



# Agenda:

- Introduction and National Expectations
- SATs Timetable
- Exemplar Questions
- Revision





# SATs timetable

2023 test timetable

Monday 8 <sup>th</sup> May	Tuesday 9 <sup>th</sup> May	Wednesday 10 <sup>th</sup> May	Thursday 11 <sup>th</sup> May	Friday 12 <sup>th</sup> May
BANK HOLIDAY	Grammar and Punctuation Paper  Spelling paper	Reading paper	Maths Arithmetic  Maths Reasoning 1	Maths Reasoning 2  <i>Chip run and park!</i>

There is **NO** writing test. Writing will be teacher assessed.

## Working towards the expected standard

The pupil can:

- 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.<sup>1</sup>

There is **NO** writing test. Writing will be teacher assessed.

## Working at the expected standard

The pupil can:

- 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<sup>1</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

## Working at greater depth

The pupil can:

- 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<sup>3</sup> 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.^

[There are no additional statements for spelling or handwriting]

There is **NO** writing test. Writing will be teacher assessed.



# Exemplar questions

## Reading

3 texts, 50 marks in total

Questions 1–11 are about *The Lost Queen* (pages 4–5)

- 1 Look at the paragraph beginning: *Glancing nervously...*

Find and **copy one** word meaning relatives from long ago.

\_\_\_\_\_

1 mark

- 2 *The struggle had been between two **rival** families...*

Which word most closely matches the meaning of the word *rival*?

Tick **one**.

equal

☐

neighbouring

☐

important

☐

competing

☐

1 mark

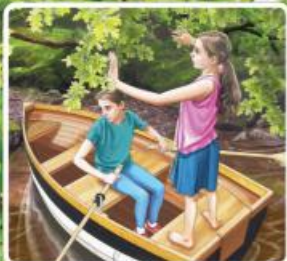
- 3 Look at page 4.

How can you tell that Maria was very keen to get to the island?

\_\_\_\_\_

\_\_\_\_\_

1 mark



The Lost Queen



Wild Ride



The Way of the Dodo

# Reading Booklet

2016 key stage 2 English reading booklet



4 Look at the paragraph beginning: *Oliver rowed...*

**Find** and **copy one** word that suggests that the summer afternoon was quiet.

\_\_\_\_\_

1 mark

5 ...*they crossed the glassy surface of the lake.*

Give **two** impressions this gives you of the water.

1. \_\_\_\_\_

2. \_\_\_\_\_

2 marks

6 Look at the paragraph beginning: *The tiny island...* to the paragraph ending: *...were cut into it.*

What impressions of the island do you get from these two paragraphs?

Give **two**.

1. \_\_\_\_\_

2. \_\_\_\_\_

2 marks

7 Write down **three** things that you are told about the oak tree on the island.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3 marks

## Section 1: The Lost Queen

Qu.	Requirement	Mark
4	<p>Look at the paragraph beginning: <i>Oliver rowed...</i></p> <p><b>Find</b> and <b>copy one</b> word that suggests that the summer afternoon was quiet.</p> <p><b>Content domain:</b> 2a – give / explain the meaning of words in context</p> <p><b>Award 1 mark</b> for:</p> <p>■ <i>hush.</i></p>	1m
5	<p><i>...they crossed the glassy surface of the lake.</i></p> <p>Give <b>two</b> impressions this gives you of the water.</p> <p><b>Content domain:</b> 2g – identify / explain how meaning is enhanced through choice of words and phrases</p> <p><b>Award 1 mark</b> for reference to any of the following, up to a maximum of <b>2 marks</b>:</p> <ol style="list-style-type: none"> <li>reflective / shiny / mirror-like, e.g. <ul style="list-style-type: none"> <li><i>the water reflects the light</i></li> <li><i>shining under the sun.</i></li> </ul> </li> <li>clear / transparent, e.g. <ul style="list-style-type: none"> <li><i>you could see through the water.</i></li> </ul> </li> <li>still / calm / undisturbed</li> <li>flat / smooth.</li> </ol>	Up to 2m



