

SATS 2023

Tests : 9th-12th May 2023

6:00-6:30pm

Welcome.

Timetable for the week

- MONDAY

Bank Holiday

- TUESDAY

English Paper 1: SPaG Short Answer Questions 45 minutes

English Paper 2: Spelling 20 minutes

- WEDNESDAY

Reading Paper: Comprehension paper 60 minutes

- THURSDAY

Maths Paper 1: Arithmetic Paper 30 minutes

Maths Paper 2: Reasoning Paper 40 minutes

- FRIDAY

Maths Paper 3: Reasoning Paper 40 minutes



Outline of a day

- 9:00 Register, toilet stops, Q and A
- 9:30 Test
- 10:30 Break
- 11:00 Regular timetable
- 12:30 Lunch
- 1:30 Regular Timetable plus fun extras

Locations



Equipment

- Clear pencil case
- Pencils x 2
- Pens x 2 (not 'frixion' pens that rub out as they do not show on scanners)
- Ruler with cm and mm x 1
- Protractor
- Encouraged to cross out mistakes
- We provide spare pencils, pens, protractors, mirrors



SPaG

- Grammar and Punctuation test
- Spelling test Final grade is a total of both tests

6 Which sentence uses the **colon** correctly?

Tick one.

I bought several beach toys a bucket: a spade a ball and a kite.

I bought several beach toys a: bucket, a spade, a ball and a kite.

I bought several beach toys: a bucket, a spade, a ball and a kite.

I bought several: beach toys, a bucket, a spade, a ball and a kite.

1 mark

Spelling	incorrect spellings of the correct response if no specific mark scheme guidance is given.	incorrect spellings of answers for which the mark scheme requires correct spelling. Correct spelling is required for the award of the mark for the majority of questions in Paper 1, especially for questions assessing contracted forms, verb forms, plurals, prefixes and suffixes.
-----------------	---	--

Common spelling list

2017 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 1: questions

First name					
Middle name					
Last name					
Date of birth	Day		Month		Year
School name					
DfE number					

DE

Spelling

Previous test words

YEAR 6 SATS Spelling Words most frequently used in past papers

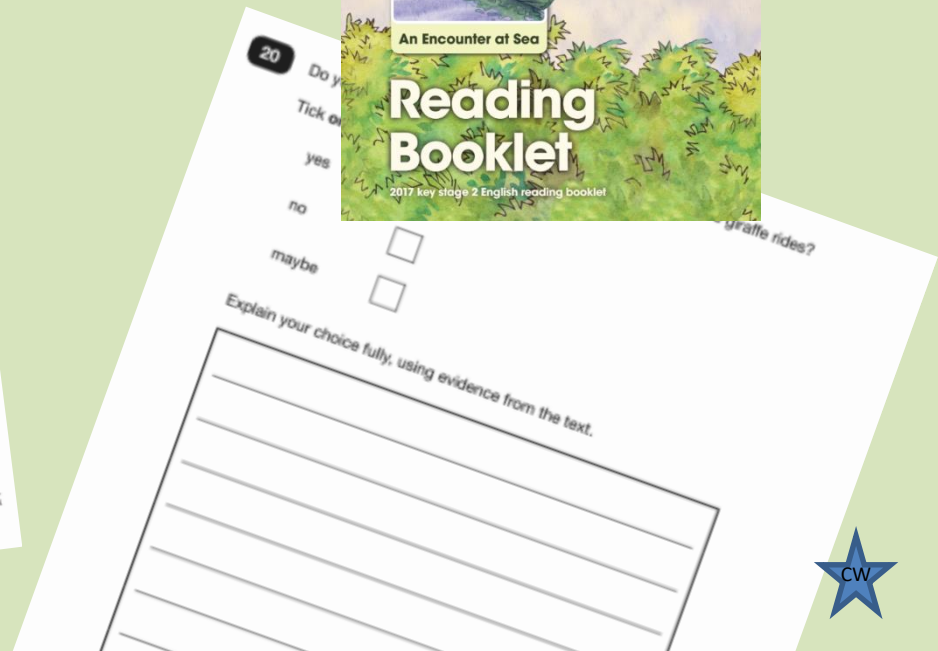
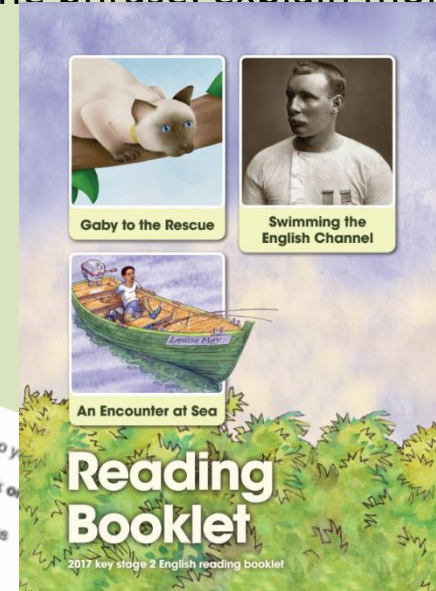
add s attempts carriages stripes structures visitors engines castles foundations creatures hedges materials pieces selects	y to an i and add es bodies cities families	add ing according building climbing fighting interesting extinguishing resting gleaming sprawling spreading vanishing
drop e add ing challenging escaping exciting moving including raising	double last letter add ing planning beginning topping swimming	Superlatives biggest largest nastiest tallest widest
Verb Endings add ed absorbed delivered designed developed	Verb Ending Double letter grabbed occurred planned slipped	just add d arrived injured replaced involved required

