

SATs Presentation



Whitchurch Primary School & Nursery

February 2024

SATs Timetable

SATs Week 2024

| Date | Exam |
|-----------------------|--|
| Monday 13 May 2024 | Grammar, Punctuation & Spelling - Paper 1 Grammar, Punctuation & Spelling - Paper 2 |
| Tuesday 14 May 2024 | English Reading |
| Wednesday 15 May 2024 | Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning) |
| Thursday 16 May 2024 | Maths Paper 3 (Reasoning) |

Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

Spelling, Punctuation and Grammar: Monday 13th May

Spelling, Punctuation and Grammar consists of two papers.

- Paper 1 focuses on all three elements (spelling, punctuation and grammar). The paper lasts for **45 minutes** and is **out of 50 marks**.
- Paper 2 consists of a spelling test only. It should take approximately **15 minutes**, although this is not a set amount of time (pupils should be given as much time as they need to complete the test). This test is **out of 20 marks**.

Spelling, Punctuation and Grammar: Paper 1

The children will have been working hard with their class teacher on developing and securing their knowledge of the technical vocabulary needed in this test.

This test focuses on:

- Grammatical terms/ word classes;
- Functions of sentences;
- Combining words, phrases and clauses;
- Verb forms, tenses and consistency;
- Punctuation;
- Vocabulary;
- Standard English and formality.

This test requires a range of answer types but does not require longer formal answers.

Spelling, Punctuation and Grammar: Paper 1

Example questions:

1

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

Tick **one**.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

1 mark

8

Insert a **relative pronoun** to complete the sentence below.

e.g. **that, which**

Everyone loved the music _____ was played last night.

1 mark

34

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

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

e.g. The first sentence is about two people and the second sentence is about three people.

1 mark

Spelling, Punctuation and Grammar: Paper 2

Paper 2 is a shorter paper that focuses solely on spellings. There will be 20 spelling words and these are added to the grammar test (50 marks) to make a total of 70 marks.

Example questions:

Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.

There is a spelling script that accompanies this.

Example:

The word is creature. The dragon is an imaginary creature. The word is creature.

2018 Spellings...

thumb

trouble

mixture

portable

dough

science

attention

obtained

weightless

council

suffered

typical

usually

cautious

essential

vague

adventurous

architect

descendant

inconceivable

2019 Spellings...

reception

numb

division

sighed

navigation

thoughtful

offered

muscle

curiously

courage

disagreement

pyramid

excellent

generous

chorus

tongue

accidentally

deceive

2022 Spellings...

ordering

disrespect

special

couple

measure

cough

machine

invisible

banned

television

character

caution

syrup

reluctantly

reference

ridiculous

scenic

survey

transferred

receipt

2023 Spellings...

lamb

touch

numbered

undrinkable

lyrics

ought

misconduct

glorious

obey

official

unique

puncture

steadily

mechanic

preference

Protein

substantial

scenario

optician

currant

Reading: Tuesday 14th May

There is one reading test that lasts for 60 minutes.

The test is designed to measure if the children's comprehension of age-appropriate reading material meets the national standard. There are three different set texts for children to read. These could be any combination of non-fiction, fiction and/ or poetry. This test is usually out of 50 marks.

The test covers the following areas (known as Content Domains):

- Give/ explain the meaning of words in context;
- Retrieve and record information/ identify key details from fiction and non-fiction;
- Summarise main ideas from more than one paragraph;
- Make inferences from the text/ explain and justify inferences with evidence from the text;
- Predict what might happen from details stated and implied;
- Identify/ explain how information/ narrative content is related and contributes to meaning as a whole;
- Identify/ explain how meaning is enhanced through choice of words and phrases;
- Make comparisons within the text.

Reading

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

1 mark

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

| Qu. | Requirement | Mark |
|-----|--|------|
| 1 | <p>What is Ajay doing when the post arrives?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to him eating (his breakfast), e.g.</p> <ul style="list-style-type: none">• <i>just about to tuck into his tea and toast</i>• <i>having his breakfast</i>• <i>drinking tea.</i> | 1m |

