

# KS2 SATs



Portfields' Bridge

Believe I can - Respect & kindness - Involve everyone - Dream big - Grown minds - Empower learners

# What are SATs and why do the children sit them?

SATs stands for Standard Assessment Tests and all year 6 children take them in in May.

The tests help measure the attainment of pupils in relation to the standards set out in the national curriculum, and help teachers and parents identify where pupils may need additional support in a certain subject area. The test results are also used to report publicly on schools' performance via the Department for Education's (DfE)



# What tests will the children sit?

The children will sit tests in:

English: Grammar, punctuation and spelling (SPaG)

English: Reading

Maths: Arithmetic and Reasoning

In addition to these assessments, your child's teacher will make a judgement on their writing and science (This is called a "Teacher Assessment")



# Grammar, Punctuation and Spelling (SPaG)

Paper 1: 45 Minutes

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark



# Grammar, Punctuation and Spelling (SPaG)

Paper 1: 45 Minutes

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

33

Explain how the **comma** changes the meaning of the second sentence.

1. Did you call Raheem?
2. Did you call, Raheem?

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1 mark



# Grammar, Punctuation and Spelling (SPaG)

## Paper 2: Spelling

Table 3: Mark schemes and content domain references for Paper 2

Qu.	Spelling	Mark	Content domain reference
1	knight	1	S60 – words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
2	through	1	S59 – words containing the letter string <i>ough</i> S61 – homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
3	rewarded	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
4	adventure	1	S44 – words with endings sounding like /ʒə/ or /tʃə/
5	developed	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
6	explosion	1	S45 – endings that sound like /ʒən/
7	passed	1	S61 – homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
8	scene	1	S51 – words with the /s/ sound spelt <i>sc</i> S61 – homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)

# Grammar, Punctuation and Spelling (SPaG)

## Paper 2: Spelling

9	affordable	1	S56 – words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i> S38 – adding suffixes beginning with vowel letters to words of more than one syllable
10	suggestion	1	S47 – endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
11	angrily	1	S43 – the suffix <i>-ly</i>
12	alteration	1	S42 – the suffix <i>-ation</i>
13	reindeer	1	S52 – words with the /eɪ/ sound spelt <i>ei</i> , <i>igh</i> , or <i>ey</i>
14	residential	1	S54 – endings which sound like /ʃəl/
15	anchor	1	S48 – words with the /k/ sound spelt <i>ch</i>
16	plaque	1	S50 – words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i>
17	jealousy	1	S46 – the suffix <i>-ous</i>
18	flourish	1	S40 – the /ʌ/ sound spelt <i>ou</i>
19	disappointed	1	S41 – prefixes
20	receiving	1	S58 – words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
<b>Total</b>		<b>20</b>	

# Grammar, Punctuation and Spelling (SPaG)

## Paper 2: Spelling

### Spelling

1. There was a brave \_\_\_\_\_ in the story.
2. The children walked home \_\_\_\_\_ the park.
3. We were \_\_\_\_\_ for our hard work.
4. I enjoy reading \_\_\_\_\_ stories.
5. After a few days, the seeds \_\_\_\_\_ shoots.

# English: Reading

The most crucial aspects of reading at the end of Key Stage 2 are:

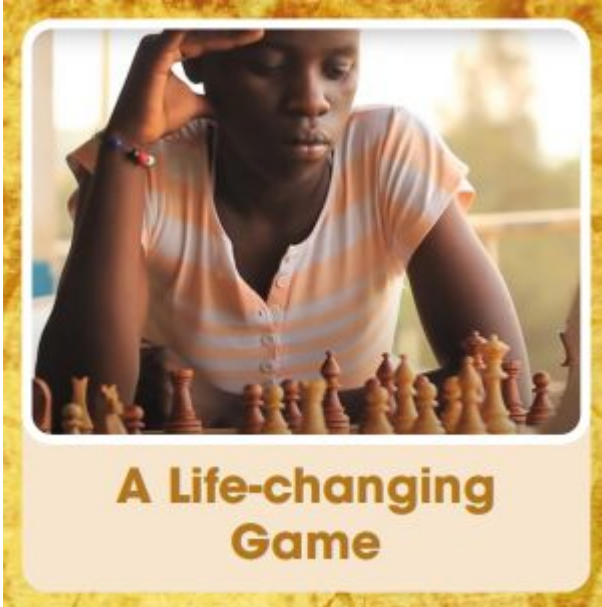
- Accuracy (decoding familiar and unfamiliar words correctly)
- Fluency (speed and confidence)
- Comprehension (drawing meaning from text)

