

Otterbourne C.E. Primary School

SATs Information Session



Trust, Respect and Determination!

SATs don't measure sports
SATs don't measure art,
SATs don't measure music,
Or the kindness in your heart.

SATs don't see your beauty,
SATs don't know your worth,
SATs don't see the reasons,
You were put upon this earth.

SATs don't see your magic,
How you make others smile,
SATs don't time how quickly,
You can run a mile.

SATs don't hear your laughter,
Or see you've come this far,
SATs are just a tiny glimpse,
Of who you really are.

So sitting at your table,
With a pencil and your test,
Remember SATs aren't who you are,
Remember **you're the best!**

Objectives for the session

- ▶ Explain the arrangements for testing.
- ▶ Explain the timetable for the week.
- ▶ Show some examples of questions.
- ▶ Tips to help the children
- ▶ Questions



What are SATs?

- ▶ SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.
- ▶ The SATs take place over four days, starting on **Monday 11th May** ending on **Thursday 14th May**.
- ▶ The SATs papers consist of:
 - ▶ Grammar, punctuation and spelling
 - ▶ Reading
 - ▶ Maths (paper 1: Arithmetic)
 - ▶ Maths (paper 2: Reasoning)
 - ▶ Maths (paper 3: Reasoning)
 - ▶ Writing is assessed using evidence collected throughout Year 6. There is no Year 6 SATs writing test.

Timetable

Monday 11th May

- ▶ English: Punctuation and Grammar (Paper 1)
- ▶ English: Spelling (Paper 2)

Tuesday 12th May

- English: Reading (Comprehension)

Wednesday 13th May

- ▶ Maths: Arithmetic Paper (Paper 1)
- ▶ Maths: Reasoning (Paper 2)

Thursday 14th May

- ▶ Maths: Reasoning (Paper 3)

How are the tests administered?

- ▶ The tests take place during normal school hours, under exam conditions.
- ▶ Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.
- ▶ After the tests are completed, the papers are sent away to be marked **externally**.
- ▶ The results are then sent to the school in July.
- ▶ Each test lasts no longer than 60 minutes:
 - ▶ Spelling, punctuation and grammar (paper 1: Grammar/ Punctuation) - 45 minutes
 - ▶ Spelling, punctuation and grammar (paper 2: Spelling) - 15 minutes
 - ▶ Reading - 60 minutes
 - ▶ Maths (paper 1: Arithmetic) - 30 minutes
 - ▶ Maths (paper 2: Reasoning) - 40 minutes
 - ▶ Maths (paper 3: Reasoning) - 40 minutes

Specific Arrangements

Children with additional needs (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- ▶ Additional (extra) time;
- ▶ An adult to scribe (write) for them;
- ▶ The use of prompts or rest breaks;
- ▶ Arrangements for children who are ill or injured at the time of the tests.

We will organise this through school.

The Results

Tests are marked externally. Once marked, the tests will be given the following scores:

- ▶ A raw score (total number of marks achieved for each paper);
- ▶ A scaled score (see below);
- ▶ A judgement on if the National Standard has been met.

After marking each test, the external marker will convert the raw score to a scaled score. Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time.

Scaled scores range from 80 to 120.

A scaled score of 100 or more shows the pupil is meeting the National Standard.

SPaG

Spelling, Punctuation and Grammar

Monday 11th May

▶ 2 papers:

- ▶ Written Answer Test (45 minutes)
- ▶ Spelling Test (approx. 15 minutes)

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.

Example questions:

1 Which sentence is a **command**?

Tick **one**.

The relay race will be next.

I hope I don't drop the baton.

Run as fast as you can.

I know you can win this race.

39 Complete the sentence below with an appropriate **subordinating conjunction**.

e.g. Although, while

_____ football is his favourite sport, James also enjoys

watching tennis on TV.

1 mark

49 Rewrite the sentence below in the **passive**.
Remember to punctuate your answer correctly.

The Romans invaded Britain over two thousand years ago.

e.g. Over two thousand years ago, Britain
was invaded by the Romans.

1 mark

Paper 2 is a shorter paper that focuses solely on spellings.