Reading

Example questions: Based on text 2: Fact Sheet: About Bumblebees

19 In what way is *buzz pollination* more useful than other forms of pollination?

1 mark



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

| Qu. | Requirement | Mark |
|-----|--|------|
| 19 | <p>In what way is <i>buzz pollination</i> more useful than other forms of pollination?</p> <p>Content domain: 2b – retrieve and record information / identify key details from fiction and non-fiction</p> <p>Award 1 mark for reference to either of the following:</p> <ol style="list-style-type: none">it releases pollen that would otherwise stay inside the flower, e.g.<ul style="list-style-type: none"><i>because it releases trapped pollen that they wouldn't have been able to get out</i><i>it makes a buzz that gets more pollen than other bees do</i><i>it helps release more pollen.</i>key produce is more expensive / harder to get without it, e.g.<ul style="list-style-type: none"><i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i><i>it means we can buy more common foods cheaper</i><i>it would be harder to grow beans.</i> | 1m |

Reading

Example questions: Based on text 3: Music Box

32 What impressions do you get of Piper's house?

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

| Impression | Evidence |
|------------|----------|
| | |
| | |
| | |
| | |
| | |
| | |

3 marks

| Qu. | Requirement | Mark | | | | | | | | | | | | | | | | |
|---------------------------------|---|---------------------------------|-----------------|------------------------|--|-----------------------|--|----------------------|--|-----------------------------|--|------------------------|---|-------------------|--|---------------|---|----------|
| 32 | <p>What impressions do you get of Piper's house?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <table border="1"> <thead> <tr> <th>Acceptable points (impressions)</th> <th>Likely evidence</th> </tr> </thead> <tbody> <tr> <td>1. it is rickety / old</td> <td> <ul style="list-style-type: none"> there are widening cracks in the planks in the ceiling </td> </tr> <tr> <td>2. it is small / tiny</td> <td> <ul style="list-style-type: none"> she wishes she had a bigger work space she has to eat at the same table that she works at </td> </tr> <tr> <td>3. it is warm / cosy</td> <td> <ul style="list-style-type: none"> there is a fire / stove <i>comfortable nest</i> </td> </tr> <tr> <td>4. it is untidy / cluttered</td> <td> <ul style="list-style-type: none"> <i>Piston rings, bolts, and cylinders littered its surface</i> </td> </tr> <tr> <td>5. it is old fashioned</td> <td> <ul style="list-style-type: none"> no electricity / kerosene lamps / cast-iron stove </td> </tr> <tr> <td>6. it is isolated</td> <td> <ul style="list-style-type: none"> it is situated among fields <i>to go outside and watch the fields</i> </td> </tr> <tr> <td>7. it is safe</td> <td> <ul style="list-style-type: none"> the storm coming outside is dangerous </td> </tr> </tbody> </table> <p>Award 3 marks for two acceptable points, at least one with evidence.</p> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p> | Acceptable points (impressions) | Likely evidence | 1. it is rickety / old | <ul style="list-style-type: none"> there are widening cracks in the planks in the ceiling | 2. it is small / tiny | <ul style="list-style-type: none"> she wishes she had a bigger work space she has to eat at the same table that she works at | 3. it is warm / cosy | <ul style="list-style-type: none"> there is a fire / stove <i>comfortable nest</i> | 4. it is untidy / cluttered | <ul style="list-style-type: none"> <i>Piston rings, bolts, and cylinders littered its surface</i> | 5. it is old fashioned | <ul style="list-style-type: none"> no electricity / kerosene lamps / cast-iron stove | 6. it is isolated | <ul style="list-style-type: none"> it is situated among fields <i>to go outside and watch the fields</i> | 7. it is safe | <ul style="list-style-type: none"> the storm coming outside is dangerous | Up to 3m |
| Acceptable points (impressions) | Likely evidence | | | | | | | | | | | | | | | | | |
| 1. it is rickety / old | <ul style="list-style-type: none"> there are widening cracks in the planks in the ceiling | | | | | | | | | | | | | | | | | |
| 2. it is small / tiny | <ul style="list-style-type: none"> she wishes she had a bigger work space she has to eat at the same table that she works at | | | | | | | | | | | | | | | | | |
| 3. it is warm / cosy | <ul style="list-style-type: none"> there is a fire / stove <i>comfortable nest</i> | | | | | | | | | | | | | | | | | |
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| 7. it is safe | <ul style="list-style-type: none"> the storm coming outside is dangerous | | | | | | | | | | | | | | | | | |

Maths: Wednesday 15th May and Thursday 15th May

The maths assessments consist of three tests.

