

# Hugh Sexey Church of England Middle School

## SATs Information Booklet



2024 - 2025

## Introduction

At Hugh Sexey Church of England Middle School, our curriculum is designed to enable all learners to make progress and achieve through an enjoyment of learning. Our teachers strive to equip our learners with the skills required so that in Year 6 when they are faced with SATs tests, they feel safe, well-prepared and most of all ready to face the challenges that lie ahead of them. We believe that the middle school system is advantageous for our pupils, especially during high-pressure times, as we continue to expose learners to the broad and balanced curriculum they deserve so that foundation subject time is not compromised by the core subjects. Our children value this and continue to enjoy the vast range of subjects we offer at specialist level so that the entirety of Year 6 isn't focused around one week of exams.

This booklet clearly outlines the experiences your child/ren will have during the lead up to SATs week beginning 12<sup>th</sup> May 2025. Each day will take place as follows:

|                    | Monday 12 <sup>th</sup>                                                                                                | Tuesday 13 <sup>th</sup>                 | Wednesday 14 <sup>th</sup>                            | Thursday 15 <sup>th</sup>                            | Friday 16 <sup>th</sup>                                                                                    |
|--------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>09:00-09:30</b> | Breakfast and prep with tutor                                                                                          | Breakfast and prep with tutor            | Breakfast and prep with tutor                         | Breakfast and prep with tutor                        | <b>FUN FRIDAY</b><br> |
| <b>09:30-11:00</b> | Administration of Punctuation and Grammar Paper (45 mins)<br><br>Administration of Spelling Paper (15 minutes approx.) | Administration of Reading Paper (1 hour) | Administration of Maths Paper 1- Arithmetic (30 mins) | Administration of Maths Paper 3- Reasoning (40 mins) |                                                                                                            |
| <b>11:00-11:20</b> |                                                                                                                        |                                          | Break                                                 |                                                      |                                                                                                            |
| <b>11:20-12:40</b> |                                                                                                                        |                                          | Administration of Maths Paper 2- Reasoning (40 mins)  |                                                      |                                                                                                            |

We of course have the ability to make any necessary arrangements for any learner who does feel worried or is affected by something that may be happening outside of school during SATs week. Please do not hesitate to contact us with anything you feel we should know so we can support your child in any way we can. At the end of the day, whilst we know that learners are likely to feel nervous about this milestone in their academic careers, their well-being remains our absolute priority and nothing will compromise this. SATs results do not assess or measure what makes each of our pupils unique and special; all we can do is provide our learners with the skills and mindset needed to try their best.

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### Assessment and Reporting

-  In 2014/15 a new National Curriculum Framework was introduced by the government for Years 1, 3, 4 and 5.
-  Since September 2015, children in all years at Key Stage 1 and 2 have been expected to study the new National Curriculum.
-  KS1 (Year 2) and KS2 SATs (Year 6) now reflect the new curriculum for the third time.
-  Levels are long gone now! Your child will receive the new tests and the newer style of reporting results as explained in the 'Scaled Scores' section below.

### Scaled Scores

-  From 2016, test scores have been reported as 'scaled scores.'
-  Your child will be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.
-  The new curriculum is more rigorous and sets heightened expectations which all schools have had to work hard to meet.
-  It is planned that 100 will always represent the 'national standard' (also known as Age Related Expectation (ARE)).
-  Each pupil's raw test score will therefore be converted to a score on the scale, either at, above or below 100.
-  The scale will have a lower end point somewhere below 100 and an upper end point at 120.
-  110 or higher means your child is working at 'Greater Depth' within a subject area.
-  A child who achieves the 'national standard' (score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
-  In July 2025, for the publication of test results, each pupil will receive the following in conjunction with their end of year school report:
  - A raw score (exact number of marks awarded within the papers taken)
  - A scaled score in each tested subject
  - Confirmation of whether or not the attained the 'national standard.'

### Scaled Score Examples

On publication of the test results in July:

-  A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the tests taken.
-  A child awarded a scaled score of more than 100 is judged to have exceeded the 'national standard' and demonstrated a higher than expected knowledge of the curriculum for their age.
-  A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and has performed below expectation for their age in the test taken.
-  There are now no separate tests for the most able children. This has been replaced with a threshold of 110+ indicating 'working at greater depth.'

## The Tests

Key Stage 2 SATs will take place nationally in the week commencing **12<sup>th</sup> May 2025**.