Example questions:

Spelling

1. There was a _____ in the field.
2. I kept in _____ with my old friends when we moved.
3. The questions were _____ from one to ten.

2023 Spelling script

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

There was a **lamb** in the field.

The word is **lamb**.

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

I kept in **touch** with my old friends when we moved.

The word is **touch**.

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

The questions were **numbered** from one to ten.

The word is **numbered**.

The scores for these two papers are combined to create the final score.

Reading

Tuesday 12th May

- ▶ 1 paper (1 hour)
 - ▶ Three unrelated texts
 - ▶ The 60 minutes includes reading time
 - ▶ A total of 50 marks are available
 - ▶ Questions assess a range of reading skills
 - ▶ Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

These questions are from the 2023 Reading SATs paper.

Question styles include:

- Multiple choice questions
- One-word answers
- Short answer questions
- Multiple mark (long answer) questions

The reading SATs paper requires a range of answer styles.

Example questions:

Questions 1–12 are about *A Noise in the Night*
(pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. _____

2. _____

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing*, she told herself strictly. *It's a hedgehog, or a mole. It's something nice and harmless.*



Qu.	Requirement	Mark
1	<p>Look at the first paragraph.</p> <p>How can you tell Priya was feeling nervous?</p> <p>Write two ways.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <ol style="list-style-type: none">1. Priya's heart beating fast, e.g.<ul style="list-style-type: none">• <i>Priya's heart started to race</i>• <i>her heart was beating really quickly.</i>2. Priya taking a deep breath / trying to calm herself down, e.g.<ul style="list-style-type: none">• <i>she took a deep breath</i>• <i>Priya was trying to calm herself</i>• <i>she must be nervous because she needs to calm down.</i>3. Priya telling herself there is nothing to worry about, e.g.<ul style="list-style-type: none">• <i>she tells herself it must be something harmless</i>• <i>she tries to reassure herself.</i>4. Priya waking with a start, e.g.<ul style="list-style-type: none">• <i>she woke with a start.</i>	Up to 2m

Maria and Oliver are attending a party in the garden of a house that used to belong to Maria's family. They sneak away to explore the grounds.

The Lost Queen

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

"Come on," Maria said impatiently.

Oliver rowed while Maria stood barefoot in the boat, staring straight ahead. The oars made a click-clack sound in the hush and haze of the summer afternoon. Ripples of water fanned out behind them as they crossed the glassy surface of the lake.

The tiny island, thick with creeping vines and roots, looked as if it floated. At its centre, an ancient oak tree towered over it. The tree's branches were like bent fingers, twisting and stretching outwards, until the tips of its leaves touched the still water. Oliver carefully steered the boat through a narrow opening in the branches. Then they stepped out of the boat, and into a murky green space under an umbrella of leaves. The air was cool and damp.

Maria led Oliver across the tangled ground to the hidden monument. It was a column of marble, weathered and mossy with age. A delicate crown sat at the top, and an inscription was carved into a flat slab at the base. Oliver used his thumbnail to scrape out the letters that were cut into it.

It was a name.

Maria's family name.

"You could have been a queen?" said Oliver, whispering.

Maria laughed gently in the gloom.

"We were the family of the lion," she said.

Oliver could still hear the shouts and laughter of the party, up on the sunny lawn near the big house. But now the noise seemed to be getting further and further away.

This is an article about the dodo, a bird that is now extinct.

The Way of the Dodo

An artist's impression of the dodo from 300 years ago.



The dodo was first sighted around 1600 on an island in the Indian Ocean. It was extinct by 1680. Since then the phrase 'dead as a dodo' has been used to describe something which is lifeless or has disappeared from the world completely. Because of its rapid disappearance, a number of myths developed about the dodo, for example that it was a fat, silly creature that brought its fate upon itself.

But what is the **truth** about the dodo?

For thousands of years the island of Mauritius was a paradise. It was spat out of the ocean floor by an underwater volcano 8 million years ago. With warm sun, plentiful food and no predators to speak of, the isolated island became a haven for a variety of unusual species, including reptiles and flightless birds.