- Paper 1: Arithmetic 40 marks (30 minutes) – Wednesday 15^h May
- Paper 2: Reasoning 35 marks (40 minutes) – Wednesday 15^h May
- Paper 3: Reasoning 35 marks (40 minutes) – Thursday 16th May

All three papers are added together to give a final score **out of 110**.

Maths Paper 1 (Arithmetic)

The maths arithmetic paper has a total of **40 marks**.

The test covers the four operations (addition, subtraction, multiplication, division, including order of operations requiring BODMAS), percentages of amounts and calculating with decimals and fractions.

Example question:

| | | |
|------------------|---|--|
| 23 | $\begin{array}{r} 836 \\ \times 27 \\ \hline \end{array}$ | <input style="width: 50px; height: 20px;" type="text"/> 2 marks |
| Show your method | <div style="border: 1px solid black; width: 100%; height: 100%;"></div> | |

| Qu. | Requirement | Mark | Additional guidance |
|-----|---|----------|--|
| 23 | Award TWO marks for the correct answer of 22,572 If the answer is incorrect, award ONE mark for a formal method of long multiplication with no more than ONE arithmetic error, e.g. | Up to 2m | Working must be carried through to reach a final answer for the award of ONE mark. Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens: |
| | $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 16720 \\ \hline 22602 \text{ (error)} \end{array}$ <p>OR</p> $\begin{array}{r} 836 \\ \times 27 \\ \hline 5612 \text{ (error)} \\ 16720 \\ \hline 22332 \end{array}$ | | $\begin{array}{r} 836 \\ \times 27 \\ \hline 5852 \\ 1672 \text{ (place value error)} \\ \hline 7524 \end{array}$ |

Maths Paper 1 (Arithmetic)

Example questions:

6 $5.87 + 3.123 =$

$$\begin{array}{r} 5.87 \\ + 3.123 \\ \hline 8.993 \end{array}$$

1 mark

11 $= 87 - 65$

$$\begin{array}{r} 87 \\ - 65 \\ \hline 22 \end{array}$$

1 mark

15 $60 \div (30 - 24) =$

$$\begin{array}{l} 60 \div (30 - 24) \\ 60 \div 6 = 10 \end{array}$$

1 mark

18 $20\% \text{ of } 3,000 =$

$$\begin{array}{l} 10\% \text{ of } 3,000 = 300 \\ 20\% \text{ of } 3,000 = 600 \end{array}$$

1 mark

Maths Paper 1 (Arithmetic)

Example questions:

22 $1\frac{3}{7} - \frac{4}{7} =$

$\frac{10}{7} - \frac{4}{7} = \frac{6}{7}$

$\frac{6}{7}$

1 mark

25 $37 \overline{) 888}$

Show your method

2 marks

| Qu. | Requirement | Mark | Additional guidance |
|-----|---|----------|--|
| 25 | <p>Award TWO marks for the correct answer of 24</p> <p>If the answer is incorrect, award ONE mark for the formal methods of division with no more than ONE arithmetic error, i.e.</p> <ul style="list-style-type: none"> long division algorithm, e.g. $\begin{array}{r} 23 \text{ r}29 \\ 37 \overline{) 888} \\ - 740 \\ \hline 140 \text{ (error)} \\ - 111 \\ \hline 29 \end{array}$ <p>OR</p> $\begin{array}{r} 42 \text{ (error)} \\ 37 \overline{) 888} \\ - 740 \quad 20 \times 37 \\ \hline 148 \\ - 148 \quad 4 \times 37 \\ \hline 0 \end{array}$ <ul style="list-style-type: none"> short division algorithm, e.g. $\begin{array}{r} 23 \text{ r}27 \text{ (error)} \\ 37 \overline{) 888} \end{array}$ | Up to 2m | <p>Working must be carried through to reach a final answer for the award of ONE mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure must be less than the divisor.</p> |

Maths Papers 2 and 3 (Reasoning)

These tests have a total of **35 marks** each.

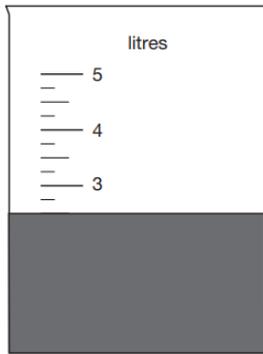
These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- Number and place value (including Roman numerals);
- The four operations;
- Geometry (properties of shape, position and direction);
- Statistics;
- Measurement (length, perimeter, mass, volume, time, money);
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

Maths Papers 2 (Reasoning)

Example questions:

7 Jack pours some dark paint into a container.



In litres, how much paint is in the container?

