The SATs Tests 2016
What are the SATs?

SATs are Standard Assessment Tests. These statutory assessments are part of the Government's commitment to raising standards. They are used to show your child's progress and are far more formal than Key Stage 1, hence they seem much more stressful!

The idea of the SATs is to show what pupils have learnt and retained since Year 2.

The children are tested on all of the work they have covered in Key Stage 2 in English and Maths.
What happens during SATs testing week?

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<tr>
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<th>Monday 9th May</th>
<th>Tuesday 10th May</th>
<th>Wednesday 11th May</th>
<th>Thursday 12th May</th>
<th>Friday 13th May</th>
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</thead>
<tbody>
<tr>
<td><strong>Morning</strong></td>
<td>SATs English</td>
<td>SATs English</td>
<td>SATs Maths</td>
<td>SATs Maths</td>
<td>Normal Timetable</td>
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<tr>
<td><strong>Afternoon</strong></td>
<td>Normal Timetable</td>
<td>Normal Timetable</td>
<td>Normal Timetable</td>
<td>Normal Timetable</td>
<td>Normal Timetable</td>
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</table>
Helping your child get ready for SATs week.

• Ensure that your child is reading each day – they should spend 20-30 minutes on this activity. Take time to check your child’s understanding of what they are reading. This is especially important as we approach SATs as it is a useful way for students to practise their comprehension skills.

• After the Easter Break, Y6 children will only be given homework in English and Maths. Time assigned for homework should be spent completing English and Maths work as well as reviewing what has been covered in lessons on that day.
Helping your child during the SATs.

• Ensure your child has plenty of sleep.
• Allow your child time for rest and relaxation.
• Ensure your child has breakfast – we offer a free breakfast to all Year 6 students during SATs week, starting from 8am.
• Assist you child in being organised for the day ahead, ensuring they have the correct equipment.
The English SATs Tests

2016
What's involved?

Reading Test
Monday 9\textsuperscript{th} May 2016

Spelling, Punctuation and Grammar Test (SPAG Test)
Tuesday 10\textsuperscript{th} May 2016
Reading Test

• This year the texts in the English reading booklet will not be linked by a theme. The booklet will contain three or four texts. The least demanding text will come first with the following texts increasing in level of difficulty.

• Instead of being given 15 minutes reading time and 45 minutes to answer the questions, children will have a total of one hour to read the texts and complete the questions at their own pace.
The Humble Potato

Where it all began

Potatoes were first grown for food in South America thousands of years ago. People found a way to preserve them by leaving them out at night in the cold and then warm them in the sun the following day. During the day, the potatoes were crushed by stamping on them. After doing this for five days, 'chuna' (a potato pulp) was made which could be stored and kept for up to ten years in case crops failed.

In 1532 Spanish traders, who had been searching for gold, brought potatoes back from South America and used them on board ships as food. It was not long before farmers in Spain began to grow what they called ‘patata’ and the potato spread across the rest of Europe. They were regarded with suspicion, however, and many people thought they weren’t suitable for humans to eat, partly because of their odd shape. In some places, they were grown just as food for animals.

How the potato arrived in Britain

There are different opinions about how the potato came to Britain in the late 1500s. One view is that Spanish fishermen ate potatoes on their fishing trips to the North Sea. On their way home, they would land in Ireland to put salt on the cod they had caught to stop it rotting. It is believed that the sailors gave some of their potatoes to the farmers who grew them in the rich Irish soil.

Another view is that Sir Walter Raleigh, an explorer who went to the Americas many times, brought potatoes back to his Irish farm and planted them there. It is said that he gave a potato plant to Queen Elizabeth I as a gift, and to celebrate, a royal feast was held to eat the potatoes. Legend has it that the cooks threw away the potatoes and instead served up the boiled stems and leaves (which are poisonous). This made everyone very ill and potatoes were then banned from the royal menu.

Potatoes today – good to eat and good to grow!

Potatoes are very popular today and, despite what some people think, they are also good for you. A baked potato contains a surprisingly large amount of vitamin C – and more fibre than two slices of wholemeal bread.

Potatoes also provide carbohydrates and other important nutrients like vitamin B6. They are low in fat too, provided you don’t fry them or add lots of butter!