## Section 1: The Lost Queen

Qu.	Requirement	Mark
6	<p>Look at the paragraph beginning: <i>The tiny island...</i> to the paragraph ending: <i>...were cut into it.</i></p> <p>What impressions of the island do you get from these two paragraphs?</p> <p>Give <b>two</b>.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for reference to any of the following, up to a maximum of <b>2 marks</b>:</p> <ol style="list-style-type: none"><li>1. uninhabited / abandoned</li><li>2. holds secrets</li><li>3. overgrown</li><li>4. dark / shady / gloomy</li><li>5. small</li><li>6. mysterious / creepy / unsettling</li><li>7. quiet / peaceful</li><li>8. important / a special place</li><li>9. old.</li></ol> <p><b>Do not accept</b> haunted / dangerous.</p> <p><b>Do not accept</b> reference to what is on the island, e.g. it contains an oak tree / vines / roots / leaves / a monument.</p> <p><b>Do not accept</b> quotations alone.</p>	Up to 2m

## Section 1: The Lost Queen

Qu.	Requirement	Mark
7	<p>Write down <b>three</b> things that you are told about the oak tree on the island.</p> <p><b>Content domain:</b> 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for reference to any of the following (whether given as acceptable point or quotation), up to a maximum of <b>3 marks</b>:</p> <ol style="list-style-type: none"><li>1. it is in the middle</li><li>2. it is very old</li><li>3. it is big / tall / dominates</li><li>4. its branches are twisted / bent</li><li>5. its branches stretch over the island / out to the water</li><li>6. the branches are close together.</li></ol> <p><b>Accept</b> quotations that meet an acceptable point. Longer quotations that cover more than one acceptable point should be awarded <b>1 mark</b>.</p> <p><b>Do not accept</b> reference to roots / vines.</p>	Up to 3m

11	<p>Using information from the text, tick one box in each row to show whether each statement is a <b>fact</b> or an <b>opinion</b>.</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text.</p> <p><b>Award 1 mark for all four correct.</b></p> <table border="1" data-bbox="390 282 1309 646"> <thead> <tr> <th></th><th>Fact</th><th>Opinion</th></tr> </thead> <tbody> <tr> <td>Anousheh Ansari kept an online diary.</td><td>✓</td><td></td></tr> <tr> <td>Brushing your teeth in space is a joy.</td><td></td><td>✓</td></tr> <tr> <td>Being weightless is endlessly entertaining.</td><td></td><td>✓</td></tr> <tr> <td>Tourists can stay on the International Space Station.</td><td>✓</td><td></td></tr> </tbody> </table>		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.	✓		1m
	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	<p><i>... in a flash</i> (page 6)</p> <p>What does this tell you about the burning of rocks in space?</p> <p><b>Content domain:</b> 2g – identify / explain how meaning is enhanced through choice of words and phrases.</p> <p><b>Award 1 mark for either acceptable point:</b></p> <ol style="list-style-type: none"> <li>1. the rock burns very quickly, e.g. <ul style="list-style-type: none"> <li>• <i>they burn quickly / suddenly / instantly</i></li> <li>• <i>it happens fast.</i></li> </ul> </li> <li>2. the rock burns brightly, e.g. <ul style="list-style-type: none"> <li>• <i>when the rock burns you get a dazzling light.</i></li> </ul> </li> </ol> <p><b>Do not accept</b> reference to speed of travel, e.g.</p> <ul style="list-style-type: none"> <li>• <i>they go / fly / travel very quickly.</i></li> </ul>	1m
----	--	----

20

Do you think that Martine will change her behaviour on future giraffe rides?

Tick **one**.

yes

☐

no

☐

maybe

☐

Explain your choice fully, using evidence from the text.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---

3 marks

Tick **one**. (yes / no / maybe)

Explain your choice fully, using evidence from the text.

**Content domain:** 2e – predict what might happen from details stated and implied

**Acceptable points (yes):**

1. she had started to listen to / obey her grandmother
2. she got a fright / found herself in danger
3. she had learnt from the experience.

**Acceptable points (no):**

4. she has been in danger before and not been hurt / got away with it
5. she is stubborn / defiant / does not listen to others
6. she had fun / she is adventurous / she is thrill-seeking.