The children will sit one reading paper (1hr long) with three un-linked texts with a total of 35-40 questions (50 marks in total)

The texts are in order of difficulty and questions are worth 1,2 or 3 marks each



# English: Reading



Each text is typically three sides of A4

# English: Reading

**15** Read the paragraph beginning: *He stopped...*

This paragraph creates a sense of...

Tick **one**.

certainty.

relief.

mystery.

panic.

**26** What impressions do you get of Tom's and Geoff's personalities?

Write **one** impression for **each** boy, using evidence from the text to support each answer.

	Impression	Evidence
Tom	<hr/> <hr/>	<hr/> <hr/> <hr/>
Geoff	<hr/> <hr/>	<hr/> <hr/> <hr/>

3 marks | ELDS



# Mathematics: Arithmetic & Reasoning

Paper 1: Arithmetic - 30 minutes, 36 questions

Paper 2: Problem solving and reasoning - 40 minutes

Paper 3: Problem solving and reasoning - 40 minutes

	2017	2018	2019	2022	2023	2024	2025
% required to 'pass'	52	55	53	53	51	49	TBC
% of questions from years 3-5 curricula	58	53	52	63	58	56	62
% of questions from weightiest content domains (calculations & FDP)	36	43	54	63	58	67	59

# Mathematics: Arithmetic

In every arithmetic paper so far, including this year's, there has always been:

- 36 questions, 32 of which are worth 1 mark
- Two long multiplication questions, each worth 2 marks - one is 3-digits by 2-digits, one is 4-digits by 2-digits
- Two long division questions, both in the second half of the paper, each worth 2 marks - one is 3-digits by 2-digits, one is 4-digits by 2-digits

# Mathematics: Arithmetic

Calculating using known facts is always popular in the arithmetic paper - this year, we saw it five times, all in the first 15 questions (the questions are claimed to be presented in order of difficulty):

- $? \times 233 = 0$
- $84 \div 12$
- $12 \times 3 \times 10$
- $72 \div ? = 9$
- $540 \div 6$
- $2,000 \div 4$

# Mathematics: Arithmetic - Paper 1

<b>10</b>	$72 \div \boxed{\phantom{000}} = 9$	<input type="checkbox"/> 1 mark

<b>11</b>	$\frac{2}{5} \times \frac{5}{6} =$	<input type="checkbox"/> 1 mark

# Mathematics: Reasoning - Paper 2 & 3

This two papers cover the following topics:

Number & Place value (10% of questions)

Calculations - 4 operations (22-38% of questions)

Fractions, decimals and percentages (14-25% of questions)

Ration & proportion (6-9% of questions)

Algebra (3-9% of questions)

Measurement (7-14% of questions)

Shape (6-10% of questions)

Position & direction (2-4% of questions)

Statistics



# Mathematics: Reasoning - Paper 2 & 3

The table shows the distances Kirsty cycled last week.

