

Toftwood Junior School  
SATs Information  
Session  
for Parents/Carers

March 2024

# KS2 SATS 2024

- The Year 6 SATs are a selection of statutory assessments schools are asked to administer. Results are collated by the government to allow national comparisons to be made in achievement
- SATs outcomes form part of the assessment information which is shared with the next setting your child will attend. All shared information is to support transition
- SATs results should be received by the end of the Summer Term. Teacher Assessment is used to assess writing
- Teachers continue to provide end of year assessments for taught subjects, as they have previously

# KS2 SATs 2024

## Week Beginning 13th May

Date	Subject	Test Paper
Monday 13 <sup>th</sup> May	English: Grammar, punctuation and spelling (SPAG)	2 papers: SPAG (45 minutes) Spelling (not timed)
Tuesday 14 <sup>th</sup> May	English: Reading	1 paper (1 hour)
Wednesday 15 <sup>th</sup> May	Mathematics	Paper 1: arithmetic (30 minutes) Paper 2: reasoning (40 minutes)
Thursday 16 <sup>th</sup> May	Mathematics	Paper 3: reasoning (40 minutes)

# How are they marked?

- What is a scaled score?
- Tests are developed to the same specification each year. However, because the questions must be different, the difficulty of tests may vary. This means we need to convert the total number of marks a pupil gets in a test (their 'raw' score) into a scaled score, to ensure we can make accurate comparisons of performance over time.
- Pupils scoring at least 100 will have met the expected standard on the test. However, given that the difficulty of the tests may vary each year, the number of raw score marks needed to achieve a scaled score of 100 may also change. For example, if the overall difficulty of a test decreases compared to previous years, the raw score required to meet the expected standard will increase. Similarly, if the test is more difficult, the raw score required to meet the expected standard will decrease.

# Administering the SATs

- Children do complete SATs under fixed test conditions, but they will have had opportunities to experience this as they prepare for the tests, to ensure test conditions are familiar and supportive to them
- Class teachers and senior leaders in school carefully plan where children will take their tests to ensure they feel confident and able to do their best
- Activities and sessions throughout SATs week are planned to allow 'down time' and relaxed time with friends

# What Do SATs Papers Look Like?

There will be no surprises for the children.  
They will have worked in the format of the  
SATs papers many times previously.

## Reading:

1 hour, including reading time, to read 3 different text types and answer questions

There is a significant focus on inference and not just 'find and retrieve' questions

When reading with your child at home, try asking questions like:

- Find a word in this paragraph that is closest in meaning to 'provide word - e.g. annoyed' (vocab question)
- In what year did 'provide fact - e.g. the French authorities make it illegal for people to swim from France to England'?
- In the last paragraph, X does not want to Y.  
Give two reasons why X does not want Y.



# 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.



## Who has already had a holiday in space?

In 2008, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

### Anousheh's Space Blog

September 25th

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.





## Reading

Example question, based on Text 1 - *Space Tourism*:

### **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.

2

How would you get from the spacecraft to the space hotel?

---

---

1 mark

*2b) retrieve and record information/identify key details from fiction and non-fiction*

## Reading

Example question, based on Text 1 - *Space Tourism*:

### **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.

**2**

How would you get from the spacecraft to the space hotel?

**Award 1 mark** for answers that refer to floating down the tube (holding the cable).

1 mark

*2b) retrieve and record information/identify key details from fiction and non-fiction*

# 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*

## Reading

Example question, based on  
Text 2 - *Giants*:

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

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

*2b) retrieve and record information/identify key details from fiction and non-fiction*



