

# KS2 SATS PARENT INFORMATION EVENING

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TUESDAY 7<sup>TH</sup> NOVEMBER 2023

# AIMS

When are they?

What are they?

How are they assessed?

How are they reported?

What are they for?

What are we doing in school?

How can I help my child at home? Reading,  
Writing and Maths.

A white rectangular box containing the text 'Y6 SATs' in a blue, bubbly, 3D-style font with a slight shadow effect.

# WHEN ARE THEY?

<b>Date</b>	<b>Activity</b>
Monday 13 May 2024	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 May 2024	English reading
Wednesday 15 May 2024	Mathematics papers 1 and 2
Thursday 16 May 2024	Mathematics paper 3

## WHAT ARE THEY?

- **English Reading** (60 minutes) (*marks out of 50*)
- **English Grammar, Punctuation and Spelling (GPS)** (*marks out of 70*)
  - **Paper 1:** questions (45 minutes)
  - **Paper 2:** spelling (about 15 minutes)
- **Mathematics** (*marks out of 110*)
  - **Paper 1:** Arithmetic (30 minutes)
  - **Paper 2:** Reasoning (40 minutes)
  - **Paper 3:** Reasoning (40 minutes)

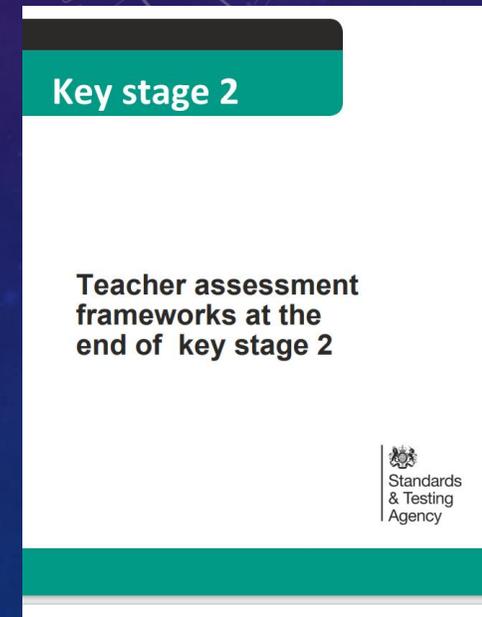
# HOW ARE THEY ASSESSED? - WRITING

I assess the childrens' writing internally based on the Teacher Assessment Framework (TAFs) for Writing at the end of Key Stage 2.

This will be based on writing across the curriculum. Writing includes:

- Spelling
- Grammar
- Handwriting
- Composition

They will be assessed as either WTS, ARE or GDS. They have to achieve **ALL** of the statements in the standard to have achieved it.



## 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>

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

## 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]

# HOW ARE THEY ASSESSED? – MATHS, READING AND GRAMMAR (GPS)

- These are assessed externally and marked by a computer

# READING ASSESSMENT

- The reading test consists of a single test paper with three unrelated reading texts (fiction, non-fiction and poetry). Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.

39

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

3 marks

**17** Look at the section headed: ***What's so different about the bumblebee?***

The text refers to the bumblebees' *cousins*.

Who are their *cousins*?

---

          
1 mark

# GRAMMAR, PUNCTUATION AND SPELLING ASSESSMENT

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes. These are NOT their Common Exception Words, but words based on spelling rules taught in class (there might be a sneaky 1 or 2 CEW)
- A separate test is given on grammar, punctuation and vocabulary.
- This test lasts for 45 minutes and requires short answer questions including some multiple choice.
- Marks for these two tests are added together to give a total for grammar, punctuation and spelling.

# GPS – PAPER 1

40

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

# GPS – PAPER 1

44

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I \_\_\_\_\_ able to join you, but it will not be possible.

Tick one.

am

was

were

be

# SPELLING - PAPER 2

## Spelling task

1. The dragon is an imaginary \_\_\_\_\_.
2. There was \_\_\_\_\_ food for everyone.
3. My little brother is in \_\_\_\_\_ class.
4. Playing in the snow made my fingers \_\_\_\_\_.
5. We learned how to do \_\_\_\_\_ in mathematics.
6. Charlie \_\_\_\_\_ with relief.