Then, in 1598, humans descended on this paradise, accompanied by their own animals - dogs, goats, cats (and a fair number of rats!). Curious and unafraid, the animals of Mauritius offered themselves up for slaughter and, within just a few decades, much of the island's unique wildlife had been wiped out forever.

One of the victims was a large, flightless relative of the pigeon. The island invaders started to call the bird a 'dodo', which meant 'silly bird'.

Although the dodo was hunted for food, this was not the main reason it died out. It is more likely that having never faced predators before, and unable to fly away, the adult birds fell prey to dogs and cats. Meanwhile, their eggs and chicks, defenceless in their nests on the ground, were easy pickings for rats.

Less than 100 years after man's arrival, the dodo, which had once numbered in the hundreds of thousands, slipped into the pages of folklore.



10



A drawing of a dodo from around 1646.

Then, in 2005, a team of scientists unearthed thousands of dodo bones in some mud flats in Mauritius. The remains date back to over 4,000 years ago, when the island was suffering from a lengthy drought. The mud flats would have formed a freshwater oasis in an otherwise parched environment. It is thought that most of the animals, while trying to reach the slowly receding waters of the lake, became stuck and died of thirst or suffocation. However, clearly some dodos survived as they did not become extinct until much later.

This discovery is helping to rehabilitate the image of this much-ridiculed bird. The very fact that the dodo was still alive and well on Mauritius 4,000 years after a drought that claimed the lives of thousands of animals is an indication of the bird's ability to survive. The remains are also helping scientists to find out more about the anatomy of the dodo, for example that it was a much slimmer bird than any pictures suggest.

As scientists learn more about the dodo, and begin to see the bird in a new light, we are reminded that the dodo was badly misjudged. Maybe it is humans who should be judged, as we can have a devastating impact on the natural world. No other creature should be allowed to go the way of the dodo.



A modern reconstruction of a dodo.

11

There will be questions about...

Retrieving information

3

Look at page 4.

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

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. _____

There will be questions about...

Interpreting the text

19

The warthog mother made *grunts of triumph* (page 8).

Why was she triumphant?

There will be questions about...

Word meaning

1

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

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

5

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

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

1. _____

2. _____

Not all of the questions require a written answer.

10 What was revealed at the end of the story?

Tick **one**.

- Oliver was keeping a secret.
- The monument was damaged.
- The two families were still enemies.
- Maria's family did not win the throne.

11 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Two families fought for the throne.	<input type="checkbox"/>	<input type="checkbox"/>
Maria's family symbol was the lion.	<input type="checkbox"/>	<input type="checkbox"/>
The monument was for a prince.	<input type="checkbox"/>	<input type="checkbox"/>
It was hot on the island.	<input type="checkbox"/>	<input type="checkbox"/>

Some questions require you to give your opinion.

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.

Reading at Home

Since the current testing formation for the SATs began in 2016, there has been a tendency for three types of questions to be the most popular.

In the 2023 Reading SATs paper,

- ▶ 18% of marks could be gained from answering questions involving giving and explaining the meaning of words in context;
- ▶ 32% of marks could be gained from answering questions involving retrieving and recording information or identifying key details from a text;
- ▶ 46% of marks could be gained from answering questions involving making inferences from a text and justifying inferences with text evidence.

When reading with your child at home try focusing on these types of questions.

Maths

The maths assessments consist of three tests.

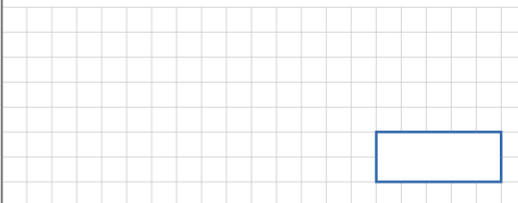
- ▶ Paper 1: Arithmetic (30 minutes) - Wednesday 13th May
- ▶ Paper 2: Reasoning (40 minutes) - Wednesday 13th May
- ▶ Paper 3: Reasoning (40 minutes) - Thursday 14th May

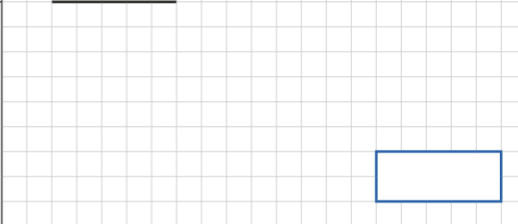
Arithmetic

The maths arithmetic paper has a total of **40 marks** and lasts for **30 minutes**.