2.5 or 2 $\frac{1}{2}$

1 mark

8 In this sequence, the rule to get the next number is

Multiply by 2, and then add 3

Write the missing numbers.

11

25

53

109

1 mark

1 mark

Maths Papers 2 (Reasoning)

Example question:

18

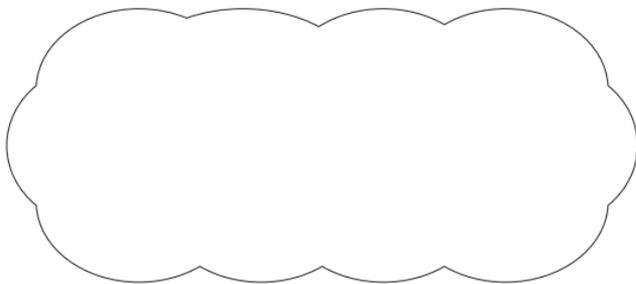
Circle the **prime** number.

95

89

87

Explain how you know the other numbers are **not** prime.



1 mark

18

Award **ONE** mark for a correct explanation of why the 95 **AND** 87 are **NOT** prime, e.g.

- 87 is divisible by 3 and/or 29 **AND** 95 is divisible by 5 and/or 19
- 87 is in the 3 times table **AND** 95 is in the 5 times table
- 95 is divisible by five because every number in the five times table ends in five or zero. 87 is divisible by three because 9 is in the three times table so is ninety. Ninety minus three is 87
- $8 + 7 = 15$ and 15 is divisible by 3 **AND** 95 is divisible by 5

1m

No mark is awarded for circling '89' alone.

Both non-primes must be explained correctly for the award of the mark.

Do not accept vague or incomplete explanations, e.g.

- The other 2 numbers have more than 2 factors (vague)
- 87 is divisible by 3 (incomplete).

Do not accept explanations which include incorrect mathematics or incorrect information that is relevant to the explanation, e.g.

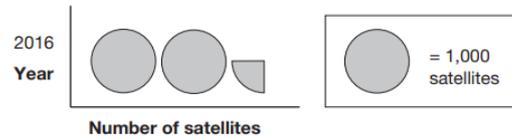
- $3 \times 27 = 87$
- 89 has three factors
- no numbers go into 89

Maths Papers 3 (Reasoning)

Example questions:

9

This pictogram shows the number of satellites above the Earth in 2016.



How many satellites were above the Earth in 2016?

2,250

1 mark

15



The International Space Station orbits the Earth at a height of 250 miles.

What is the height of the International Space Station in **kilometres**?

Use 8 kilometres equals 5 miles.

400 km

1 mark

Maths Papers 3 (Reasoning)

Example question:

19 Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.



Each necklace has **105** beads.

She makes **34** necklaces.

How many beads does Layla use **altogether**?

Show your method

beads

3 marks

| Qu. | Requirement | Mark | Additional guidance |
|-----|---|----------|--|
| 19 | <p>Award THREE marks for the correct answer of 7,174</p> <p>If the answer is incorrect, award TWO marks for:</p> <ul style="list-style-type: none"> evidence of an appropriate complete method which contains no more than one arithmetic error, e.g. $\begin{array}{r} 53 \\ \times 68 \\ \hline 3504 \text{ (error)} \end{array} \quad \begin{array}{r} 105 \\ \times 34 \\ \hline 3570 \end{array}$ $3,504 + 3,570 = 7,074$ <p>Award ONE mark for:</p> <ul style="list-style-type: none"> evidence of an appropriate method with more than one arithmetic error. <p>OR</p> <ul style="list-style-type: none"> sight of 3,604 as evidence of long multiplication step (68×53) completed correctly. <p>OR</p> <ul style="list-style-type: none"> sight of 3,570 as evidence of long multiplication step (105×34) completed correctly. | Up to 3m | <p>Answer need not be obtained for the award of ONE mark.</p> <p>A misread of a number may affect the award of marks. No marks are awarded if there is more than one misread or if the mathematics is simplified.</p> <p>TWO marks will be awarded if an appropriate method with the misread number is followed through correctly.</p> <p>ONE mark will be awarded for evidence of an appropriate method with the misread number followed through correctly with no more than one arithmetic error.</p> |

