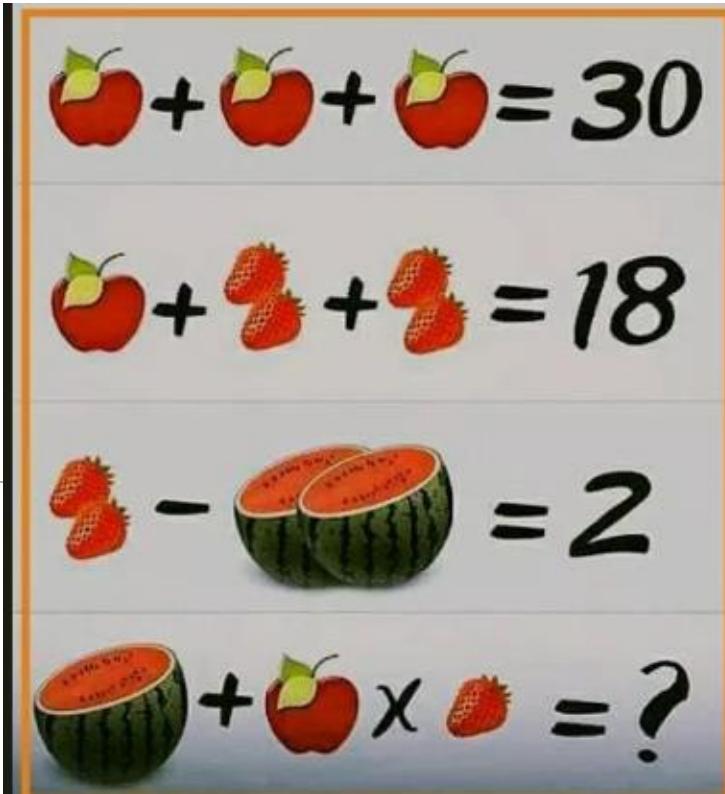


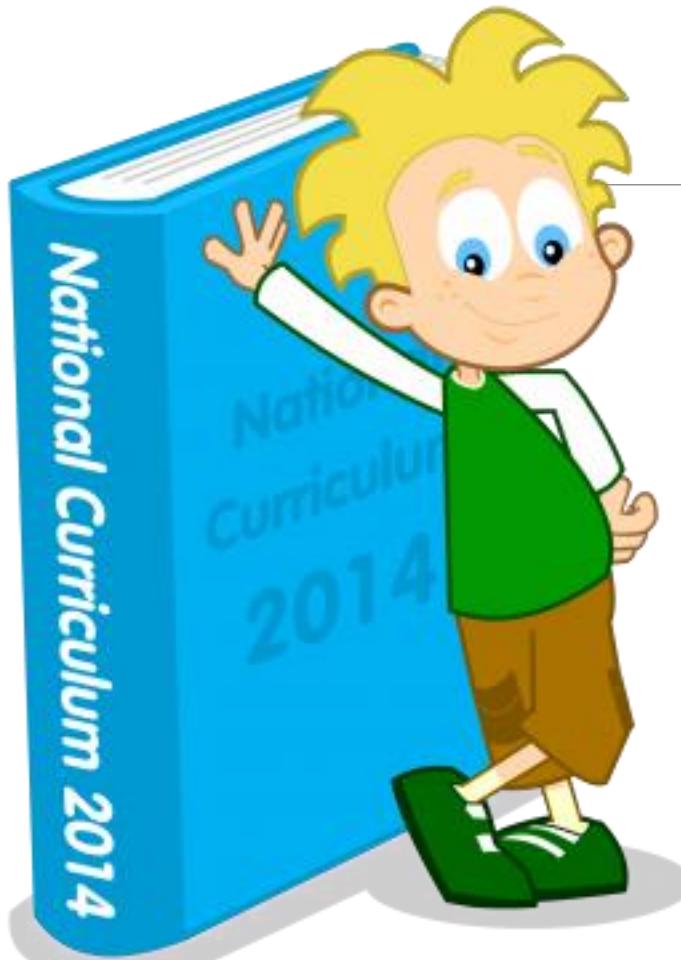
SATS briefing meeting:

January 2024



Just a little brain teaser while you are waiting...

New national curriculum - History



In September 2014, a new National Curriculum Framework was introduced by the government. All year groups are now following this curriculum.

The Government introduced this to raise standards, as they claim the UK is slipping down International Student Assessment league tables.