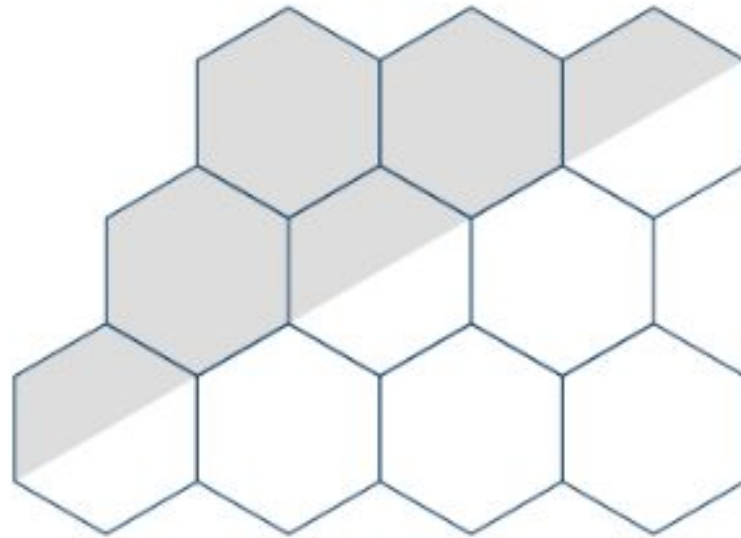
Day	Home to school (4.3 miles)	School to home (4.3 miles)	School to tennis (2.6 miles)	Tennis to home (3.1 miles)
Monday	✓	✓	–	–
Tuesday	✓	✓	–	–
Wednesday	✓	–	✓	✓
Thursday	✓	✓	–	–
Friday	✓	–	✓	✓

What is the total distance Kirsty cycled last week?

2 marks

# Mathematics: Reasoning - Paper 2 & 3

Here is a diagram made from regular hexagons.



What **percentage** of the diagram is shaded?

%

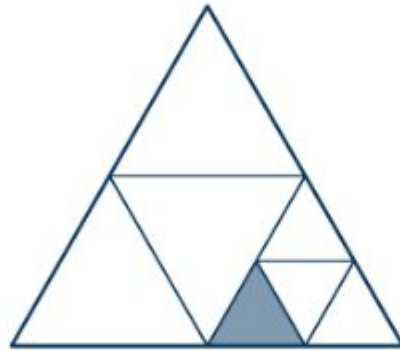
1 mark

# Mathematics: Reasoning - Paper 2 & 3

A factory makes T-shirts and dresses. They pack them in boxes. There are 50 T-shirts in a box. How many T-shirts are there in 250 boxes? [1 mark]

A shop buys 35 boxes of crisps. Each box contains 48 packets of crisps. On average, the shop sells 56 packets of crisps each day. How many days will it take for all of the crisps to be sold? [3 marks]

This shape is made from equilateral triangles.



What fraction of the **whole** shape is shaded?

# Administering the assessments

The majority of children will sit the tests independently, in their classroom

There may be some circumstances when a child is eligible for additional support to access the assessments (these are called access arrangements)

Your child's class teacher will talk to you if they believe your child may be eligible for additional support during the tests.



# Access Arrangements

Access arrangements may be appropriate for pupils:

- with an education, health and care (EHC) plan
- for whom provision is being made in school using the SEN Support system
- whose learning difficulty or disability significantly affects their ability to access the tests
- who have behavioural, emotional or social difficulties

# Access Arrangements

Access arrangements may also be used to support pupils' specific needs with:

- difficulty reading
- difficulty writing
- difficulty concentrating
- difficulty processing information
- a hearing impairment
- a visual impairment
- English as an additional language

# Mock SATs

To help prepare the children for their SATs and to support with identifying gaps in knowledge, we carry out 3 mock SATs weeks prior to the tests.

The final of these is held in the same way in which the real assessments will be held

Any child who may be eligible for access arrangements will receive these throughout the mock assessments, although this may not be with the final adult who supports them during the tests in May.



# When are the KS2 SATs Tests?

Date	Subject	Test papers
Monday 11 May	English grammar, punctuation and spelling	Paper 1: questions Paper 1: spelling
Tuesday 12 May	English reading	English reading
Wednesday 13 May	Mathematics	Paper 1: arithmetic Paper 2: reasoning
Thursday 14 May	Mathematics	Paper 3: reasoning

# How can I help at home?

Encourage your child to complete their weekly homework.

Read with your child regularly

Support your child to learn their times tables