Pass Marks

| | READIN G | GPS | MATHS |
|-------------|---------------------|------------|--------------|
| 2016 | 21/50 | 43/70 | 60/110 |
| 2017 | 26/50 | 36/70 | 57/110 |
| 2018 | 28/50 | 38/70 | 61/110 |
| 2019 | 28/50 | 36/70 | 58/110 |
| 2022 | 29/50 | 35/70 | 58/110 |
| 2023 | 24/50 | 36/70 | 56/110 |

Scaled Scores (Greater depth)

Each mark gives a scaled score of 110

| | READING | GPS | MATHS |
|-------------|----------------|------------|--------------|
| 2019 | 41/50 | 55/70 | 95/110 |
| 2022 | 41/50 | 55/70 | 96/110 |
| 2023 | 38/50 | 55/70 | 94/110 |

English reading

| Raw score | Scaled score |
|-----------|-----------------|
| 0-2 | No scaled score |
| 3 | 82 |
| 4 | 83 |
| 5 | 84 |
| 6 | 86 |
| 7 | 87 |
| 8 | 88 |
| 9 | 89 |
| 10 | 90 |
| 11 | 91 |
| 12 | 92 |
| 13 | 92 |
| 14 | 93 |
| 15 | 94 |
| 16 | 95 |
| 17 | 95 |
| 18 | 96 |
| 19 | 97 |
| 20 | 97 |

| Raw score | Scaled score |
|--|--------------|
| 21 | 98 |
| 22 | 99 |
| 23 | 99 |
|  24 | 100 |
| 25 | 101 |
| 26 | 101 |
| 27 | 102 |
| 28 | 103 |
| 29 | 103 |
| 30 | 104 |
| 31 | 105 |
| 32 | 105 |
| 33 | 106 |
| 34 | 107 |
| 35 | 108 |
| 36 | 108 |
| 37 | 109 |
|  38 | 110 |
| 39 | 111 |
| 40 | 112 |

| Raw score | Scaled score |
|-----------|--------------|
| 41 | 113 |
| 42 | 114 |
| 43 | 115 |
| 44 | 116 |
| 45 | 118 |
| 46 | 119 |
| 47 | 120 |
| 48 | 120 |
| 49 | 120 |
| 50 | 120 |

Supporting your child in preparing for the SATs

Tips:

- ✓ Ensure your child has the best possible attendance at school.
- ✓ Draw up a timetable from now until SATs. Little and often. Spellings. Maths. Reading. (CGP Books)
 - ✓ Give your child time to go outside and reduce screen time.
- ✓ Ensure your child is eating and drinking well and getting a good amount of sleep.
 - ✓ Support your child with any homework tasks including with their Mathematics tasks
- ✓ Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
 - ✓ Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- ✓ Make sure your child has a good sleep and healthy breakfast every morning!

The Week of the SATs

- Children can arrive earlier than usual
- They will be let in through the reception / office area from 8:15am and should go to the hall
- Breakfast will be toast, juice, fruit
- They will be taken straight to class at 8:40am
- Teachers will complete the registers
- Children will be split into their groups and sent to the test room.
- Most tests will begin at 9:30am

The Rules

- We are not allowed to read questions to a child during the reading test
- We **are** allowed for Maths and SPaG (spelling, punctuation and grammar) but no intonation or reading of signs (e.g. $<$ $>$ $=$)

Access Arrangements

Every child taking the tests should have a fair chance to show what they can do.

‘Reasonable adjustments’ help with this by changing a non-fundamental aspect of a test. For example, depending on the circumstances, it can be reasonable to:

- translate a maths test for a child who doesn’t have English as their first language, because it is a test of their ability in maths, not their ability in English. Conversely the English tests can’t be translated because they are a test of English
- let a child work with a teacher in a separate room from the rest of the class if the child has difficulties concentrating
- provide a child with extra time if they have specific difficulties reading and writing
- let the school spread the tests out over the day if there are lots of children who need one-to-one support and there aren’t enough teachers available to support all those children at once.

Absence / Late

- It is imperative that children are not late or absent for their SATs.
- If they are feeling a little unwell on the day of the test, send them in for the test and take them home again straight after (It could be nerves)
- If they have been sick or are really very unwell, let the school know straight away
- If they break a wrist, arm etc, then we can scribe the test for them.