It is inspired by what is taught in the world's most successful school systems, including Hong Kong, Singapore and Finland. It is based on a 'mastery' approach to learning.

The SATS test stayed, but the levels were removed.

What does this mean for the children?

The new curriculum brought many changes, which included a new focus on grammar, punctuation and spelling.

In maths, a substantial amount of the KS3 curriculum dropped down into KS2.

Old KS3



New KS2

- Comparing and ordering fractions greater than 1
- Long division
- 4 operations with fractions
- Calculate decimal equivalent of fractions
- Understand and use order of operations
- Plot points in all 4 quadrants
- Convert between miles and kilometres
- Name radius/diameter and know relationship
- Use formulae for area/volume of shapes
- Calculate area of triangles & parallelograms
- Calculate volume of 3-D shapes
- Use letters to represent unknowns (algebra)
- Generate and describe linear sequences
- Find solutions to unknowns in problems

Much of the GPS content is taken from the ‘old’ level 6 standard.

Grammatical terms/word classes	Function of sentences	Combining words, phrases and clauses	Verb tenses and consistency
Nouns Verbs Adjectives Conjunctions Pronouns Possessive pronouns Relative pronouns Adverbs Adverbials Prepositions Determiners Subject and object	Statements Questions Commands Exclamations	Sentences Clauses Relative clauses Noun phrases Co-ordinating conjunctions Subordinating conjunctions Subordinate clauses	Simple past and simple present Verbs in the perfect form Modal verbs Present and past progressive Tense consistency Subjunctive verb forms Passive and active
Punctuation		Vocabulary	Standard English and formality
Capital letters Full stops Question marks Commas in lists Apostrophes Commas to clarify meaning Commas after fronted adverbials Hyphens	Inverted commas Direct speech Brackets Dashes Commas to indicate parenthesis Colons Semi-colons Single dashes Bullet points	Synonyms and antonyms Prefixes Suffixes Word families	Standard English Formal and informal vocabulary Formal and informal structures The subjunctive



Say whaaaat?!

New content (previously used in level 6 papers):

- Conjunctions
- Adverbials
- Determiners
- Subject and object
- Relative clauses
- Noun phrases
- Modal verbs
- Present and past progressive tenses
- Subjunctive verb forms
- Passive and active forms
- Semi-colons
- Hyphens to avoid ambiguity
- Progressive and relative pronouns
- Present and past perfect forms.

In addition to this, the curriculum also changed the terminology...

Changes to terminology:

Terminology not used in the test	Terminology used in the test
Speech marks	Inverted commas
Connectives (<i>e.g. and, but, so, because, when</i>)	Co-ordinating conjunctions (<i>e.g. or, and, but, so</i>) Subordinating conjunctions (<i>e.g. when, if, because</i>)
Connectives (<i>e.g. on the other hand, in addition, furthermore, therefore</i>)	Adverbs (<i>words, e.g. therefore</i>)/Adverbials (<i>words or groups of words, e.g. on the other hand</i>)
Time connectives (<i>e.g. next, then, first, second</i>)	Adverbs (<i>of time</i>)
Connectives (<i>e.g. after, before</i>)	Subordinating conjunctions, <i>e.g. I went to the cinema after I had eaten my dinner</i> (used to introduce a subordinate clause). Prepositions (<i>of time</i>), <i>e.g. Entry is free after 5pm in the evening</i> .
Embedded clause/'Dropped in' clause	Subordinate clause

Important note: Articles (*a, an, the*) will still be included in the test. However, articles now fall under the umbrella term of 'determiners' and pupils will need to learn the full range:

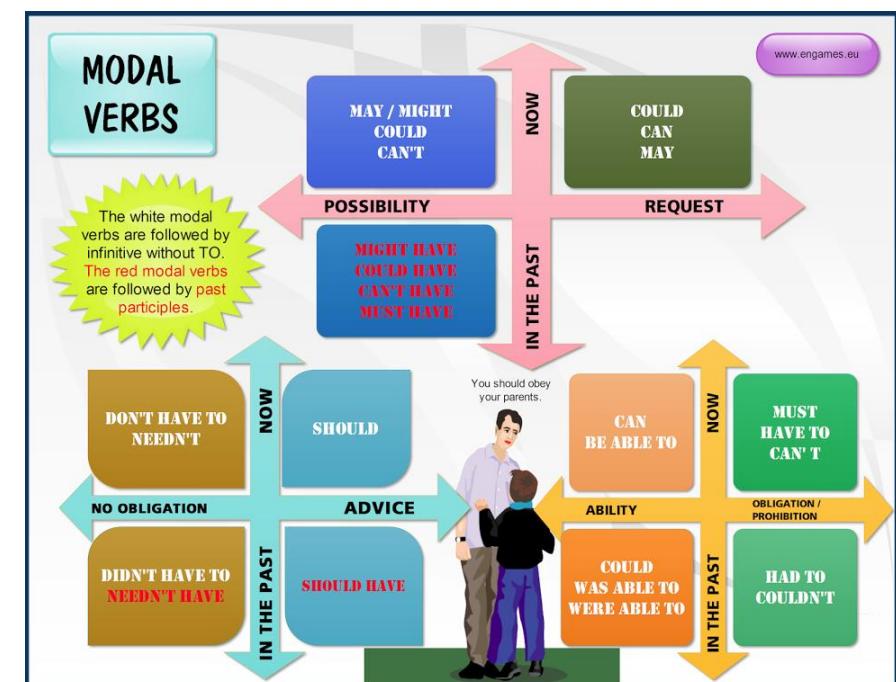
- Articles: *a, an, the*
- Demonstrative: *this, that, these, those*
- Possessives: *its, ours, their, my, your, his, her*
- Quantifiers: *all, enough, some, any, no, much, few, little, both, many, either, each, every, another, other*
- Numerals (symbol or name): *one, two, three, four, five*

“Of course, in the old days, we didn’t have to learn the grammar in order to speak and write proper English...” – Man in Pub

As teachers, we do hear this a lot and we sympathise. However, what we have found is that a more in-depth knowledge of grammar helps children to understand the function of words, different types of sentences, ‘moods’, voice, formality and various writing structures.

The more they understand about this, the more confident they can become when manipulating words and sentences – and the more sophisticated their writing can become.

Some people do write ‘by instinct’ and have a natural grasp of language, but it is possible to teach good and fluent writing through a grammatical approach as well as through an ‘immersive’ approach ('real' experiences) – and we try our best to do both in tandem at Raglan.



The Papers: GPS

Grammar, Punctuation and Spelling

Grammar and Punctuation

45 minutes

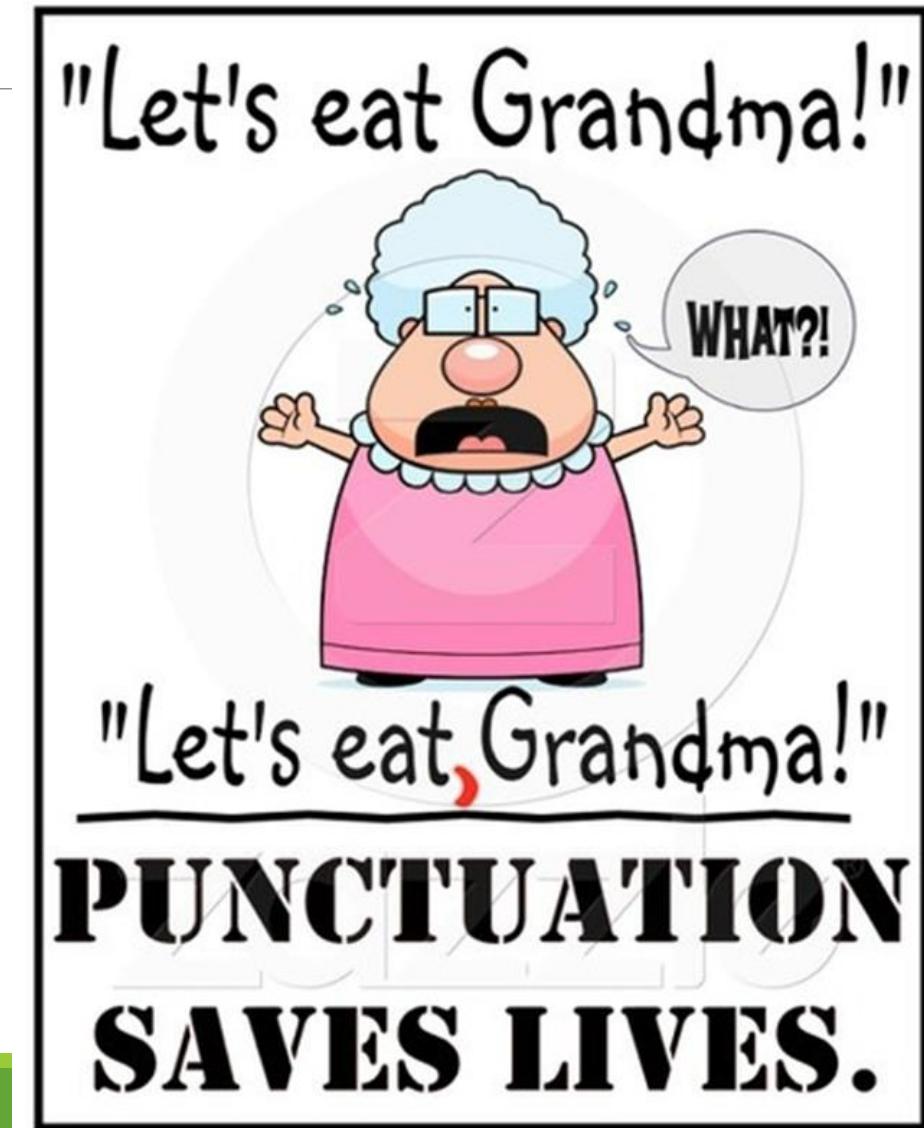
50 questions from any of the below:

Grammatical terms/word classes	Function of sentences	Combining words, phrases and clauses	Verb tenses and consistency
Nouns Verbs Adjectives Conjunctions Pronouns Possessive pronouns Relative pronouns Adverbs Adverbials Prepositions Determiners Subject and object	Statements Questions Commands Exclamations	Sentences Clauses Relative clauses Noun phrases Co-ordinating conjunctions Subordinating conjunctions Subordinate clauses	Simple past and simple present Verbs in the perfect form Modal verbs Present and past progressive Tense consistency Subjunctive verb forms Passive and active
Punctuation		Vocabulary	Standard English and formality
Capital letters Full stops Question marks Commas in lists Apostrophes Commas to clarify meaning Commas after fronted adverbials Hyphens	Inverted commas Direct speech Brackets Dashes Commas to indicate parenthesis Colons Semi-colons Single dashes Bullet points	Synonyms and antonyms Prefixes Suffixes Word families	Standard English Formal and informal vocabulary Formal and informal structures The subjunctive

Spelling

20 spellings

From the year 3/4 and 5/6 spelling lists; any letter string, suffix, prefix, spelling pattern or rule (including exceptions) taught since phase 6 (year 2).



Question domain breakdown

KS2 Grammar SATs papers analysis by @_MissieBee

% of questions from weightiest content domains (G1: Grammatical terms or word classes; G5: Punctuation)

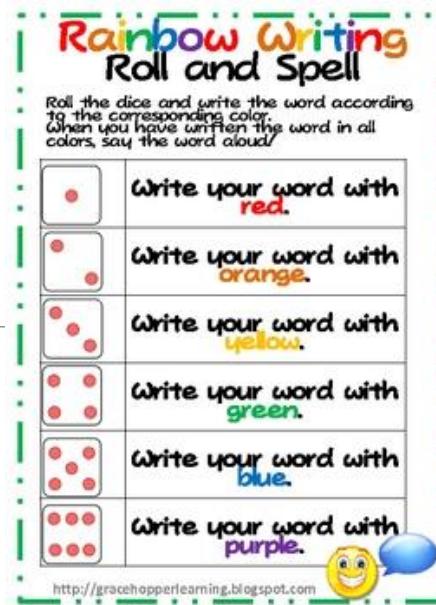
Content domain	2016	2017	2018	2019	2022	2023
G1	26	26	24	26	24	24
G5	30	34	30	32	30	32
Total	56	60	54	58	54	56
EXS %	61	51	54	51	50	51

How can you help?

Mixed-up spellings.

Rearrange the letters in a word from the year 5/6 spelling list (which can be found in the reading record) and see if your child can work out what it is.

Guess the word:
ruebsi



•	Write your word in a sentence.
• •	Draw a picture of your word.
• • •	Write a synonym of your word.
• • • •	Write an antonym of your word.
• • • • •	Write the definition for your word.
• • • • • •	Write your word three times.

Write down some sentences for your child to punctuate correctly.

Encourage them to proof read for you.

Word classes: copy some sentences from a book and work together to underline the conjunctions, prepositions, determiners, verbs, adverbs, nouns, adjectives or main or subordinate clauses.

Play word games: say a word and ask your child to tell you a synonym (a word with a similar meaning) or an antonym (a word with the opposite meaning).