## Reading

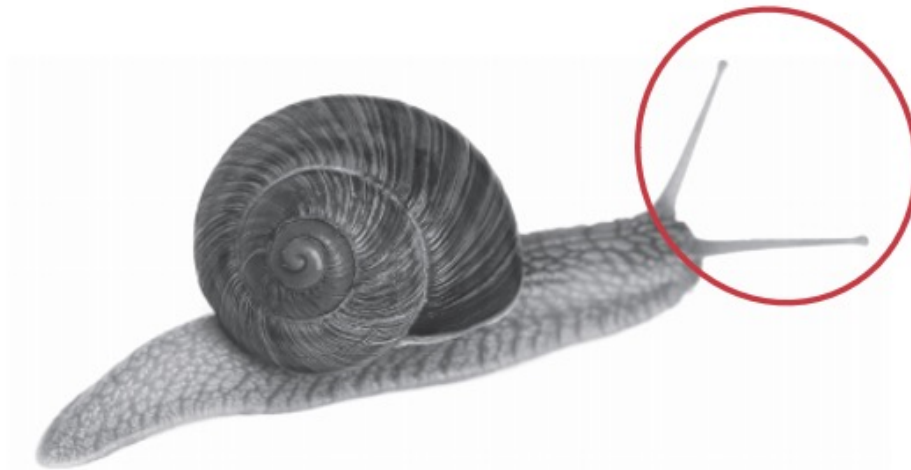
Example question, based on  
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Which part of the snail do these words describe?

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1 mark

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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

*2b) retrieve and record information/identify key details from fiction and non-fiction*

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-fens 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 with their small five-fingered front feet they pulled down the branches upon which they 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 lurchd 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.



I looked at my comrades. The two professors were in silent ecstasy.

"What will they say in England of this?" Professor Summerlee cried at last.

"They will say that you are a liar," said Professor Challenger, "exactly as you and others said of me."

"In the face of photographs?"

"Faked, Summerlee! Clumsily faked!"

"Who's to blame them? For this will seem a dream to ourselves in a month or two," said Lord John. "What were they?"

"Iguanodons," said Summerlee. "England was once alive with them when there was plenty of good lush green-stuff to keep them going."

"I don't know what anyone else thinks, but this place makes me feel very uneasy..." said Lord John.

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The Iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?



## Reading

Example question, based on Text 3 - *The Lost World*:

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

---

2 marks

*2e) predict what might happen from details stated and implied*



## Reading

Example question, based on Text 3 - *The Lost World*:

Examples of 2 mark responses:

- *A vicious beast is going to eat them later on because it says there is a constant menace therefore they may not get to confirm to England that they were real dinosaurs.*
- *I think they will journey on to try to locate some more creatures, for in the text it says 'what other creatures might there not be ready to pounce upon us from their lair among the rocks and brushwood'*

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks

*2e) predict what might happen from details stated and implied*

**SPAG - 2 parts :**

Grammar and Punctuation paper lasting 45 minutes

Oral spelling test of 20 words, lasting around 15 minutes

Grammar and Punctuation test involves 2 sub-types of question:

Type 1: Selected response (e.g., 'identify the adjectives in the sentence below')

Type 2: Constructed response (e.g., 'correct/complete/rewrite the sentence below' or 'the sentence below has an apostrophe missing. Explain why it needs an apostrophe')

# Grammar, Punctuation and Spelling (Paper 1)

## Example questions:

1

Tick the sentence that must end with a **question mark**.

What I wanted had already sold out

☐

Ask Ryan what he thinks about it

☐

What time will the film start

☐

I didn't know what to say

☐

Tick **one**.

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

1 mark

23

Draw a line to match each word to its correct **antonym**.

**Word**

meandering

sympathetic

evade

plausible

**Antonym**

confront

unfeeling

unbelievable

straight

1 mark

# Grammar, Punctuation and Spelling (Paper 1)

## Example questions:

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Tick the sentence that must end with a **question mark**.

What I wanted had already sold out

☐

Ask Ryan what he thinks about it

☐

What time will the film start

☒

I didn't know what to say

☐

Tick **one**.

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Draw a line to match each word to its correct **antonym**.

Word

Antonym

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unbelievable

plausible

straight

1 mark

## Grammar, Punctuation and Spelling (Paper 2)

Grammar, Punctuation and Spelling (Paper 2) is the shorter paper lasting 20 minutes.

Example questions:

**18.** The grey clouds looked \_\_\_\_\_ in the sky.

**19.** Omar put the cutlery back in the \_\_\_\_\_.

**20.** Ellen's gold bracelet was her most treasured \_\_\_\_\_.

## Grammar, Punctuation and Spelling (Paper 2)

Grammar, Punctuation and Spelling (Paper 2) is the shorter paper lasting 20 minutes.

Example questions:

**18.** The grey clouds looked \_\_\_\_\_ in the sky.

**19.** Omar put the cutlery back in the \_\_\_\_\_.

**20.** Ellen's gold bracelet was her most treasured \_\_\_\_\_.

**Spelling 19:** The word is **drawer**.

Omar put the cutlery back in the **drawer**.