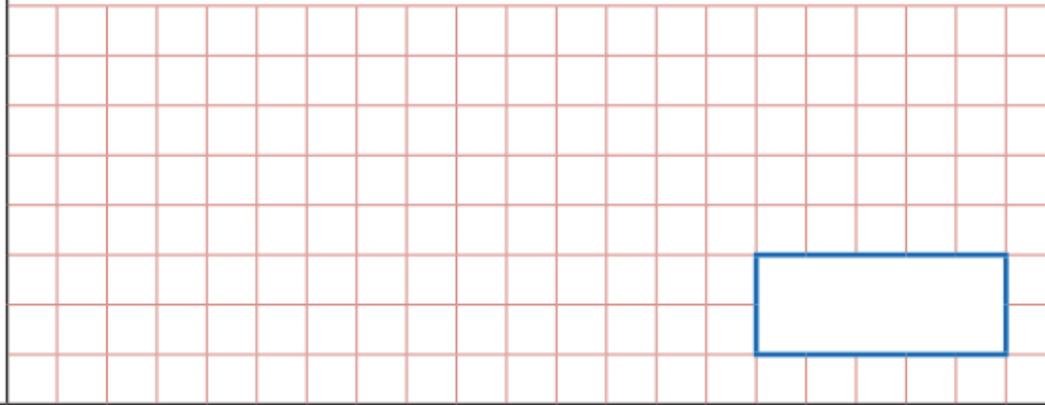
# MATHS

- Children will sit three tests: paper 1, paper 2 and paper 3.
- Paper 1 is for arithmetic, lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover problem solving and reasoning, each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

# MATHS PAPER 1 - ARITHMETIC

**14**

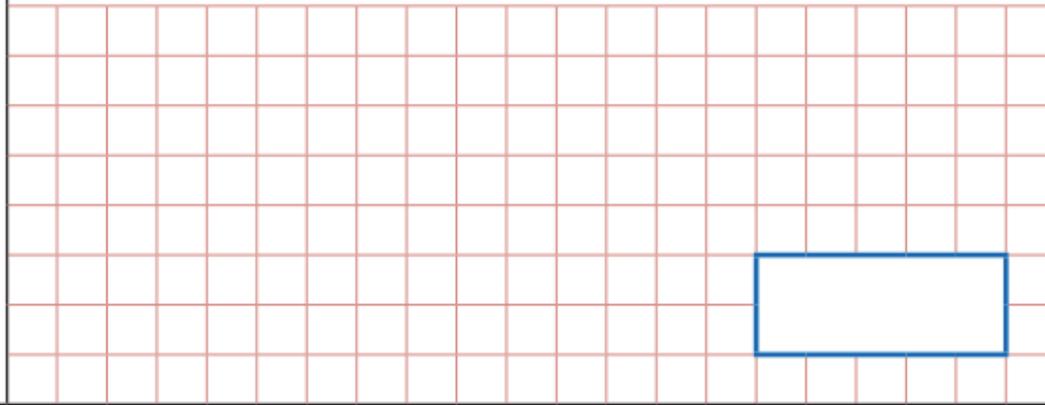
$$25.34 \times 10 =$$



1 mark

**15**

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



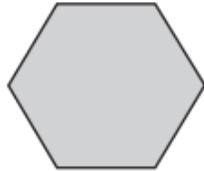
1 mark

# MATHS – PAPER 2 AND 3

17

These two shapes have the **same** perimeter.

regular hexagon



square

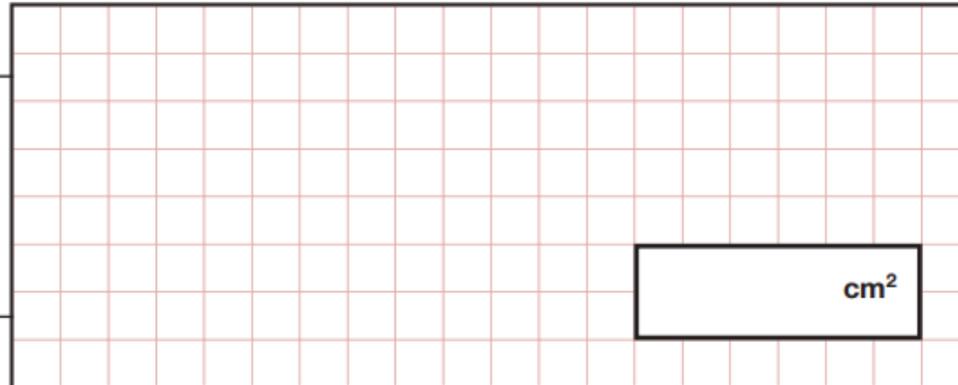


Not actual size

The length of each side of the **hexagon** is **8** centimetres.

Calculate the **area** of the **square**.

Show  
your  
method



A large grid for showing the method. A small box at the bottom right of the grid contains the text  $\text{cm}^2$ .

