



End of Key Stage SATs

Information Afternoon

Outline

- SATs Timetable
- Explain the different tests
- Show example question types
- Ways that you can help
- How the tests are administered
- Look at the sample tests from previous years
- Answer any questions about the tests

SATs Tests

- **SATs Tests** - Not just a test on the children's final year at school but questions come from the curriculum in all year groups at KS2.

The Week

14th May 2018

MONDAY	English Grammar, Punctuation and Spelling Test 9:15am 45 minutes
	Spelling Test 10:45am No strict time limit. - Approx 15 minutes
TUESDAY	Reading Test 9:15am 1 hour
WEDNESDAY	Maths Paper 1 - Arithmetic Test 9:15am 30 minutes
	Maths Paper 2 - Reasoning 10:45am 40 minutes
THURSDAY	Maths Paper 3 - Reasoning 9:15am 40 minutes.

SATS Week

- Tests will be conducted in classrooms and the group rooms around the school.
- Normal timetable is changed for all Year 6 pupils.
- Additional or extended breaks.
- Additional staff will be deployed to support children.

MONDAY

English Grammar, Punctuation and Spelling - 45 minutes

Paper 1

The questions are very much like the questions they have been answering on spag.com for homework. Questions get progressively more difficult.

Scores are combined

Paper 2 - Spelling

The children will have 20 unrelated sentences on their sheet with one 'blanked' out word in each. The words come from KS2 spelling rules and word list from curriculum. Any year Group.

In the test, the teacher will:

- say the word that is missing
- say the whole sentence it is in to put the word in context
- repeat the missing word again

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

Prefix

re

de

mis

im

il

Word

mature

understood

legible

frost

do

4

Which sentence has been punctuated correctly?

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

Tick **one**.

☐
☐
☐
☐

41

Complete the sentence below so that it uses the **subjunctive form**.

If I _____ to have one wish, it would be for good health.

1 mark

Circle all the **determiners** in the sentence below.

apple trees screened the open windows on one side.

1 mark

est possible **noun phrase** in the sentence below.

That book about the Romans was interesting.

TUESDAY

Reading - 1 hour

- The children will read a booklet -
 - 3 different and unrelated types of text (e.g. non-chronological report, a story, a letter, a poem...)
- Answer questions based on what they have read one text at time. *Pacing skills needed.*

End of Key Stage SATs Information Afternoon

Pages from the Sample Reading Test

Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

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.

Giants

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun
Of seeing you snatch them suddenly in
And cover, quivering back
Into your painful shell, so brittle and thin?
Would you think it was fun then?
Would you think it was fun?

And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scramble, tumble, fall,
In graceless, shivering dread,
Back into the trampled reeds that were grown so tall?
Would you think it a joy then?
Would you think it a joy?

Lydia Pender

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A bear?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far larger and shimmied where the sun shone upon it. They had slate-coloured skin, which was scaled like a lizard's and shimmered with the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while broussed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unweildy gambols, bounding into the air and falling with dull thrust upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistering grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.

Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

12

...in a flash... (page 6)

What does this tell you about the burning of rocks in space?

13

Find out when a meteor shower is due and arrange to go star spotting with an adult...

In this sentence, the word *arrange* is closest in meaning to...

Tick **one**.

set out.

☐

meet.

☐

pack up.

☐

plan.

☐

1 mark

Questions 16–24 are about *Giants* (page 7).

16

(a) What does the 'giant' do to frighten the snail?

(b) What does the 'giant' do to frighten the frog?

17

Gentle, and small, and frail

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



18

Gentle, and small, and frail

How do these words make the reader feel about the snail?

1 mark

Ways to help at home - Reading

- Listen to your child read - fluency.
- Read a range of non-fiction, fiction and poetry texts - identify the features of the texts.
- Answering questions that involve retrieval skills - skimming and scanning skills.

Questions to ask

- What does this word mean?
- What does the word *X* suggest about *Y*?
- How can you tell that ...?
- What impressions of *X* do you get?
- Why did *X* happen?
- What evidence is there of/that *X*. Give two points.
- In what ways might *a character be perceived 'appeal to readers'*
- How do you know that?

Maths - Arithmetic (30mins)

- Approximately 36 numerical questions (e.g. 5.6×8) to answer in 30 minutes.
- No worded questions.
- The questions will range from simple multiplication to division of fractions.
- Long multiplication and division questions are worth 2 marks. However a correct answer would gain 2 marks regardless of working out. 1 mark would for a correct long mult/div working but with one error.

7

$$472 - 9 =$$

8

$$2.5 + 0.05 =$$

9

$$5 \times 4 \times 7 =$$

26

$$\frac{1}{4} \times \frac{1}{8} =$$

27

$$95\% \text{ of } 240 =$$

28

$$234,897 - 45,996 =$$

31

$$20 - 4 \times 2 =$$

32

$$\frac{2}{5} \div 2 =$$

33

$$1\frac{1}{5} - \frac{1}{4} =$$

Maths - Reasoning Papers (x2)

40 minutes each

- No difference in difficulty between the 2 papers.
- Worded questions involving thinking/reasoning skills. Children to explain how or questions which have multiple steps to get to the answer.
- These are questions which require detailed working out before obtaining the answer, i.e. more 2 or 3 mark questions.

In the circles, write a multiple that belongs to each set.

One has been done for you.

numbers from 1 to 99

multiple of 10

50

numbers from 101 to 199

multiple of 20

numbers from 201 to 299

multiple of 30

numbers from 301 to 399

multiple of 40

8

Maria bakes cakes and sells them in bags.

She uses this formula to work out how much to charge for one bag of cakes.



$$\text{Cost} = \text{number of cakes} \times 20\text{p} + 15\text{p for the bag}$$

How much will a bag of 12 cakes cost?

£

1 mark

Olivia buys a bag of cakes for £5.15

Use the formula to calculate how many cakes she bought.

Show your method

10

A bag of 5 lemons costs £1
A bag of 4 oranges costs £1.80



How much more does one orange cost than one lemon?

Show

Ways to help at home - Maths

Many questions involve solving a problem and working in context. Ask questions about the world around them, involving:

- Times tables
- Telling the time, differences in time, reading bus and train timetables, T.V schedules, cooking times, 12 and 24hr clock etc.
- Measuring, estimating, checking - length, area, capacity/volume, mass/weight, temperature (positive/negative), angles etc.
- Money, shopping bills, change, tickets etc.
- Working out fractions and percentage of quantities.
- **HOW DO YOU KNOW?**

Advice for children

- Try their best.
- Read questions and instructions carefully.
- Pace themselves.
- When checking answers, do it really carefully.

During the week

- Ensure that they get a full night's sleep.
- Make sure that they have breakfast.
- Send/bring them to school so that they arrive in good time and properly equipped, including a healthy snack.
- Check the test timetable.

**CONTACT THE SCHOOL IMMEDIATELY IF YOUR CHILD
IS UNABLE TO ATTEND SCHOOL 01483 421597**

What happens if my child is really ill?

- They stay tucked up in bed until they are better.
- If they recover within 5 school days of the test they miss, they can still take it when they return - they are **not allowed to be in contact with any other child (in person or on phone/internet)**.
- If they take longer to recover they will be given no SATS level for any subjects they miss, but they will still be given teacher assessments.

Results

July 2018

They will be published with the End of Year Report

Standardised Score	Met End of Year Expectations (EXS)	Greater Depth Standard (GDS)
Tests scores are turned into a standardised score between 80 and 120	100 - 109	110 or above

Links to past papers

www.satspapers.org

Recommended Revision Material