The word is **drawer**.

**Spelling 20:** The word is **possession**.

Ellen's gold bracelet was her most treasured **possession**.

The word is **possession**.

Maths - Consists of 3 papers:

- \*Paper 1 - Arithmetic - 30 minutes, 36 questions

- \*Papers 2/3 - Reasoning - 40 minutes per paper

### *Paper 1*

- \*Fixed response questions

- \*Children have to give correct answer to calculations

- \*Long multiplication/division, fractions (+ -  $\times$   $\div$ ), using decimals confidently

### *Papers 2/3*

- \*Variety of question types -

Multiple choice, true/false, constrained questions (giving answers to calculations/drawing a shape/completing a table) and less constrained questions where children have to explain their approach to solving a problem



## Maths Paper 1 (Arithmetic)

It has a standard timing of 30 minutes and is worth a total of 40 marks.

It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BIDMAS**), as well as **number properties**, calculating **percentages** of amounts, calculations using **decimals**, and calculations using **fractions**.

## Example question:

25	1 3 3 0 1 6									
	<div>Show your method</div>									

2 marks

## Maths Paper 1 (Arithmetic)

It has a standard timing of 30 minutes and is worth a total of 40 marks.

It covers the four operations (division, multiplication, addition, subtraction and mixed operation calculations requiring **BIDMAS**), as well as number properties, calculating percentages of amounts, calculations using decimals, and calculations using fractions.

Example question:

25

Show your method

232

2 marks

- 1 - 13
- 2 - 26
- 3 - 39
- 4 - 52
- 5 - 65
- 6 - 78
- 7 - 91
- 8 - 104
- 9 - 117
- 10 - 130

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## Example question:

[illegible]

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## Example question:

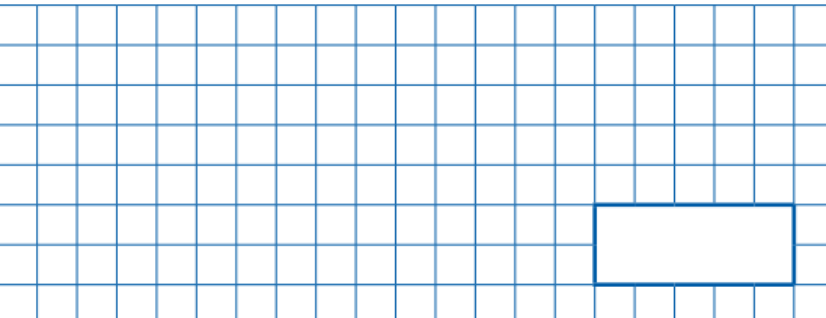
[illegible]

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Example question:

1	979 + 100 =	<input type="text"/>	<input type="checkbox"/>
			
			1 mark

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## Example question:

1

$979 + 100 =$

1,079

1 mark

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Example question:

7	472 - 9 =																			

1 mark




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## Example question:

31

$20 - 4 \times 2 =$

1 mark

## Maths Paper 1 (Arithmetic)

It has a standard timing of 30 minutes and is worth a total of 40 marks.

It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BIDMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

Example question:

31	$20 - 4 \times 2 =$	<input type="text"/>	1 mark
	$20 - 8 = 12$		

## Maths Paper 1 (Arithmetic)

It has a standard timing of 30 minutes and is worth a total of 40 marks.

It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BIDMAS**), as well as **number properties**, **calculating percentages of amounts**, **calculations using decimals**, and **calculations using fractions**.

## Example question:

**27**

95% of 240 =

1 mark

## Maths Paper 1 (Arithmetic)

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Example question:

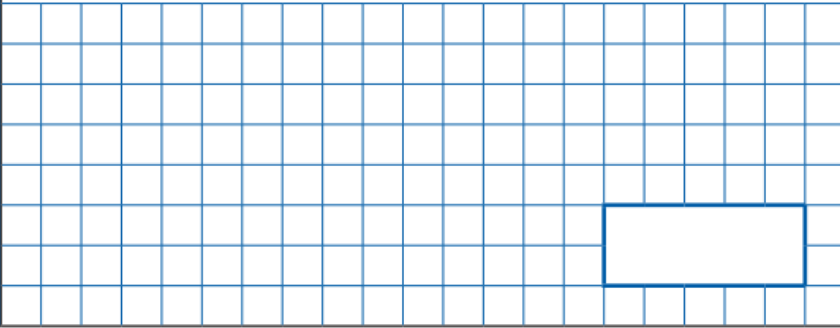
27	95% of 240 =																							
	$10\% = 240 \div 10$																							
	$10\% = 24$																							
	$5\% = 24 \div 2$																							
	$5\% = 12$																							
	$95\% = 240 - 12 = 228$															228								
																				<input type="checkbox"/>				
																				1 mark				

## Maths Paper 1 (Arithmetic)

It has a standard timing of 30 minutes and is worth a total of 40 marks.

It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BIDMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

Example question:

24	15.4 – 8.88 =	<input type="text"/>	<input type="checkbox"/> 1 mark
			

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## Example question:

24	15.4 – 8.88 =																			
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">6.52</div>																			



## Maths Paper 1 (Arithmetic)

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## Example question:

30	$17 \times 1\frac{1}{2} =$	

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Example question:

30	$17 \times 1\frac{1}{2} =$	
	$17 \div 2 = 8\frac{1}{2}$	
	$17 \times 1\frac{1}{2} = 17 + 8\frac{1}{2} = 25\frac{1}{2}$	
	$25\frac{1}{2}$	<input type="checkbox"/> 1 mark

## Maths Paper 2 (Reasoning)

A mixture of worded questions.

Some require just one step while others need 2 or more different calculations.

Example questions:

6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

1 mark

## Maths Paper 2 (Reasoning)

Example questions:

6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

7 minutes to 9 or

8:53

1 mark

## Maths Paper 2 (Reasoning)

Example questions:

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

1 mark

## Maths Paper 2 (Reasoning)

Example questions:

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

115

1 mark

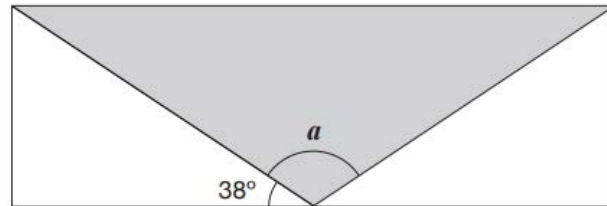


## Maths Paper 2 (Reasoning)

## Example questions:

15

A shaded **isosceles** triangle is drawn inside a rectangle.



Not  
to  
scale

Calculate the size of angle  $a$ .

Show  
your  
method

***a*** is

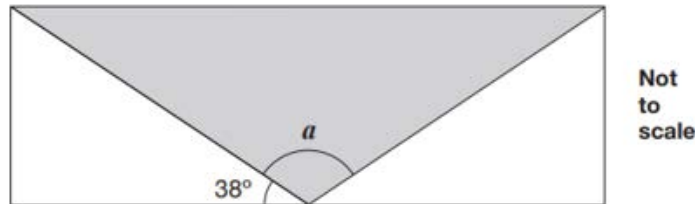
2 marks

## Maths Paper 2 (Reasoning)

Example questions:

15

A shaded **isosceles** triangle is drawn inside a rectangle.



Calculate the size of angle  $a$ .

Show  
your  
method

$$38 \times 2 = 76$$

$$180 - 76 = 104$$

$a$  is 104°

2 marks

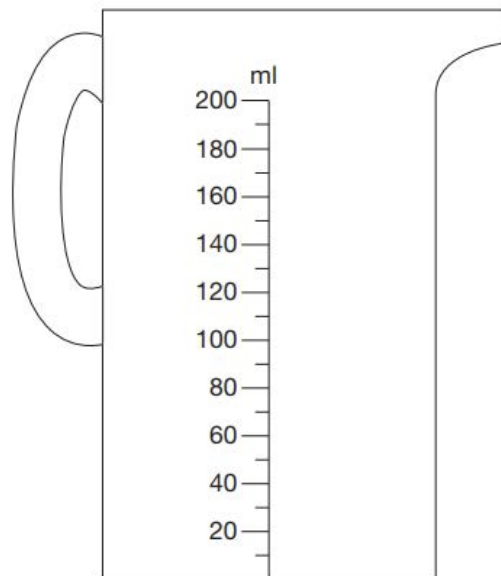
## Maths Paper 3 (Reasoning)

### Example questions:

5

Chen pours 165 millilitres of milk into a measuring jug.