SATs Reporting

SATS RESULTS:

Reading: 120

Spelling, punctuation and Grammar: 117

Maths: 106

Writing: Working towards the expected standard

Science: Working at the expected standard

***Scale Score explained:** Children earn a scaled score from 80-120 in each assessment. This represents where they are working in relation to the national curriculum expectations.

- A scaled score **between 80 and 99** means that a child is working towards the national expectation.
- A scaled score of **100+** means that a child has met the national expectation.
- A scaled score of **110 or above** is classed as working at a higher standard.

It's important to note that children will receive a separate score for each subject. They may meet the national expectation in some subjects and not in others.

Practice test materials are available on School Spider or online



Dashboard

Home Learning

Discussions

Blogs

My Awards



Bianca Mandici >
Whitchurch Primary School
and Nursery

2022:

Grammar, Punctuation and Spelling (GPS):

GPS Test:

[https://api.schoolspider.co.uk/storage/uploads/633/files/GPS 2022.pdf](https://api.schoolspider.co.uk/storage/uploads/633/files/GPS%202022.pdf)

Spelling Test (spelling words are found in the markscheme- ask an adult to test you):

[https://api.schoolspider.co.uk/storage/uploads/633/files/Spelling 2022.pdf](https://api.schoolspider.co.uk/storage/uploads/633/files/Spelling%202022.pdf)

Grammar, Punctuation and Spelling (GPS) Markscheme:

[https://api.schoolspider.co.uk/storage/uploads/633/files/Markscheme GPS 2022.pdf](https://api.schoolspider.co.uk/storage/uploads/633/files/Markscheme%20GPS%202022.pdf)

Reading:

Reading Booklet:

[https://api.schoolspider.co.uk/storage/uploads/633/files/Reading Booklet 2022.pdf](https://api.schoolspider.co.uk/storage/uploads/633/files/Reading%20Booklet%202022.pdf)

Reading Answer Booklet:

[https://api.schoolspider.co.uk/storage/uploads/633/files/Reading Answer Booklet 2022.pdf](https://api.schoolspider.co.uk/storage/uploads/633/files/Reading%20Answer%20Booklet%202022.pdf)

Reading Markscheme:

[https://api.schoolspider.co.uk/storage/uploads/633/files/Markscheme Reading 2022.pdf](https://api.schoolspider.co.uk/storage/uploads/633/files/Markscheme%20Reading%202022.pdf)

Maths:

Paper 1 Arithmetic:

[https://api.schoolspider.co.uk/storage/uploads/633/files/Paper 1 Arithmetic 2022.pdf](https://api.schoolspider.co.uk/storage/uploads/633/files/Paper%201%20Arithmetic%202022.pdf)

Paper 2 Reasoning:

[https://api.schoolspider.co.uk/storage/uploads/633/files/Paper 2 Reasoning 2022.pdf](https://api.schoolspider.co.uk/storage/uploads/633/files/Paper%202%20Reasoning%202022.pdf)

Paper 3 Reasoning:

[https://api.schoolspider.co.uk/storage/uploads/633/files/Paper 3 Reasoning 2022.pdf](https://api.schoolspider.co.uk/storage/uploads/633/files/Paper%203%20Reasoning%202022.pdf)

Maths Markscheme:

[https://api.schoolspider.co.uk/storage/uploads/633/files/Markscheme Maths 2022.pdf](https://api.schoolspider.co.uk/storage/uploads/633/files/Markscheme%20Maths%202022.pdf)

2019:

Useful Websites

English and Maths:

https://uk.ixl.com/promo?partner=google&campaign=1187&adGroup=Key+Stage+2&gclid=CPPa8teS_8kCFQbnwgodgOIB6A

English and Maths Quizzes:

<http://www.educationquizzes.com/ks2/maths/>

Spellings:

<http://www.keystage2literacy.co.uk/spellings-menu.html>

Maths Games:

https://www.mathplayground.com/grade_6_games.html

Topmarks (Maths and English):

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

Previous SATS Papers:

<https://www.sats-papers.co.uk/ks2-sats-papers/>

English Revision:

<http://www.primaryhomeworkhelp.co.uk/revision/engindex.html>

BBC Bitesize Maths Revision:

<https://www.bbc.co.uk/bitesize/subjects/z826n39>

Don't forget about Mathletics and TTRS!

Any questions or concerns about
SATs please contact Miss
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