Potatoes are easy to grow. This makes them a perfect crop for farmers in the developing world, who can grow a nutritious food in poor soil. There are plenty of different varieties to choose from and they usually produce a good harvest.

Grow Your Own Potatoes Project

In 2005 the Grow Your Own Potatoes Project was started. It was one of the first projects to encourage primary schools to grow their own food. Since then it has become the largest of its kind, with almost 1 million children taking part by 2010.

In 2011 the winning school had a child on frost watch at the end of every school day and if there was a chance of frost at night they brought their pots of potatoes indoors. No wonder they were winners!

Potato facts

- British people are the third largest consumers of potatoes in Europe.
- The potato was the first vegetable to be grown in space.
- Potatoes can be converted into fuel for cars.
- One of the largest potatoes ever grown weighed in at 3.2 kilograms - the weight of a small dog!
Hello! I'm a helpful assistant, and I can read this document for you. Let's get started.

**The Octopus**

**An amazing body**

Octopuses are fascinating animals and because of this, their bodies are extraordinary. You might have seen them in the aquarium, or perhaps you've heard of them before. Octopuses are the closest living relatives to our own species, and they are known for their intelligence, problem-solving skills, and their ability to mimic their environment. Octopuses have eight arms, which they use to catch their prey, and a brain that is second only to that of humans when it comes to complexity. They are also known for their ability to change color and texture, which helps them blend into their surroundings and avoid detection by predators.

Octopuses use their tentacles to catch and hold their prey. These tentacles are sensitive to touch and can even feel the vibrations caused by the prey's movements. Octopuses are also known for their ability to escape from predators and to change color and texture. This makes them very difficult to catch and can be a real challenge for even the most experienced hunters.

Octopuses are also known for their ability to change shape, which is a fascinating trait. They can change their shape to blend in with their surroundings, or to make themselves look larger or smaller to scare off predators. This ability to change shape is a real advantage in the ocean, where predators are always on the lookout for their next meal.

Octopuses are fascinating animals, and there is much more to learn about them. They are a real wonder of the natural world, and it's amazing to think about all the things we still need to discover about them. So, the next time you see an octopus in the aquarium, take a moment to appreciate the amazing abilities of these amazing animals.
This is an extract from ‘White Fang’, a novel by Jack London, written in 1906. It is set in the wild regions of Canada and is about a young wolf cub who comes across a group of men.

White Fang

The cub came upon them suddenly. It was his own fault. He had been careless. He had left the cave and run down to the stream to drink. It might have been that he took no notice because he was hungry with sleep. And his carelessness might have been due to the familiarity of the trail to the pool. He had travelled it often, and nothing had ever happened before.

He went down past the blunted pine, crossed the open space, and stopped in amongst the trees. Then, at the same instant, he saw and smelt. Before him, sitting silently on their branches, were five live things, the like of which he had never seen before. But at the sight of him the five men did not spring to their feet, nor show their teeth, nor snarl. They did not move, but sat there, quiet and motionless.

Nor did the cub move. Every instinct of his nature would have impelled him to dash wildly away, had there not suddenly arisen in him another instinct. A great awe descended upon him. He was overwhelmed by his own sense of weakness and littleness. Here was mastery and power, something far and away beyond him.

The cub had never seen man, nor deep within him was the knowledge of his ancestors, the eyes that had circled in the darkness around countless winter camp-fires, and peered from safe distances at the strange, two-legged animal that was food for living things. Had he been full-grown, he would have run away. As it was, he covered down in a paralysis of fear, already half-offering the surrender that his kind had made from the first time a wolf came in to set by man’s fire and be made warm.
What will the children be asked to do?

The reading answer booklet will comprise of approximately 35 to 40 questions (totalling 50 marks).

The questions are:

• shorter, closed response items (such as multiple choice and matching questions);
• shorter, open response items;
• longer, open response items that require children to explain and comment on the texts in order to demonstrate a full understanding.

Questions are worth 1, 2 or 3 marks.
Tips and Tricks to Help your Child

✓ Read together regularly, then question your child about what he/she has read to check understanding.

✓ Ask quick-fire questions to get your child to find facts quickly.