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

Example questions:

19	$29.5 - 16.125 =$	
		<input type="text"/>
		1 mark

20	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$	
Show your method		<input type="text"/>
		2 marks

19	13.375	1m
20	Award TWO marks for the correct answer of 37,592 If the answer is incorrect, award ONE mark for the formal method of long multiplication with no more than ONE arithmetic error, e.g. • $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35560 \\ \hline 37582 \text{ (error)} \end{array}$ OR • $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ 35060 \text{ (error)} \\ \hline 37092 \end{array}$	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. $\begin{array}{r} 508 \\ \times 74 \\ \hline 2032 \\ \hline 3556 \text{ (place value error)} \\ \hline 5588 \end{array}$

Example 1 mark questions:

7 $7.8 + 6.953 =$

7.800
+ 6.958
<hr/>
14.758
1

1 mark

12 $801 - \boxed{6} = 795$

Mental method:
Count on from 795 to 801

1 mark

16 $\frac{3}{16} + \frac{5}{8} =$

$\frac{5}{8} = \frac{10}{16}$
$\frac{10}{16} + \frac{3}{16} = \frac{13}{16}$

1 mark

23 $70 + 48 \div 6 =$

$48 \div 6 = 8$
$70 + 8 = 78$

1 mark

25

47 | 611

Show
your
method

Qu.	Requirement	Mark	Additional guidance
25	<p>Award TWO marks for the correct answer of 13</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. $\begin{array}{r} 15 \text{ r}25 \\ 47 \overline{) 611} \\ \underline{- 470} \\ 260 \text{ (error)} \\ \underline{- 235} \\ 25 \end{array}$ <p>OR</p> $\begin{array}{r} 18 \text{ (error)} \\ 47 \overline{) 611} \\ \underline{- 470} \quad 10 \times 47 \\ 141 \\ \underline{- 141} \quad 3 \times 47 \\ 0 \end{array}$ <ul style="list-style-type: none"> short division algorithm, e.g. $\begin{array}{r} 1 \text{ 5r6 (error)} \\ 47 \overline{) 61^{24}1} \end{array}$	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>

Reasoning Paper 2 and 3

Paper 2 will take place on Wednesday 13th May and paper 3 will take place on Thursday 14th May. These tests have a total of 35 marks each and lasts for 40 minutes each.

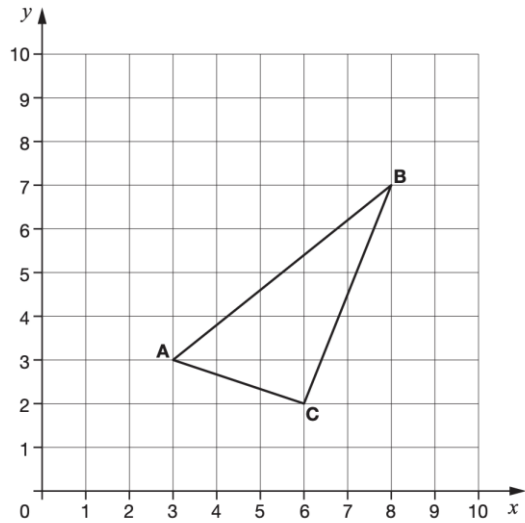
These papers require children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning. They cover a wide range of mathematical topics from key stage 2 including,

- ▶ 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 Paper 2 (Reasoning)

Example questions:

3



ABC is a triangle.

What are the coordinates of point C?

(6 , 2)

1 mark

8

In 2012, there were **24,372** schools in the United Kingdom.

Round the number of schools to the **nearest hundred**.

24,400

1 mark

Maths Papers 2 (Reasoning)

Example questions:

17

The manager of a flower shop orders 4 boxes of red roses.
There are 50 roses in each box.
The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?