Reading



1 Hour to read and answer (Wednesday).



Usually around 35-38 questions

3 or 4 texts, split between: fiction, non-fiction and possibly poetry.

Majority of marks are for retrieval of facts; making inferences; understanding vocabulary in context.

Supporting answers/opinions with evidence from the text in 2 and 3 mark questions.

Some 3 mark questions require children to summarise what they have read across an individual section.

Gráinne Hallahan (@heymrshallahan) wrote [this article](#) for TES, highlighting why this year's paper was perceived to be so difficult. Her analysis states that there are “**just 21 and a half minutes to answer 38 questions** - meaning you have to give an **answer every 34 seconds** (this includes the time it will take to go back and re-read a passage to get their answer).”

Question Domains

KS2 Reading SATs papers analysis by @_MissieBee

% of questions by content domain

Content domain	'16	'17	'18	'19	'22	'23
2a	20	20	20	12	10	18
2b	30	28	26	42	38	32
2c	2	4	6	2	4	2
2d	36	44	44	36	44	46
2e	6	0	0	0	2	0
2f	2	2	0	0	2	2
2g	4	2	0	6	0	0
2h	0	0	4	2	0	0

Content domain reference

- 2a give/explain the meaning of words in context
- 2b retrieve and record information/identify key details from fiction and non-fiction
- 2c summarise main ideas from more than one paragraph
- 2d make inferences from the text/explain and justify inferences with evidence from the text
- 2e predict what might happen from details stated and implied
- 2f identify/explain how information/narrative content is related and contributes to meaning as a whole
- 2g identify/explain how meaning is enhanced through choice words and phrases
- 2h make comparisons within the text

Retrieving and recording information and making inferences and deductions continue to be the domains that are focussed on.

KS2 Reading SATs papers analysis by @_MissieBee

	2016		2017		2018		2019		2022		2023	
Extract	Words	Marks	W	M	W	M	W	M	W	M	W	M
First	384	16	602	15	560	17	633	14	474	16	627	14
Second	768	22	709	17	214	17	632	19	538	15	808	20
Third	635	12	626	18	714	16	903	17	541	19	611	16
Total	1,787	50	1,937	50	1,488	50	2,168	50	1,553	50	2,046	50
3m Qs	2 (second ex.)		2 (third ex.)		2 (third ex.)		2 (third ex.)		2 (2 nd & 3 rd ex.)			

Wordiest ever Reading SATs paper

Since the new style SATs began in 2016, in this year's reading paper (I'm using 'wordy' here to mean the amount of words!):

Extract 1 was the second wordiest extract 1 ever (closely beaten by 2019's Extract 1)

Extract 2 was the wordiest extract 2 ever

Extract 2 was the wordiest non-fiction extract ever

Extract 2 was the second wordiest extract ever

Extract 3 was one of the least wordy extract 3s (last year's was less wordy)

The entire paper was the second wordiest paper ever (closely beaten by 2019's paper)

How can you help?

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 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 from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.