2 marks

# MATHS – PAPER 2 AND 3

18

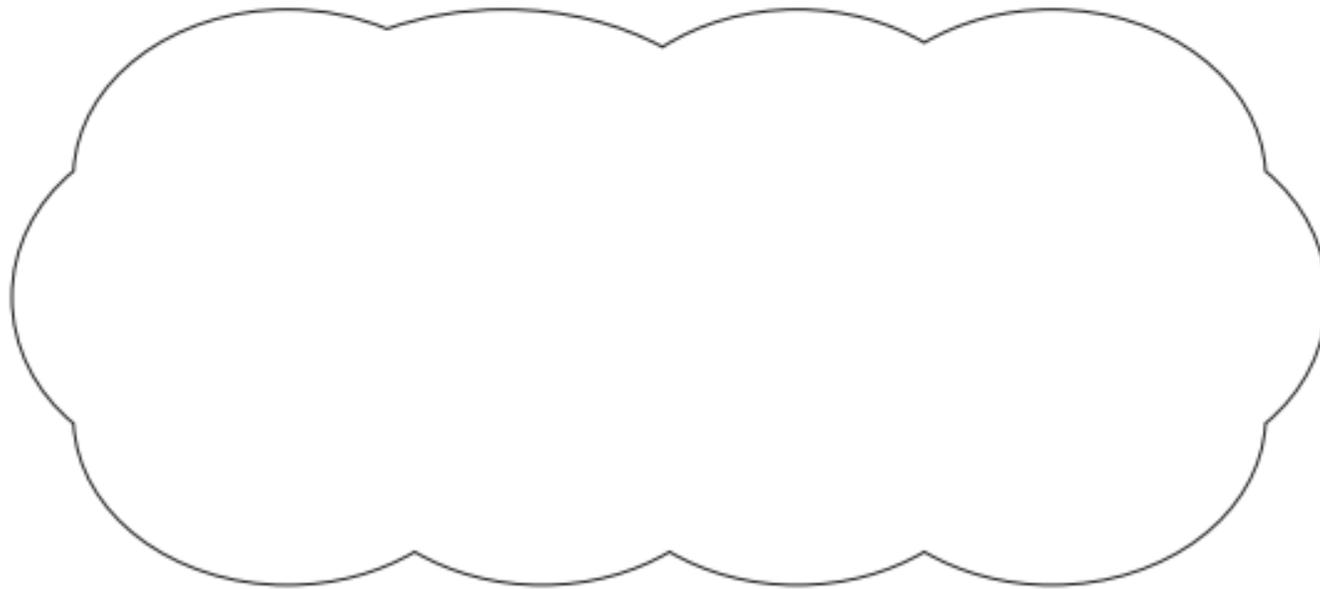
Circle the **prime** number.

95

89

87

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



1 mark

# 2019 CONTENT DOMAIN

- Year 3
- Year 4
- Year 5
- Year 6

Paper 1: arithmetic		
Qu.	Content domain reference	
1	<span style="color: orange;">●</span> 4N3a	
2	<span style="color: orange;">●</span> 4C2	
3	<span style="color: purple;">●</span> 3N3	
4	<span style="color: purple;">●</span> 3C4/3C1	
5	<span style="color: orange;">●</span> 4C7	
6	<span style="color: green;">●</span> 5F8	
7	<span style="color: orange;">●</span> 4C6b	
8	<span style="color: orange;">●</span> 4C6a	
9	<span style="color: orange;">●</span> 4C6b	
10	<span style="color: green;">●</span> 5C6a	
11	<span style="color: purple;">●</span> 3C2	
12	<span style="color: purple;">●</span> 3C4/3C1	
13	<span style="color: orange;">●</span> 4C6b	
14	<span style="color: yellow;">●</span> 6F9a	
15	<span style="color: yellow;">●</span> 6C9	
16	<span style="color: green;">●</span> 5C5d	
17	<span style="color: green;">●</span> 5C6b	
18	<span style="color: yellow;">●</span> 6R2	
19	<span style="color: orange;">●</span> 4F8	
20	<span style="color: yellow;">●</span> 6F9a	
21	<span style="color: orange;">●</span> 4F8	
22	<span style="color: yellow;">●</span> 6F4	
23	<span style="color: yellow;">●</span> 6C7a	
24	<span style="color: yellow;">●</span> 6F4	
25	<span style="color: yellow;">●</span> 6C7b	
26	<span style="color: yellow;">●</span> 6F4	
27	<span style="color: yellow;">●</span> 6R2	
28	<span style="color: yellow;">●</span> 6F4	
29	<span style="color: yellow;">●</span> 6R2	
30	<span style="color: yellow;">●</span> 6C7a	
31	<span style="color: yellow;">●</span> 6F5b	
32	<span style="color: yellow;">●</span> 6F4	
33	<span style="color: yellow;">●</span> 6R2	
34	<span style="color: green;">●</span> 5F5	
35	<span style="color: green;">●</span> 5F5	
36	<span style="color: yellow;">●</span> 6C7b	