Show
your
method

A 20x10 grid for showing the method. A small rectangle is drawn in the bottom right corner of the grid, spanning 4 units wide and 2 units high.

2 marks

17 Award **TWO** marks for the correct answer of 33

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

- $4 \times 50 = 200$
 $200 \div 6 = 30$ (error)

OR

- $50 \div 6 = 8 \text{ r}2$
 $(8 \text{ r}2) \times 4 = 32 \text{ r}8$

OR

Award **ONE** mark for sight of:

- $33\frac{1}{3}$ OR $33.\dot{3}$ OR 33.33r OR 33.3
OR $33\text{r}2$

(as evidence of completing $200 \div 6$ correctly without interpreting the remainder in context)

Up to
2m

Answer need not be obtained for the award of **ONE** mark.

If the pupil reaches an answer with a remainder and subsequently rounds to the nearest integer value either side, then the method remains appropriate for the award of **ONE** mark, e.g.

- $200 \div 6 = 31 \text{ r}8$

Acceptable rounded answers would be 31 OR 32

For the 'sight of' mark, accept equivalent fractions.


Award **ONE** mark for an answer of 34.

Maths Papers 3 (Reasoning)

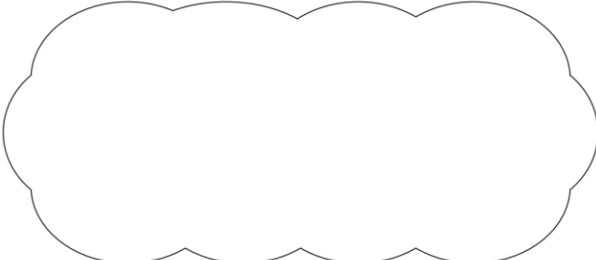
Example questions:

9 Jack says,

I multiplied a whole number by 3
My answer was 32



Explain why Jack is **not** correct.



1 mark

<p>9 Award ONE mark for an explanation that recognises that 32 is not a multiple of 3, e.g.</p> <ul style="list-style-type: none">• 32 is not in the 3× table• $32 \div 3 = 10 \text{ r}2$ or 10.66 (which are not whole numbers)• if you count in multiples of 3 from 0, you won't get 32• $3 + 2 = 5$, 5 is not a multiple of 3 so he is wrong. <p>OR</p> <p>For a description that includes one or both of the multiples of 3 either side of 32, e.g.</p> <ul style="list-style-type: none">• if you do $10 \times 3 = 30$ and $11 \times 3 = 33$ there is no 32• $10 \times 3 = 30$ and 32 is 2 away.	<p>1m</p> <p>Do not accept responses that restate the question, e.g. Jack is not correct because if you multiply 3 by any whole number you will not get 32.</p> <p>Do not accept vague or incomplete explanations, e.g.</p> <ul style="list-style-type: none">• If you multiply by 3 you will get 30, not 32• 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33• 32 is not a factor of 3 <p>Do not accept explanations which include incorrect mathematics or incorrect information relevant to the explanation.</p>
---	--



Maths Papers 3 (Reasoning)

Example question:

21

There are 25 classes in a school.

Each class has 34 pupils.

62% of all the pupils play a sport after school.

What number of pupils do not play a sport?

Show
your
method

3 marks

Qu.	Requirement	Mark	Additional guidance
21	<p>Award THREE marks for the correct answer of 323</p> <p>Award TWO marks for:</p> <ul style="list-style-type: none"> An incorrect answer with evidence of an appropriate complete method with no more than one arithmetic error, e.g. $\begin{array}{r} 25 \\ \times 34 \\ \hline 100 \\ 750 \\ \hline 950 \text{ (error)} \end{array}$ <p>62% of 950 = 589 950 – 589 = 361</p> <p>OR</p> <ul style="list-style-type: none"> $34 \times 25 = 950$ (error) $95 \times 3 = 285$ $9.5 \times 8 = 76$ $285 + 76 = 361$ <p>OR</p> <ul style="list-style-type: none"> sight of 527 (as evidence of calculating 62% of 850) <p>Award ONE mark for:</p> <ul style="list-style-type: none"> evidence of an appropriate method with more than one error. <p>OR</p> <ul style="list-style-type: none"> sight of 850 (as evidence of the multiplication step completed correctly) 	Up to 3m	<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 error.</p> <p>Within an appropriate method, if the pupil has rounded appropriately with no more than one arithmetic error, the pupil may be awarded TWO marks.</p> <p>Answer need not be obtained for the award of ONE mark.</p>

