



End of Key Stage SATs

Information Briefing

Outline

- SATs Timetable
- Explain the different tests
- Show example question types
- Ways that you can help
- How the tests are administered
- How results are fed back to you

SATs

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

The Week

Monday 12th May to
Thursday 15th May

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 including the Art Studio.
- Normal timetable is changed for all Year 6 pupils.
- Additional or extended breaks.
- Additional staff will be deployed to support children.
- ‘SATs breakfast’ - an early morning breakfast treat provided for the children from 8:25 - 8:40 each morning of the SATs.

MONDAY

English Grammar, Punctuation and Spelling [SPAG]

Paper 1- 45 minutes

The questions are very much like the questions they have been answering on spag.com for homework.

Questions get progressively more difficult.

50 marks

Scores are combined

Paper 2 - Spelling - no time limit

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

3

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

Prefix	Word
re	mature
de	understood
mis	legible
im	frost
il	do

4

Which sentence has been punctuated correctly?

Tick **one**.

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.

1 mark

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

42

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

Two apple trees screened the open windows on one side.

1 mark

43

Underline the longest possible **noun phrase** in the sentence below.

That book about the Romans was interesting.

1 mark

1 mark

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...)

Children answer questions based on what they have read one text at time. *Pacing skills needed.*

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.

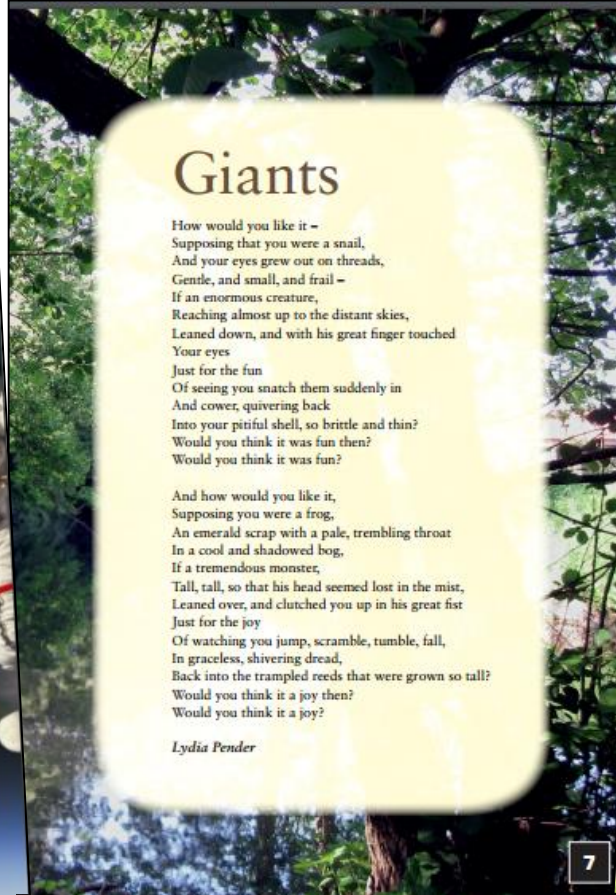


Giants

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 cower, quivering back
Into your pitiful 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 beast?"

"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 beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where 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 browsed. 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 unwieldy gambols, bounding into the air and falling with dull thuds 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 glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.

11

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.		

1 mark

12

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

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

1 mark

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?

1 mark

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

1 mark

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.



1 mark

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.
- Answering questions with ***evidence from the text.***

Questions to ask

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

WEDNESDAY

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 with 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

$472 - 9 =$

26

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

31

$20 - 4 \times 2 =$

8

$2.5 + 0.05 =$

27

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

32

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

9

$5 \times 4 \times 7 =$

28

$234,897 - 45,996 =$

33

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

1 mark

1 mark

1 mark

WEDNESDAY AND THURSDAY

Maths - Reasoning Papers (x2)

40 minutes each

- No difference in difficulty between the 2 papers.
- Worded questions involving thinking/reasoning skills. They might involve explaining how they got their answer or have to take multiple steps to get to the answer.
- Some questions will require detailed working out before obtaining the answer, i.e. more 2 or 3 mark questions.
- Story questions (worded questions) - understanding maths in a context.

7

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



2 marks

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 are in the bag.

Show
your
method

cakes

2 marks

19 Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.



Each necklace has **105** beads.

She makes **34** necklaces.

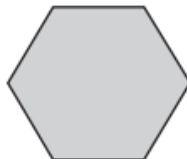
How many beads does Layla use **altogether**?

A large grid of 20 columns and 20 rows for showing the method to solve problem 19.

Show
your
method

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**.

A large grid of 20 columns and 20 rows for showing the method to solve problem 17.