Draw an arrow on the jug to show the level of the milk.



1 mark

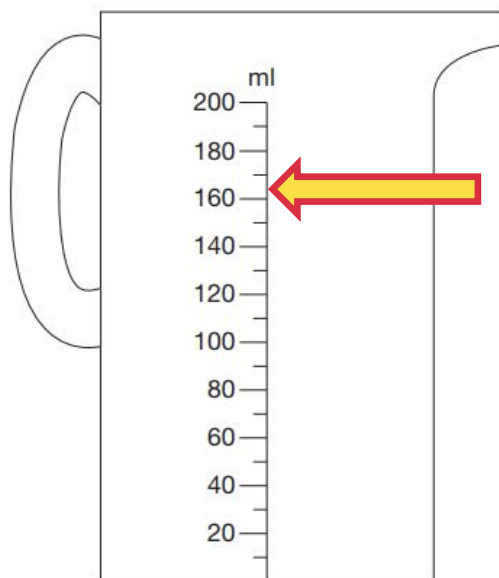
## Maths Paper 3 (Reasoning)

Example questions:

5

Chen pours 165 millilitres of milk into a measuring jug.

Draw an arrow on the jug to show the level of the milk.



1 mark

## Maths Paper 3 (Reasoning)

Example questions:

7

Write the number 53,148 in **words**.

---

1 mark

## Maths Paper 3 (Reasoning)

Example questions:

7

Write the number 53,148 in **words**.

Fifty-three thousand, one hundred and forty-eight

---

1 mark



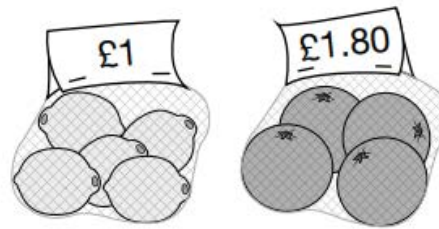
## Maths Paper 3 (Reasoning)

## Example questions:

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  
your  
method

A blank sheet of graph paper with a light blue grid pattern. The grid consists of small squares. On the right side of the page, there is a rectangular box with a thick black border, which is currently empty. This box is likely intended for students to draw or write their answers.

2 marks

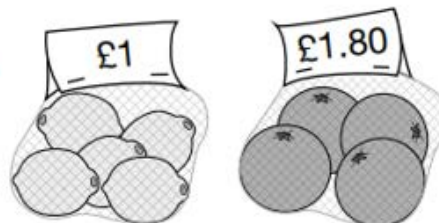
## Maths Paper 3 (Reasoning)

Example questions:

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  
your  
method

$$100 \div 5 = 20 \text{ p}$$

$$180 \div 4 = 45 \text{ p}$$

$$45 \text{ p} - 20 \text{ p} = 25 \text{ p}$$

$$25 \text{ p} / £0.25$$

2 marks

Writing - Teacher Assessment is submitted in June.

- Teachers are looking for 'consistent' and 'regular use of' a variety of aspects of writing
- Sentence structure and composition of each piece of writing is very important, as well as application of SPAG knowledge in writing
- Children are aiming for consistently accurate spelling
- Joined handwriting



# Our Top Tips

1. Remember your child's education is a partnership - home and school learning and support are both important
2. Support your child with homework tasks and daily reading
3. Encourage your child to work accurately but with speed  
TTRock star multiplication  
MyMaths  
Shared reading - 'What word in the text means *dangerous*?'
4. Make sure your child is aware that getting stuck is not a problem! The children are shown to move on and try the next question. They can go back at the end/if time allows
5. Encourage your child to believe in themselves
6. Approach a subject from all angles - software, games, activities, books, flash cards, practical application. Make any homework and revision of skills time at home as fun as possible!



# Week of the tests:

- Keep things at home as relaxed as possible - they will be doing ample revision at school so allow some down time.
- Try to keep the children off any screens for at least 20 minutes before going to bed. Reading in bed or listening to music will help them to relax and sleep better.
- Breakfast club: the children are invited to come and enjoy a free breakfast here at school from 8.00 onwards. This makes sure they are "well - fuelled" and they have some relaxation with their friends before tests begin.