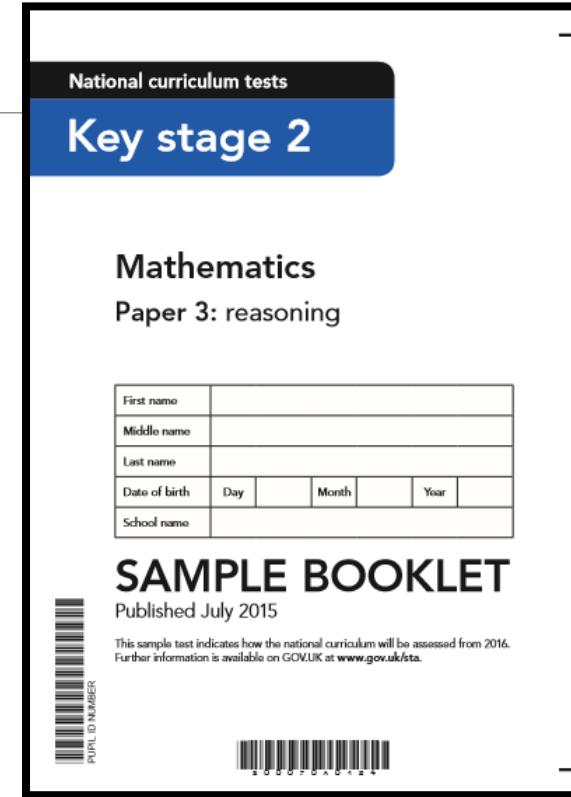
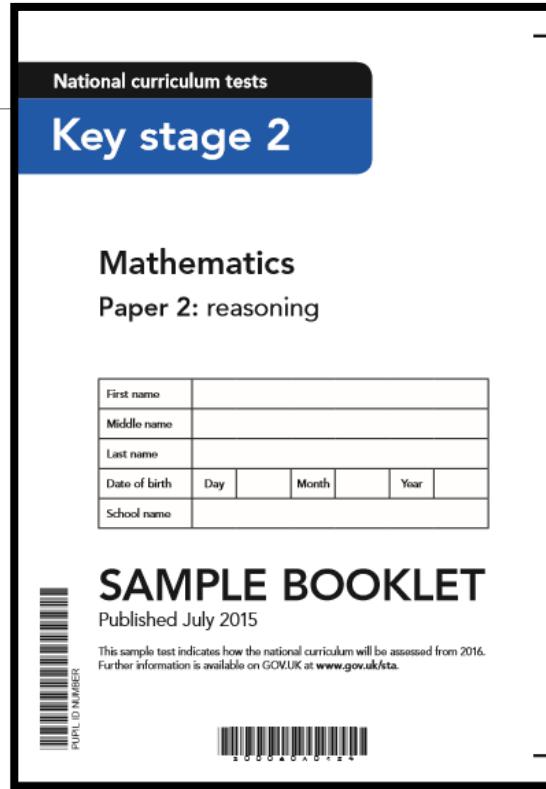
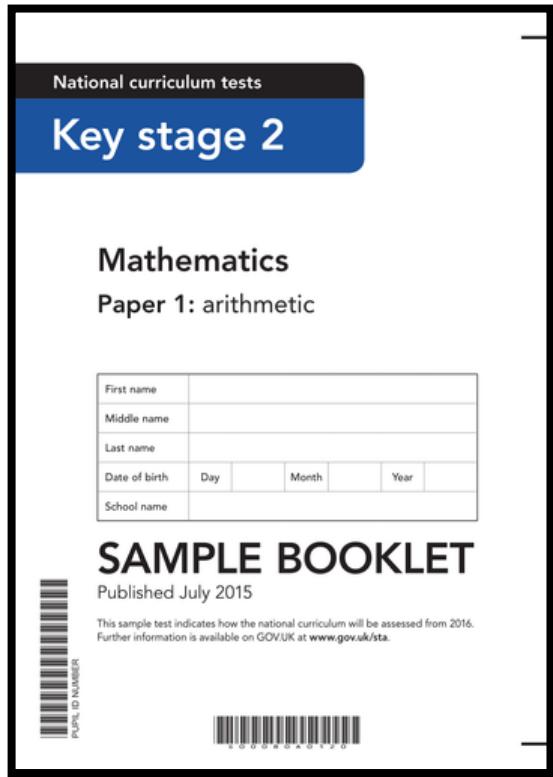
READ,

READ,

READ!



The MATHS papers



Paper 1: Arithmetic (30 minutes)
Paper 2: Reasoning (40 minutes)
Paper 3: Reasoning (40 minutes)

The MATHS papers

Mathematics

The questions that appear in the maths papers are taken from topics taught since the beginning of KS2.

In the previous two years, we have seen less content from year 6 learning and a much bigger focus on the learning covered up to year 5.

Calculation and Fractions focussed

KS2 Maths SATs analysis by @_MissieBee Percentage of questions by content domain						
Content domain	2016	2017	2018	2019	2022	2023
Number & PV	17	9	10	9	9	10
Calculations	17	22	29	30	38	36
FDP	15	14	14	24	25	26
Ratio & prop.	4	9	6	8	6	5
Algebra	8	9	9	6	3	3
Measurement	15	14	13	9	7	8
Shapes	12	9	10	7	6	7
Pos. & direction	4	3	4	3	2	2
Statistics	8	11	6	4	3	2

2023 continued the recent trend of being heavily focussed on Fractions, decimals and percentages.

There was again a significant number of written calculations needed across all 3 papers.

Paper 1 – arithmetic

Usually 36 questions, where the majority are worth 1 mark and some worth 2 marks.