**Award 3 marks** for **three** acceptable points **or two** acceptable points with at least **one** supported with evidence, e.g.

- *because it says Martine rode the rest of the way home at a gentle walk. This explains that Martine had learnt her lesson and she won't go fast again. But then she has got into trouble before and didn't change [evidence + AP3, AP4]*
- *even though she has just had a scare with the warthogs she has got through it unharmed and she may think she can do anything. However, because of this experience she may feel that that ride could have got her hurt and decided to play it safe [AP2, AP4, AP3].*

**Award 2 marks** for **two** acceptable points **or one** acceptable point supported with evidence, e.g.

- *no because she seems very determined to have her own way like when she ignores her grandma [AP5 + evidence]*
- *I think she will try for a little while because of the scare she got that day but I think she loves speed too much and that will get the better of her [AP2, AP6].*

**Award 1 mark** for **one** acceptable point, e.g.

- *yes, because the warthogs gave her a fright [AP2]*



# Exemplar questions

## Mathematics

3 papers - 40 + 35 + 35 = 110 marks in total

2017 national curriculum tests

### Key stage 2

#### Mathematics

**Paper 1:** arithmetic

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

2017 national curriculum tests

### Key stage 2

#### Mathematics

**Paper 2:** reasoning

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

2017 national curriculum tests

### Key stage 2

#### Mathematics

**Paper 3:** reasoning

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



1

$$979 + 100 =$$

1079

1 mark

17

$$20\% \text{ of } 1,500 =$$

$$10\% = 150$$

$$20\% = 300$$

300

1 mark



23

$$\begin{array}{r} \times \quad \quad 54 \\ \quad \quad 23 \\ \hline \end{array}$$

$$162$$

$$1080$$

$$1242$$

Show  
your  
method

$$1242$$

33

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

$$\frac{6}{5} = \frac{24}{20}$$

$$\frac{1}{4} = \frac{5}{20}$$

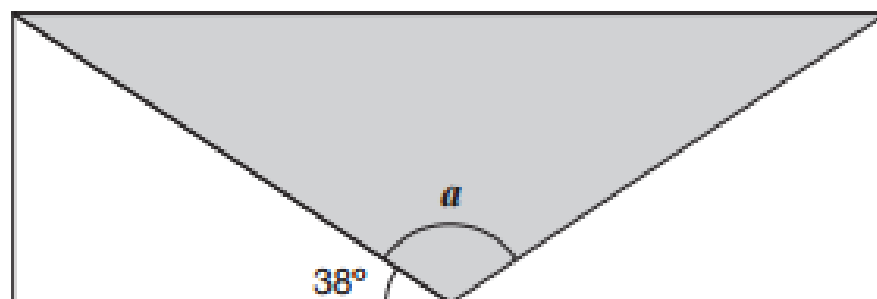
$$\frac{24}{20} - \frac{5}{20} = \frac{19}{20}$$

$$\frac{19}{20}$$

1 mark

15

A shaded isosceles triangle is drawn inside a rectangle.



Not  
to  
scale

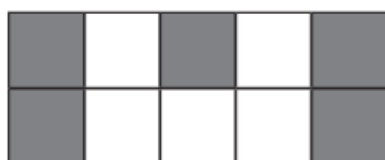
Calculate the size of angle  $a$ .

Show  
your  
method

$$180 - 38 - 38$$

$a$  is 104°

2 marks



$$\frac{7}{10}$$

$$\frac{3}{5}$$

$$\frac{1}{2}$$

$$\frac{4}{5}$$

$$\frac{3}{10}$$

20

On Saturday Lara read  $\frac{2}{5}$  of her book.



On Sunday she read the **other** 90 pages to finish the book.

How many pages are there in Lara's book?

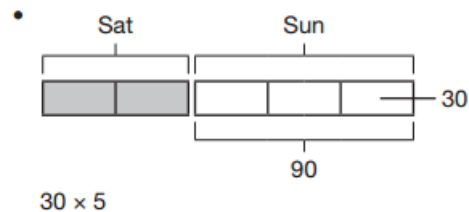
Show  
your  
method

Award **TWO** marks for the correct answer of 150 pages.