Support at school

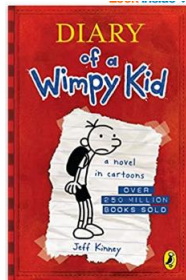
- ▶ Familiarise children with the format of the SATs tests.
- ▶ Share strategies for answering questions.
- ▶ Work in smaller ‘booster’ groups to bridge specific gaps
- ▶ Re-test and revise as necessary (after Easter)
- ▶ Keep the tests in perspective, related to their overall learning journey.

Support at school – SATs week

- ▶ During SATs week we will:
 - ▶ Invite children in to school earlier
 - ▶ Provide a light breakfast
 - ▶ Give children time to settle in to the day
 - ▶ Take time to celebrate the end of the week
 - ▶ Support children who find the week difficult

Support at home

- ▶ Encourage your child to read age appropriate texts regularly at home; support their comprehensive understanding through questioning.



See the recommended reading list on our class pages:

<https://otterbourne-ce-primary-school.secure-primariesite.net/sats/>

- ▶ Regularly practise times tables and mental arithmetic, using the clock and reading scales.
- ▶ Continue to support your child with their homework and CGP booklets

Support at home

Firstly, a positive attitude goes a long way. Give them as much encouragement and support as you can (but we don't need to tell you that)!

Tips:

- ▶ **Don't use past papers as they are used in school to prepare the children.**
- ▶ Read any literature sent home or posted on the Year 5/6 website.
- ▶ Talk to your child's class teacher if you have any concerns rather than worry your child.
- ▶ Encourage your child to talk to their teacher or a trusted adult (including yourself) about their anxieties. Don't forget that a small amount of anxiety is normal and not harmful.
- ▶ Give your child a quiet, distraction free space to complete homework or study.
- ▶ Encourage your child to go outside and reduce screen time.
- ▶ Ensure your child is eating and drinking well and getting a good amount of sleep.
- ▶ Plan something nice and fun for the weekends before and after SATs. This will help them to relax before the SATs and give them something to look forward to after.

Most importantly...

SATs focus on what children know about Maths and English.

They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics that you, and we know, they all have!

SATs don't tell the whole story.

Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year.

SATs are only four days out of 7 years of primary school.

In reality, there's one or two papers each day that last 30 to 60 minutes.

CGP Booklets



Quick View

KS2 English SAT Buster 10-Minute Tests: Reading - Book 1 (for the 2025 tests)

EXPR24
In stock

★★★★★ (86)

Retail Price: £5.70

School Price: **£2.60**



Quick View

KS2 English SAT Buster 10-Minute Tests: Grammar, Punctuation & Spelling - Book 1 (for 2025)

EXPG23
In stock

★★★★★ (95)

Retail Price: £5.70

School Price: **£2.60**



Quick View

KS2 Maths SAT Buster 10-Minute Tests: Book 1 (for the 2025 tests)

MXP23

In stock

★★★★★ (98)

Retail Price: £5.70

School Price: **£2.60**

Available for £7.80 for all 3, please pay via SCOPAY.

Additional CPG revision booklets can be purchased at:

<https://www.cgpbooks.co.uk/primary-books/ks2/ks2-sat-busters>

What happens next?

- ▶ The work doesn't stop!
- ▶ Teacher assessment of writing
- ▶ Project work
- ▶ Consolidating learning in maths
- ▶ Legoland 25th June
- ▶ Year 6 performance 7th July
- ▶ Leavers service at Winchester Cathedral 22nd June
- ▶ Transition to Year 7 and beyond!

Questions

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the slide, creating a modern, layered effect. The rest of the slide is a plain white background.