Statutory tests will be administered in the following subjects:

-  Punctuation, Vocabulary and Grammar (45 minutes)
-  Spelling (approximately 15 minutes- 20 words)
-  Reading (60 minutes)
-  Mathematics:
  - Paper 1: Arithmetic (30 minutes)
  - Paper 2: Reasoning (40 minutes)
  - Paper 3: Reasoning (40 minutes)

All tests listed above will be marked externally.

As in recent years, writing will be teacher assessed internally. The 'pupil can' statements for English writing (these can be found on page 11) now place a greater emphasis on composition and the statements that relate to the more 'technical' aspects of English writing (grammar, punctuation and spelling) have been made less prescriptive. Our teacher assessments are externally verified at moderation meetings and Mrs. Lacy is a Somerset Literacy Network writing moderator. This means our teacher judgements are verified regularly throughout the year to ensure our pupils are being assessed fairly in writing.

## Reading

The reading test consists of a single test paper with three unrelated reading texts. Children are given 60 minutes in total, which includes reading all three texts and answering all three sets of questions.

A total of 50 marks are available for this paper and the marks are distributed randomly throughout the paper.

Questions are designed to assess the comprehension and understanding of a child's reading.

During the reading paper, a child's inference, fact retrieval and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices, explaining why an author has chosen to use particular vocabulary, grammar and text features.

Some questions are multiple choice or selected response: others require short answers and some require and extended response or explanation.

In our bespoke Guided Reading lessons at Hugh Sexey C of E Middle School, we encourage children to use the PEEL approach to answering longer-style questions:

Point

Evidence

Explanation

Link (back to original point)

Reading: Sample Questions

1 What evidence is there of Martine being stubborn when she behaved with her grandmother?

Give **two** points.

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

2 mark question. One mark would be awarded for each correct point retrieved from the text. Often, children will write two points with the same meaning. It's important that two SEPARATE points are given for both marks to be awarded.

1 Look at the paragraph beginning: One of the victims...

What does the word **invaders** suggest about the humans arriving on Mauritius?

- \_\_\_\_\_
- \_\_\_\_\_

One mark question. The children are expected to use their understanding of the bold word to explain its meaning.

Spelling, Punctuation and Grammar (SPaG)

Paper 1 of the SPaG test focuses on vocabulary, punctuation and grammar. This test lasts for 45 minutes and requires short answer questions including some multiple choice. A total of 50 marks are available.

Paper 2 is a spelling test containing 20 words from the Year 5/6 statutory spelling word list (can be found on page 11) and will last approximately 15 minutes. A total of 20 marks are available. Upon administration, the children will hear each spelling word read three times. First independently, then in a sentence and finally independently again. Once the test has finished, the administrator will then read all 20 sentences again to give the pupils a chance to make any changes they feel they may need to. When doing weekly spelling tests in class, the children are exposed to their weekly spellings in this way to prepare them for the SAT spelling test.

Marks for both Paper 1 and Paper 2 are combined to give a total out of a possible 70 for spelling, punctuation and grammar.

Spelling, Punctuation and Grammar: Sample Questions

One mark question. All three sentences would need to be identified correctly to be awarded a mark.

1

Tick to show whether each sentence is **active** or **passive**.

| Sentence                               | Active | Passive |
|----------------------------------------|--------|---------|
| Otters live in clean rivers.           |        |         |
| Fish are eaten by otters.              |        |         |
| Usually, otters are playful creatures. |        |         |

1

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.

am

☐

was

☐

were

☐

be

☐

One mark question. The correct answer would need to be ticked for a mark to be awarded. Should a child tick more than one answer without indicating a mistake has been made, the child will not be awarded a mark.

Mathematics

For mathematics, children will sit three tests in total: Paper 1, Paper 2 and Paper 3.

Paper 1 will assess arithmetic skills lasting for 30 minutes. This covers calculation methods for all operations including the 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 which skills are required to find a solution.

Mathematics: Sample Questions

Paper 1: Arithmetic

|    |                  |  |
|----|------------------|--|
| 1. | $3.005 + 6.12 =$ |  |
|----|------------------|--|

One mark question. The child would need to demonstrate an understanding of addition and place value to answer this question correctly.

|    |                        |  |
|----|------------------------|--|
| 2. | $43 \overline{) 1118}$ |  |
|----|------------------------|--|

Two mark question. For long division and long multiplication, 2 marks are awarded. This is to show that the child understands when the long method should be used. For these questions, one mark may still be awarded for using the correct method with just a single mistake.