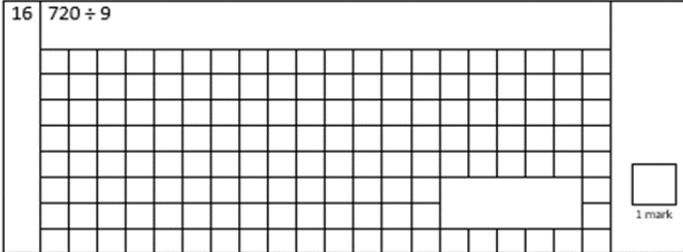
Less than 1 minute per question!

Children are required to make use of discrete arithmetic skills and will test their basic addition, subtraction skills including fractions, percentages, multiplication and division.

At 40 marks it will make up just over 1/3 of the marks available in across the 3 papers.

Importantly, for the 2 mark questions that involve multiplication and division, examiners will expect children to use the standard written method to be awarded 1 mark, even if the final answer is incorrect.

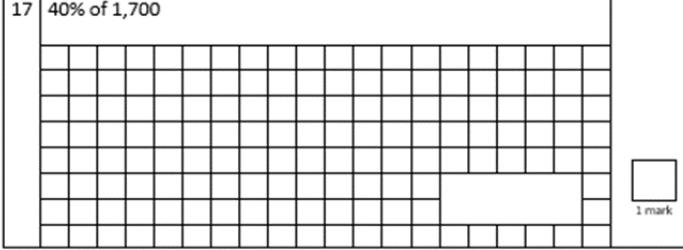
16 $720 \div 9$



•

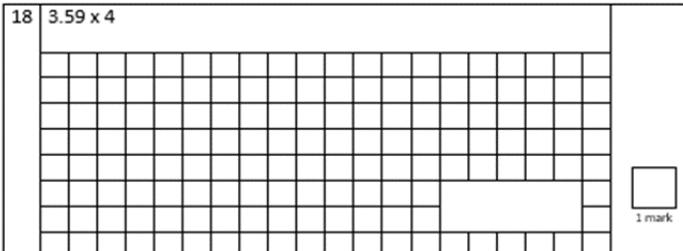
$$\begin{array}{r} 54 \\ \times 23 \\ \hline 162 \\ 1080 \\ \hline \text{wrong answer} \end{array}$$

17 40% of 1,700



long division algorithm

18 3.59×4



wrong answer

$$\begin{array}{r} 3016 \\ 26 \\ \hline 41 \\ - 39 \\ \hline 26 \\ - 26 \\ \hline 0 \end{array}$$

• short division algorithm
wrong answer

$$13 \overline{)3\ 0^4\ 1^2\ 6}$$

Paper 2 and 3 - reasoning

These papers will have a focus on children's ability to apply their mathematical knowledge and solve problems from any area across the curriculum, taught in any of the previous years.

Each paper has 35 marks available, with several of the questions being worth 2 or 3 marks.

These questions are contextualized, multistep problems; children can get 1 or 2 marks for showing correct working, even if they don't come to the correct answer.



Here are the temperatures in four cities at midnight and at midday.

City	Temperature	
	At midnight	At midday
Paris	-4°C	-2°C
Oslo	-13°C	-7°C
Rome	3°C	10°C
Warsaw	-6°C	2°C

At midnight, how many degrees colder was Paris than Rome?

degrees

1 mark

Which city was 6 degrees colder at midnight than at midday?

1 mark

How can you help?

Times tables – these underpin so much of the content that is covered in the SATS.

Play mental maths games including counting in different amounts, forwards and backwards;

Encourage opportunities for telling the time (12 and 24 hours) and discuss time elapsed and differences in time (measuring in units of 60);

Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping;

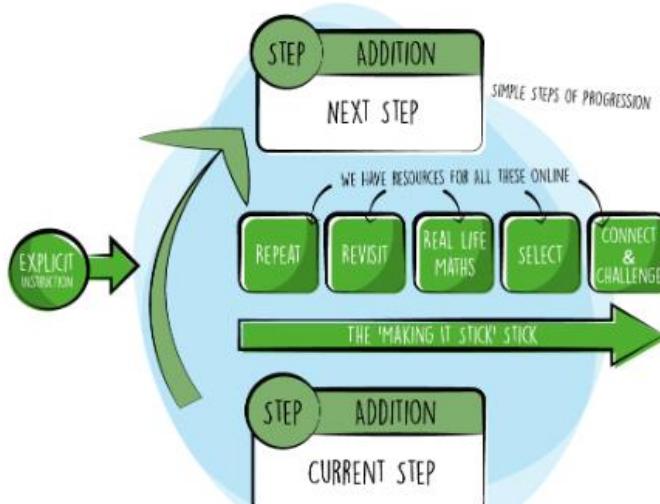
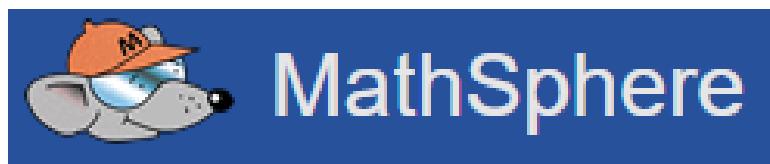
Look for numbers on street signs, car registrations and anywhere else!