Key Stage 2 words to practise

Words beginning with dis disappear disagree disapprove disconnect disqualify disorder discontinue disobey discomfort dishonest	Words with 'able' capable able table vegetable fable cable reliable probable irreplaceable noticeable	Words with dg knowledge smudged bridge porridge nudged fridge dodgem badger judged trugged
Words with 'ei' receipt seize	Words with 'ia' special carriages	Plurals of words ending with 'y' families

Reading

- Example paper
- Types of questions (multiple choice, write the phrase, explain more fully)
- 60 minutes long
- Help – limited as this is a reading test



7

Look at the paragraph beginning: "I believe you..." (page 6).

How can you tell that Veronika was feeling excited?

Give two ways.

1. _____

2. _____

2 marks

30

Choose the best group of words to fit the sentences.
Draw a circle around your choice.

(a) When Penelope saw the lady, she described...

why the lady was there.

what she could see and smell.

who the lady was.

what she could touch and taste.

(b) As soon as the lady went away, Penelope...

felt frightened.

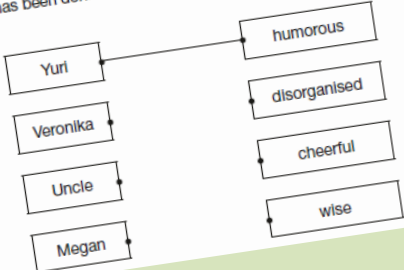
looked for her mother.

felt relieved.

looked for the lady.

9

Draw three lines to match each character with one that has been done for you.



Think about the whole text.

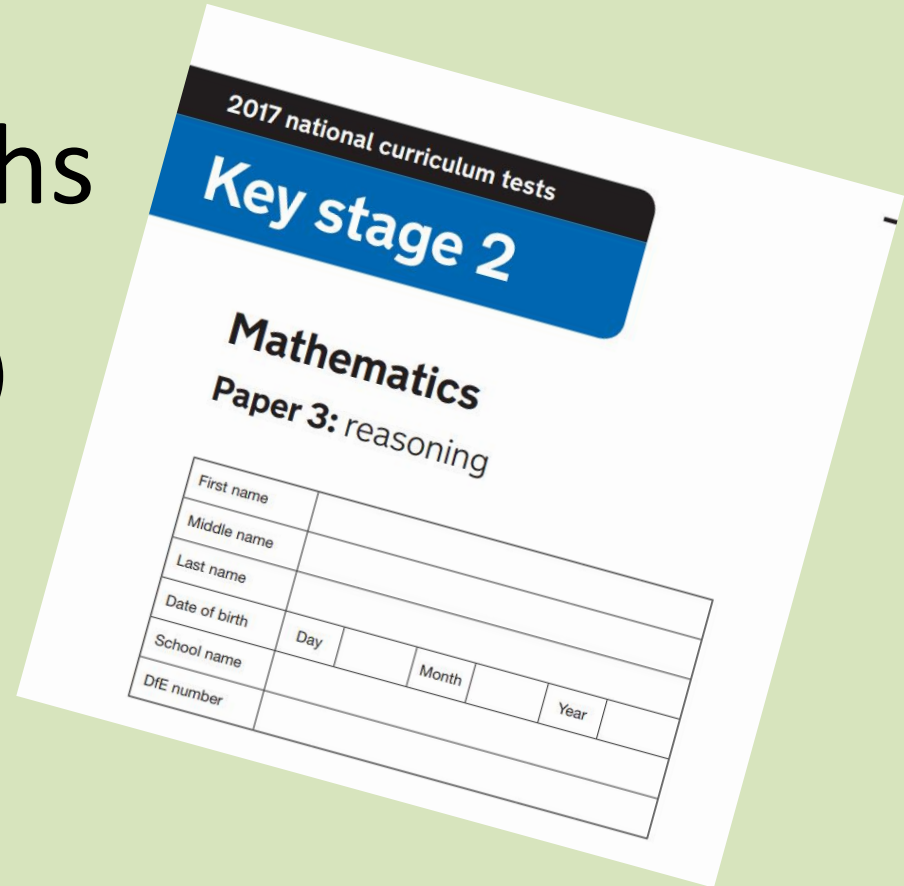
What impressions do you get of Penelope as she describes her unusual experience?