Papers 2 and 3: Reasoning

|                   |                                                                                                                                            |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1                 | <p>6 pencils cost <b>£1.68</b><br/>         3 pencils and 1 rubber cost <b>£1.09</b><br/>         What is the cost of <b>1 rubber</b>?</p> |
| Show your method. |                                                                                                                                            |

Two mark question. For this question, a mark may be awarded for showing a correct method or strategy. For questions like this, it is important that children show their workings for this reason.

|   |                                                                                                                                        |
|---|----------------------------------------------------------------------------------------------------------------------------------------|
| 2 | <p><math>5542 \div 17 = 326</math><br/>         Explain how you can use this fact to find the answer to <math>18 \times 326</math></p> |
|   |                                                                                                                                        |

One mark question. The child would need to give a clear explanation of how the equation given can be used to find the answer to the second equation in the question. This can be done by using a mixture of abstract methodology with a written response.

### How to Help Your Child

-  First and foremost, support and reassure your child that there is nothing to worry about and that they should always just try their best. Praise and encourage!
-  Ensure your child has the best possible attendance at school.
-  Support your child with any homework tasks and if they are finding it tough, contact your child's teacher. This way, we can support your child in school with the concepts they are finding difficult at home.
-  Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
-  Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion). You may wish to use the bookmark questions on page 9.
-  Make sure your child has a good sleep and healthy breakfast every day.

### How to Help Your Child with Reading

Listening to your child read can take many forms:

-  Most importantly, focus on developing and enjoyment and love of reading a variety of books (both fiction and non-fiction).
-  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 and app on an electronic device.
-  All reading is valuable- it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, blogs, football programmes, TV guides, recipes... the possibilities are endless!
-  Visit the local library and get signed up- it's free!

### How to Help Your Child with Writing

To familiarise yourself with how your child is teacher assessed in writing, use the assessment grid on page 11 which outlines the 'pupil can' statements.

-  Practise and learn weekly spelling lists- make it fun! 'Squeebles' is a great app for this and can be found on both Apple and Android devices. There are also free apps available which have similar properties. We strongly recommend 'Spelling Frame' on the Topmarks website too.
-  Encourage opportunities for writing such as: letters to family or friends, shopping lists, notes or reminders, stories, recipes and poems.
-  Write together- be a good role model for writing.
-  Encourage the use of a dictionary to check spellings and a thesaurus to find synonyms to expand vocabulary.
-  Allow your child to use a computer for word processing, which will allow for editing and correcting 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). Children love to magpie ideas from real authors and use them in their own writing!
- Show your appreciation: praise and encourage, even for small successes!

## Helpful Reading Questions

### Before Reading

Look at the front cover.  
What could the book be about?  
Who is the author?  
Who is the illustrator?

### During Reading

What does that word mean?  
Read the words around it to help you figure it out.  
Who are the main characters?

What do you think will happen next?  
How do you think that character feels? Why?  
What will happen at the end?

Why do you think this character did that?  
What makes that character good/bad?

### After Reading

Who was your favourite character? Why?  
Is there a hidden message in the story? If so, what is it?

Can you retell the story in your own words?  
Do you like how it ended?  
Can you think of another ending for the story?

twinkl.co.uk

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### How to Help Your Child with Mathematics

-  Play times table 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. Who can find the most?
-  Identify, weigh or measure quantities and amounts in the kitchen or follow a recipe together.
-  Play games involving numbers or logic, such as: dominoes, card games, Rummikub, darts, draughts and chess.

### Year 5/6 Statutory Spelling Word List

The statutory words listed below contain a wide range of spelling rules which pupils begin to learn right from the beginning of their phonics journey in reception. Phonic knowledge should continue to underpin spelling after Key Stage 1. Pupils need to understand the role of morphology and etymology. Although many root words simply have to be learnt, teachers help our pupils to understand the relationships between meaning and spelling where these are relevant. Prefixes and suffixes are taught frequently in stand-alone spelling lessons along with the rules for adding them to root words. Use the statutory word list below to play fun games with your child. Regular exposure to these words will increase your child's ability to spell them and use them confidently in written work.