✓ Ask tricky questions to encourage your child to think more deeply and use inference.

✓ Ask your child to provide quotes from the text to back up what he/she has said.

✓ Encourage your child to read a range of texts to build familiarity.
Spelling, Punctuation and Grammar Test

The English grammar, punctuation and spelling test has two components, worth a total of 70 marks.

• Paper 1: short-answer questions (50 marks)
• Paper 2: a spelling task (20 marks)
SPAG Paper One

Paper 1 consists of between 40 and 50 questions which assess grammar, punctuation and vocabulary.

The questions are:
• selected response items (such as multiple choice questions);
• short, open response items, in which children may have to write a word, a few words or a sentence;
• basic insertion questions, where the children may need to add appropriate punctuation.
1. Complete the sentences below using either I or me.
   
   • I wanted my mum to watch ____ in the school play.
   • After we went cycling, Emma and ____ were very tired.
   • The teacher asked Tim and ____ to collect the books.

2. I thought the football match was exciting but Tom said he was bored by the end.
   Put a tick in each row to show whether each underlined word is a noun or an adjective.

<table>
<thead>
<tr>
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<th>Adjective</th>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>bored</td>
<td></td>
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</tr>
</tbody>
</table>

3. Insert the capital letters and full stops in the passage below.

   the sun shone while Luke was walking to school as he passed Ben’s house, he was thinking about the weekend and their trip
Just in case you were wondering...

1. Complete the sentences below using either I or me.
   • I wanted my mum to watch me in the school play.
   • After we went cycling, Emma and I were very tired.
   • The teacher asked Tim and me to collect the books.

2. I thought the football match was exciting but Tom said he was bored by the end.
   Put a tick in each row to show whether each underlined word is a noun or an adjective.

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<td></td>
<td>✓</td>
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3. Insert the capital letters and full stops in the passage below.

The sun shone while Luke was walking to school. As he passed Ben’s house, he was thinking about the weekend and their trip.
Terminology has become more difficult – children are expected to know more terms compared to previous tests.

1. Fill in the gaps in the sentence below, using the past progressive form of the verbs in the boxes.

   to play

   While I ____________ in the park, my mum

   to push

   ____________ my sister on the swing.

   1 mark

2. In the sentence below, Dad booked the cinema tickets before he collected them.

   Complete the sentence with the correct verb form.

   Although Dad ____________ booked the tickets, he still had to queue to collect them.

   1 mark
<table>
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<tr>
<th>Qu</th>
<th>Question and mark scheme</th>
<th>Allocation</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td><strong>While I</strong>[to play] <strong>in the park, my mum</strong>[to push]<strong>my sister on the swing.</strong>&lt;br&gt;<strong>While I was playing</strong> in the park, my mum was pushing my sister on the swing.</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

**Commentary:** This question assesses the ability to transform given verb stems into the past progressive form, and understanding of the term. This is a new part of the framework.

**Content domain:** G1.2a - present and past progressive

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<tbody>
<tr>
<td>2</td>
<td>In the sentence below, Dad booked the cinema tickets before he collected them.&lt;br&gt;Complete the sentence with the correct verb form.&lt;br&gt;<strong>Although Dad</strong>[had]<strong>booked the tickets, he still had</strong>[to queue]**to collect them.</td>
<td>1 mark</td>
</tr>
</tbody>
</table>

**Commentary:** This question assesses the use of verbs in the perfect form to mark relationships of time. Recognition of the perfect form and understanding of the term are not needed to answer the question correctly. This is a new part of the framework.

**Content domain:** G1.2b - verbs in the perfect form
Children will now be expected to explain how punctuation can change the meaning of sentences.

The orange was delicious.

The orange ball bounced down the road.
Paper 2, the spelling task, consists of 20 sentences which are read aloud by the test administrator.

Each sentence has a word missing which the child must complete. The words will usually be chosen for their use of common letter strings.

The task is worth a total of 20 marks. This shows more emphasis is now being placed on spelling as previously, only 7 marks were allotted to spelling.
Tips and Tricks to Help your Child

✓ Ask your child to pick out errors in punctuation he/she may see (e.g. i’m lovin’ it).
✓ Quiz your child on word classes – nouns, verbs, adjectives, adverbs. Remember that context is key.
✓ When your child is learning his/her spellings, look for rules to learn rather than just learning the words on the list.
✓ When practising spellings, make sure that your child only uses a capital letter or apostrophe where necessary.
How we are preparing the children...