Give two impressions, using evidence from the text to support your answer.

1. _____

2. _____

Maths



- Paper 1 Arithmetic (40 marks)
- Paper 2 Reasoning (35 marks)
- Paper 3 Reasoning (35 marks)
- Examples
- Help if asked – teachers can read a question **if requested** which often helps children understand the context. We cannot give hints nor explain technical language.

$$826 = 800 + \boxed{} + 6$$

$$60 \div (30 - 24) =$$

$$20\% \text{ of } 3,000 =$$

$$7 - 2.25 =$$

$$2\frac{1}{2} - \frac{3}{4} =$$

6

John buys one toy car and one pack of stickers.



£1.49



£1.64

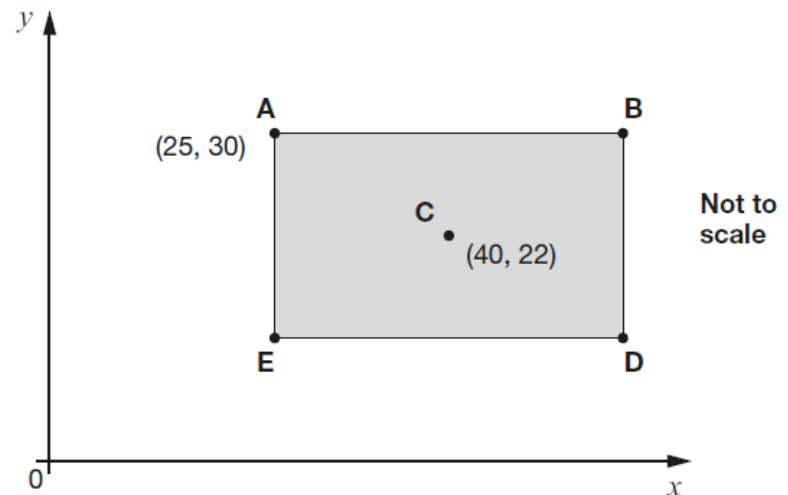
He pays with a £10 note.

How much change does John get?

21

ABDE is a rectangle on coordinate axes.

The sides of the rectangle are parallel to the axes.



Point C is the centre of the rectangle.

Writing

- End of year expected standards – this is teacher assessed

WTS
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

GDS
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 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.

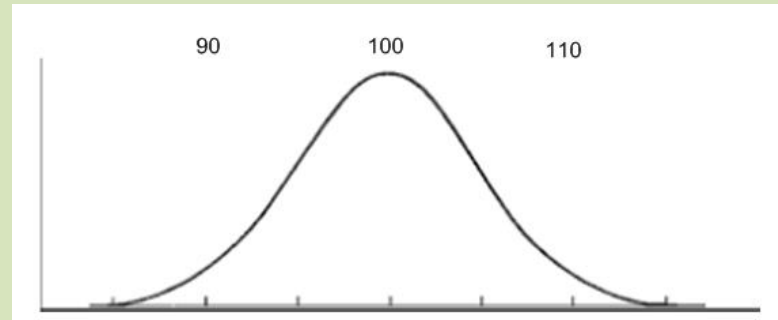
EXS
Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
In narratives, describe settings, characters and atmosphere
Integrate dialogue in 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.



Results

- They are returned to us in July
- Reports include Teacher Assessment:
WTS, EXS, GDS (*writing only*)

- Results



- 100 (Expected)
- 110 (High Achieving/ Greater Depth Standard)
- Results shared with secondary schools which inform target setting and groupings

How can you help

- Do re-assure your children, talk to them about the week
- Sensible bedtimes
- Not in a rush in the morning
- **Illness:** please call school if your child is ill and we will advise on options.



Useful websites:

- Rising Stars revision books (Maths) £4
- BBC bitesize KS2
- Primaryhomeworkhelp.com
- SPAG.com
- Times Tables Rock Stars