## Year 5 and 6 Statutory Spellings

|             |             |             |             |             |               |             |
|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| accommodate | category    | determined  | forty       | marvellous  | programme     | soldier     |
| accompany   | cemetery    | develop     | frequently  | mischievous | pronunciation | stomach     |
| according   | committee   | dictionary  | government  | muscle      | queue         | sufficient  |
| achieve     | communicate | disastrous  | guarantee   | necessary   | recognise     | suggest     |
| aggressive  | community   | embarrass   | harass      | neighbour   | recommend     | symbol      |
| amateur     | competition | environment | hindrance   | nuisance    | relevant      | system      |
| ancient     | conscience  | equipment   | identity    | occupy      | restaurant    | temperature |
| apparent    | conscious   | equipped    | immediate   | occur       | rhyme         | thorough    |
| appreciate  | controversy | especially  | immediately | opportunity | rhythm        | twelfth     |
| attached    | convenience | exaggerate  | individual  | parliament  | sacrifice     | variety     |
| available   | correspond  | excellent   | interfere   | persuade    | secretary     | vegetable   |
| average     | criticise   | existence   | interrupt   | physical    | shoulder      | vehicle     |
| awkward     | curiosity   | explanation | language    | prejudice   | signature     | yacht       |
| bargain     | definite    | familiar    | leisure     | privilege   | sincere       |             |
| bruise      | desperate   | foreign     | lightning   | profession  | sincerely     |             |

## Guidance For Assessing Writing at Key Stage 2

**QUALIFIERS:** *most:* the statement is generally met with only occasional errors

*many:* indicates that the statement is met frequently but not yet consistently

*some:* the skill/ knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

### KS2 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)

### KS2 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** correctly^ (*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)

### KS2 Working at greater depth within the expected standard

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 writing(3) 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]

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

1 At this standard, there is no specific requirement for a pupil's handwriting to be joined.

^ This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

2 The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

3 Pupils should recognise that certain features of spoken language (*e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences*) are less likely in writing and be long co-ordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

### Other resources

At Hugh Sexey Church of England Middle School, we have access to the following resources which are available to support your child at home:

-  Sparx Maths.com - all children have a paid-for subscription using the username and password that is given to your child at the beginning of the school year. Should you need another copy of their credentials, contact Mr. McKechnan (Faculty leader of Mathematics and Computing). This site is interactive and contains both tutorials and activities for each topic covered in school. There is also a useful section called 'KS2 SATs Booster' which contains practice questions to help prepare them for the tests in school.
-  Times Table Rockstars.co.uk- Your child has a paid-for subscription to TTRockstars and can use this website to aid and support their quick mental recall of times tables. If your child needs another copy of their credentials, contact your child's tutor.
-  MangaHigh.com- another interactive maths gaming site. You can sign your child up for a free account online. This website offers a range of exciting games to support your child with quick mental calculation recall.
-  SATs buster CGP guides have been purchased by the school this year (maths, SPaG and reading) for use at home for homework. These will support the work done in school. Should your child misplace their copy, a new one will need to be purchased from the CGP website.

## **Be positive**

Keep reminding your child that it is not possible to 'fail' their SATs – the tests are simply a measure of where they are at this point in time. Remind them that they have worked really hard and prepared for a long time, and that they should just go in and do their best.

### Mock Assessment Week Calendar

#### Week commencing 10<sup>th</sup> March

|                    | Monday                                                                                                                 | Tuesday                                  | Wednesday                                            | Thursday                                             | Friday                                               |
|--------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|
| <b>09:00-11:00</b> | Administration of Punctuation and Grammar Paper (45 mins)<br><br>Administration of Spelling Paper (15 minutes approx.) | Administration of Reading Paper (1 hour) | Maths Paper 1- Arithmetic (30 mins)                  | Administration of Maths Paper 3- Reasoning (40 mins) | No assessments:<br>Lessons as per student timetables |
| <b>11:00-11:20</b> |                                                                                                                        |                                          | Break                                                |                                                      |                                                      |
| <b>11:20-12:40</b> |                                                                                                                        |                                          | Administration of Maths Paper 2- Reasoning (40 mins) |                                                      |                                                      |

Please note that in January, pupils in Year 6 will also have the opportunity to have a 'walk-through' of each paper, where teachers will explain how to answer the questions in detail. This will take place during the school day.

#### Extra time and room allocations

Some children will be entitled to 25% extra time. Should this be the case, your child will have undergone some writing/reading speed and processing tests. If you are unsure and wish to check if your child requires extra time for the SATs papers, please contact their tutor. As mentioned in the introduction of this booklet, requests for separate rooms can be made if your child is particularly anxious or nervous. Please feel free to speak to your child's tutor if you think they'd benefit from this.