- Booster sets started earlier this year.
- Intervention groups have been running since September.
- Lunchtime sessions every Monday which focus mainly on the new grammar terminology.
- Spring term focuses on reading, grammar, punctuation, spelling strategies and test techniques.
  - Weekly spelling tests.
- Homework based on what they may be tested on.
  - New resources, such as Literacy Boot Camp.
- Test preparation – practice tests are now held in the hall.
- Test paper analysis to identify what the children are finding tricky.
  - Support for all children.
- Pupil progress meetings are held every half term to ensure that children are making progress and are receiving any additional support they may require.
Mathematics SATs consist of:

An arithmetic test – 11th May
This is a 30 minute paper which focuses entirely on number work.

Two written reasoning test papers – one on 11th and one on 12th May
Both papers are 40 minutes long, a calculator can not be used for either paper.
Arithmetic Paper

This is replacing the mental maths test, 2016 is the first year the children will have to sit this style of paper

The questions are mostly worth one mark, long division and long multiplication questions are worth two

Formal written methods are encouraged. If the child only makes one error in their working out but still uses formal methods they can still get one of the marks.

The background of the test is squared paper to encourage these methods
Starts off fairly straight forward.

Lots of children forget all their mental methods and try and do everything using written methods.

Around 35 questions on this paper so have less than a minute for each
Gets much harder by the end!

These were types of questions that used to be in the level 6 paper.

No longer a level 6 paper, all children will sit the same paper.
Reasoning papers

Some questions are worth one mark and therefore accuracy is important.

Other questions are worth two and even three marks and even if the answer is wrong, a mark may be given for correct working.

Teachers may read questions in both written papers to pupils if asked.
2. A pack of paper has 150 sheets.
4 children each take 7 sheets.

How many sheets of paper are left in the packet?

Show your method

11. Here is a number written in Roman numerals.

CXV

Write the number in figures.

10. Write the two missing digits to make this long multiplication:

\[
\begin{array}{c}
\times \\
4 \\
\hline
2 & 4 & 6 \\
8 & 2 & 0 \\
\hline
1 & 0 & 6 & 6
\end{array}
\]
19. The area of a rugby pitch is 6,108 square metres.

A football pitch measures 112 metres long and 82 metres wide.

How much larger is the area of the football pitch than the area of the rugby pitch?

14. Here is a number pyramid.

The number in a box is the product of the two numbers below it.

Write the missing numbers.
How can parents help?

- The best help is interest taken in learning and progress.
- Supporting homework.
- Good communication between the school and home.
- Getting a good sleep on a school night!
- Ensuring attendance at school from now until SATs
How can parents help with Maths preparation?

• Support with homework – not just helping with the Maths but reading the question can really help.

• TIMES TABLES!!!

• Help your child to check their work through – this will help them to spot mistakes that can sometimes be easily fixed.

• Practise written methods of calculation!!!
What are we doing?

• Cross-curricular teaching
• Setting for Maths
• Teaching assistant support
• Intervention groups
• Lunchtime sessions
• Easter revision sessions
• Homework
• Easter booklet
• Test preparation
• Encouragement
Useful Websites
http://www.cgpbooks.co.uk/online_rev/ks2_choice.asp
Q1 - Area by calculation

Work out the missing length or area in each case.

- **a cm²**: 8 cm × 7 cm = [2] cm²
- **b cm²**: 5 cm × 15 cm = [2] cm²
- **c cm²**: 3.2 cm × 8 cm = [2] cm²
- **d cm**: 24 cm² ÷ 6 cm = [2] cm

Areas of rectangles
### KS2 Mathematics SAT Past Papers

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<th>Mental Test Paperwork</th>
<th>Mark Scheme</th>
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<td>Test A</td>
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<td>Test C (part 2)</td>
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</table>
and finally ...

whatever happens your child will get the result which reflects where they are.....rest assured, they have all made progress and nobody could ask more from them!