Look for examples of 2D and 3D shapes around the home;

Identify, weigh or measure quantities and amounts in the kitchen or in recipes, with reference to imperial measures.

ONLINE RESOURCES:

There are lots of useful resources online that provide revision materials for Year 6 Maths units, for example...



The writing assessment

The assessment of writing is done in a different way, but it remains an extremely important aspect of the SATs.

- During the year, the children will experience a range of different reading texts and other ‘immersive experiences’ (e.g. films, documentaries) that will be used as a stimulus for their writing.
- The children will produce a broad range of different types of writing – different levels of formality, style and tone to suit different purposes and to appeal to different kinds of reader.
- The Year 6 teachers then assess the range of writing against the writing assessment framework. The assessment is submitted in June.
- Periodically, the teachers’ assessments are moderated by an outside agency (Greenwich Borough for Raglan).



You can support the writing at home, very easily, by introducing your child to different genres of writing (e.g. newspapers, magazines, poetry, plays, scripts, ‘classic’ novels and even little bits of Shakespeare!)

How we prepare the students

At Raglan, we try to give the children the best possible chance to meet their potential in the SATs tests, as an indicator of ‘where they are’ at the end of their primary school career. We do this in the following ways...

- We use ‘mini-warm-up’ tests, early in the academic year, to allow the children to see the style and range of questions that tend to come up in SATs. These also help us to gauge the learning needs of the children in Year 6.
- We hold two weeks of ‘Mock SATs’, in January and March, which follow the exact same procedure as the main SATs; the children work in small ‘focus groups’.
- Targeted revision of all learning units (supported by Home Learning).
- Those not in the test sessions take part in creative activity sessions, which are supported by staff members to keep the children calm, happy and ready.
- The SATs breakfast! (Every day of the official tests.)



Scaled scores

These will be reported to the DfE.

Scaling is used to establish a baseline (expected standard) and allows for consistency across national results.

Each pupils' RAW test score will be converted into a scaled score.

A scaled score of below 100 is classed as working towards national expected standard

A scaled score of 100 represents the **national expected standard**.

A scaled score of over 110, is classed as working at greater depth

In July 2024, each pupil will receive:

- A RAW score, which is the total number of marks awarded in GPS, Maths and Reading.
- A scaled score in GPS, Maths and Reading.
- Confirmation of whether or not they achieved the 'national expected standard'.

THE RESULTS:

how do secondary schools use them?

In some ways, this is a difficult question to answer, as all schools operate differently. It might be a good idea to contact the office of a school you are interested in and ask if they have a policy on using SATs results as part of their baseline testing of Year 7 students:

- Some secondary schools do use SATs as part of their ‘baseline’ for organizing pupils into ability groups.
- Some schools use them to identify talent – students who may require additional challenge.
- Some schools may have their own strategies for baseline testing once new Year 7 pupils have joined (or in advance of joining).

Try not to be concerned...

- Year 6 teachers at Raglan provide ‘transition’ details to secondary schools, which give a much more rounded idea of a child’s abilities and/or support needs, as well as the pupil’s personality and interests.
- Local secondary schools send representatives to talk to Year 6 students and their teachers, to build up their knowledge of their prospective pupils.

The timetable

Monday 13 th May	English: Grammar – Paper 1 English: Spelling – Paper 2
Tuesday 14 th May	English: Reading
Wednesday 15 th May	Mathematics: Arithmetic – Paper 1 Mathematics: Reasoning – Paper 2
Thursday 16 th May	Mathematics: Reasoning – Paper 3
Friday 17 th May	No paper – FREEDOM(ish)

Revision guides and home learning

Regular short pieces of revision set from guides.

This could be taken from any part of the curriculum taught since year 3.

Support learning, really embed the teaching by revisiting concepts taught in previous years.

Instant review, feedback and tracking of progress.

Activities will be set on Monday, Wednesday and Friday, with two evenings to complete the learning.