Show
your
method

cm²

Ways to help at home

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

- Times tables - TTRockstars and Hit The Button
- Telling the time, differences in time, reading bus and train timetables, TV 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?**

Collins

KS2 English Reading

Reading

SATs Question Book

Age 10 - 11

Key Stage 2

SATs Question Book

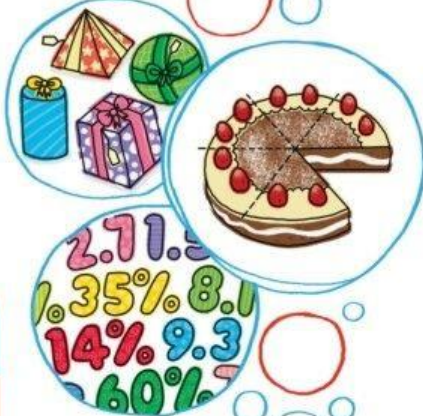
✓ Prepare national curriculum

Collins

KS2 Maths

SATs Revision Guide

Maths



Age 7 - 11

Key Stage 2

SATs Revision Guide

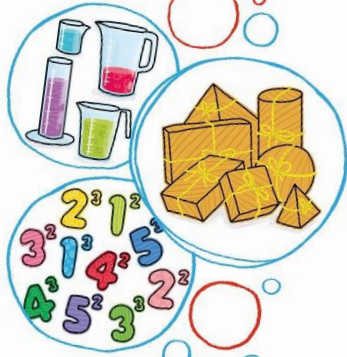
✓ Prepare for the national curriculum tests

Collins

KS2 Maths

SATs Practice Workbook

Maths



✓ Prepare for the national curriculum tests

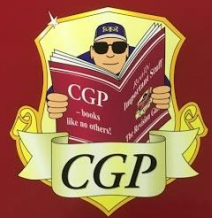
Maths

SATs Practice Test Papers

✓ For the 2019 tests and beyond

2 x tests

Key Stage Two Maths



SATS Revision Book
Standard Level

For pupils working at the expected standard

Key Stage English



SATS Revision Book
Advanced Level

For pupils working above the expected standard

End of Key Stage
After

24

Pronouns

Pronouns Replace Nouns

1) **Pronouns** save you from repeating a noun over and over again.
 2) Pronouns like 'they', 'he' and 'him' can replace nouns in a sentence.

Leanne has always loved jam. **She** eats it everyday.

Use these pronouns when the person or thing is doing the action.

me	you	us	her	it
him				them

These pronouns are used when the person or thing is doing the action.

I | you | he | she | it | we | they

Possessive Pronouns Show Belonging

Possessive pronouns tell you who owns something.

This punching bag is **mine**. Yours is over there.

mine yours his
here ours theirs

EXAMPLE: Read the sentences below. Fill in the gap with the possessive pronoun that matches the highlighted words.

Padma and Daniel have five cows. The cows are **theirs**.

'Padma and Daniel' could also be written as 'they', so the correct possessive pronoun is 'theirs'.

Relative Pronouns Point Back to Something

Relative pronouns are used to add information about something that's already been mentioned in a sentence. They include words like:

who that whose
which

The man, **whose** jacket is torn, is standing beside the goat.

34 SECTION THREE

Mixed Numbers and Mixed Numbers

Improper Fractions and Mixed Numbers

An **IMPROPER** fraction is one where the numerator is bigger than the denominator.

For example, $\frac{8}{3}$, $\frac{16}{5}$ and $\frac{18}{11}$ are all improper fractions.

MIXED NUMBERS have a whole number bit and a fraction bit — for example $2\frac{1}{3}$.

You can change improper fractions into mixed numbers...

$\frac{12}{7}$...is the same as... $1\frac{5}{7}$ **MIXED NUMBER**

We've got 12 sevenths. And 7 sevenths make up a whole. So that means we've got one whole and 5 sevenths left over.

...and mixed numbers into improper fractions.

EXAMPLE: Write $3\frac{2}{5}$ as an improper fraction.

There are 5 fifths in a whole, so there are $3 \times 5 = 15$ fifths in 3.

So there are $15 + 2 = 17$ fifths in total, which means $3\frac{2}{5} = \frac{17}{5}$.

Using Improper Fractions and Mixed Numbers

To convert trickier improper fractions to mixed numbers, divide the numerator by the denominator. This gives you the whole-number part of the mixed number, and the remainder gives you the fraction part.

EXAMPLE: Luke makes some pizzas for a picnic. He cuts each one into 6 equal slices. At the end of the picnic he has 23 slices left. How many pizzas does he have left? Give your answer as a mixed number.

1) 1 slice = one sixth of a pizza. So the number of pizzas left as a fraction will have a denominator of 6.

2) There are 23 slices left. So the number of pizzas left is: $\frac{23}{6}$ There are 6 sixths in a whole.

3) Now write this as a mixed number — divide the numerator by the denominator: $23 \div 6 = 3$ remainder 5. So there are 3 wholes with 5 sixths left over.

So the number of pizzas left is $\frac{23}{6} = 3\frac{5}{6}$

swap between mixed numbers and improper fractions.

THREE — FRACTIONS, DECIMALS & PERCENTAGES

Things to look out for if purchasing a revision book...

KS2 SATs

Topic - Reading, SPAG or English GPS, Maths

Difficulty of book - Expected Standard or
Greater Depth

Type of book - Revision booklet, practice
questions or past papers.

Revision

- Easter Packs
- Little and often
- Covers SPaG, Reading and Maths

Advice for children

- **Try their best.**
- Read questions and instructions carefully.
- Pace themselves.
- When checking answers, do it *really* carefully.
- Ask an adult to read the question aloud to you (except in reading test)

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 not be given a SATs level for any subjects they miss.

Results

Schools can access results on Wednesday 9th July 2025

You will receive your child's results with their school 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

Link to past papers

www.satspapers.org.uk

SPAG and Maths definitions booklets

These can be found on the school website.

My Little Book of SPAG Definitions



Year 6

GODALMING JUNIOR SCHOOL



GODALMING JUNIOR SCHOOL
GLOSSARY BOOKLET

Questions.

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