If the answer is incorrect, award **ONE** mark for evidence of an appropriate method, e.g.

- $\frac{3}{5} = 90$   
 $9 \div 3 = 30$   
 $30 \times 5$

OR



150 pages

2 marks



# Exemplar questions

## Spelling, Grammar and Punctuation

50 marks Paper 1 + 20 marks for Spelling Paper

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						

2017 national curriculum tests

**Key stage 2**

**English grammar,  
punctuation and spelling**

**Paper 2:** spelling

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



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

12

Complete the sentence with an **adjective** formed from the verb create.

The artist was very creative and produced many original works.

1 mark

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 mark



17

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.		✓
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .		✓
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.	✓	

---

1 mark

25

Label the boxes with **V (verb)**, **S (subject)** and **O (object)** to show the parts of the sentence.

Nadia ate strawberries.

↑	↑	↑
S	V	O

1 mark

29

Tick one box to show where a **dash** should go in the sentence below.

African elephants are the largest animals in the world they can weigh up

↑	↑	↑	↑
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

to 10 tonnes.

1 mark

37

Rewrite the sentence below so that it is written in the **passive voice**.  
Remember to punctuate your answer correctly.

The pouring rain drenched us.

We were drenched by the pouring rain.

1 mark

42

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

Two apple trees screened the open windows on one side.

1 mark

**Spelling 1:** The word is **discover**.

Sara wanted to be an explorer and **discover** new lands.

The word is **discover**.

**Spelling 2:** The word is **mission**.

The spy was sent on a secret **mission**.

The word is **mission**.

**Spelling 3:** The word is **loose**.

For PE lessons, your clothes should be **loose** and comfortable.

The word is **loose**.

**Spelling 4:** The word is **sign**.

The **sign** showed which way to go.

The word is **sign**.

**Spelling 5:** The word is **country**.

China is a large **country**.

The word is **country**.

**Spelling 6:** The word is **gymnastics**.

Laura won a medal for **gymnastics**.



## School:

- Practice tests
- Revision
- Lessons in class
- Some booster



# REVISION



## Home

- Short but regular sessions
- Revision guides - strongly advise buying
- Regular reading and discussion of text with an adult
  - Spelling practise
  - Times Tables Rock Stars
- Home learning (from school)
- Websites e.g. BBC bitesize

## Books

- CGP revision books - please see samples and order on Arbor
- Others available





Title	Book Code	Retail Price	Parents' Evening Price	Qty	Total
KS2 Maths SATS Revision Book - Ages 10-11 (for the 2023 tests)	MLFR23	<del>£5.95</del>	£2.75		
KS2 Maths SATS Question Book - Ages 10-11 (for the 2023 tests)	MLFW23	<del>£5.95</del>	£2.75		
KS2 English SATS Revision Book: Stretch - Ages 10-11 (for the 2023 tests)	E6HR23	<del>£5.95</del>	£2.75		
KS2 English SATS Question Book: Stretch - Ages 10-11 (for the 2023 tests)	E6HW23	<del>£5.95</del>	£2.75		
KS2 English SAT Buster 10-Minute Tests: Grammar, Punctuation & Spelling - Book 1 (for 2023)	EXPG23	<del>£4.95</del>	£2.50		
KS2 English SAT Buster 10-Minute Tests: Reading - Book 1 (for the 2023 tests)	EXPR24	<del>£4.95</del>	£2.50		
KS2 Maths SAT Buster 10-Minute Tests - Book 1 (for the 2023 tests)	MXP23	<del>£5.50</del>	£2.50		
KS2 English SATS Revision Question Cards: Grammar, Punctuation & Spelling (for the 2023 tests)	EGF21	<del>£7.99</del>	£4.50		
KS2 Maths SATS Revision Question Cards (for the 2023 tests)	MHF21	<del>£7.99</del>	£4.50		
			<b>Total</b>	£	

This selection you can order through the school via Arbor (School shop items on Portal or App).

Orders to be completed and paid by Monday 20<sup>th</sup> February. Office will place order on Tuesday 21<sup>st</sup>.