Paper 2: reasoning		
Qu.	Content domain reference	
1	<span style="color: purple;">●</span> 3C6	
2	<span style="color: orange;">●</span> 4N2b	
3	<span style="color: yellow;">●</span> 6N2	
4	<span style="color: green;">●</span> 5P2	
5	<span style="color: green;">●</span> 5C1/6A3	
6	<span style="color: orange;">●</span> 4F1/3C8	
7	<span style="color: purple;">●</span> 3M2c	
8a	<span style="color: yellow;">●</span> 6A3	
8b	<span style="color: yellow;">●</span> 6A3	
9	<span style="color: orange;">●</span> 4C3/5C7b	
10	<span style="color: yellow;">●</span> 6A2/6C9	
11a	<span style="color: orange;">●</span> 4F6a	
11b	<span style="color: orange;">●</span> 4M9/3M9a	
12	<span style="color: green;">●</span> 5F6b/5F6a	
13	<span style="color: yellow;">●</span> 6G3a	
14	<span style="color: green;">●</span> 5N4	
15	<span style="color: green;">●</span> 5F12/5S1	
16	<span style="color: yellow;">●</span> 6C9	
17	<span style="color: yellow;">●</span> 6M7a/5M7b	
18	<span style="color: green;">●</span> 5C5c	
19	<span style="color: yellow;">●</span> 6R1/6M5	
20	<span style="color: yellow;">●</span> 6F11	
21	<span style="color: yellow;">●</span> 6G3a/5C5d	
22a	<span style="color: green;">●</span> 5S2/3F1b	
22b	<span style="color: yellow;">●</span> 6S3/5F10	
23	<span style="color: yellow;">●</span> 6M8a/6C8	

Paper 3: reasoning		
Qu.	Content domain reference	
1	<span style="color: orange;">●</span> 4N2b/3N2b	
2a	<span style="color: yellow;">●</span> 6N3	
2b	<span style="color: yellow;">●</span> 6N4	
3	<span style="color: yellow;">●</span> 6A1	
4	<span style="color: green;">●</span> 5F8/3M1b	
5	<span style="color: purple;">●</span> 3C4/3N3	
6	<span style="color: orange;">●</span> 4F10b/4M9	
7a	<span style="color: purple;">●</span> 3M1b/4S2	
7b	<span style="color: green;">●</span> 5S1	
8	<span style="color: orange;">●</span> 4C4/4C2	
9	<span style="color: orange;">●</span> 4S2/4N4a	
10a	<span style="color: yellow;">●</span> 6P3/4P3b	
10b	<span style="color: yellow;">●</span> 6P2/5P2	
11	<span style="color: yellow;">●</span> 6C5	
12	<span style="color: yellow;">●</span> 6R3/5M9b	
13	<span style="color: orange;">●</span> 4G4	
14	<span style="color: purple;">●</span> 3M4e	
15	<span style="color: yellow;">●</span> 6M6/6R1	
16	<span style="color: green;">●</span> 5M9c/5M9a	
17	<span style="color: yellow;">●</span> 6A4	
18	<span style="color: green;">●</span> 5F3	
19	<span style="color: yellow;">●</span> 6C8	
20	<span style="color: yellow;">●</span> 6C7b/6C8	
21a	<span style="color: green;">●</span> 5G2a/4P3a	
21b	<span style="color: green;">●</span> 5G2a/4P3a	
22	<span style="color: yellow;">●</span> 6G2a/5G2a	
23	<span style="color: yellow;">●</span> 6R1	

# HOW ARE THEY REPORTED? – SCALED SCORES

## What is meant by ‘scaled scores’?

- It is planned that 100 will always represent the ‘national standard’.
- Each pupil’s raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- Using the scaled score, the lowest a child can score is 80, with the highest being 120.
- A child who achieves the ‘national standard’ (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- Each pupil receives:
  - - a raw score (number of raw marks awarded);
  - - a scaled score in each tested subject;
  - - confirmation of whether or not they attained the national standard.

# SCALED SCORES...

- a child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test
- If a child's score is close to 120, they are working beyond (or above) the expected national standard.
- a child's score is close to 80, they are judged to have not yet met the national standard and performed below the expectation for their age.

Raw score	Scaled score
0 - 2	No scaled score
3	80
4	81
5	82
6	83
7	84
8	85
9	86
10	87
11	87
12	88
13	89
14	89
15	90
16	90
17	91
18	92
19	92
20	93
21	93
22	94
23	94
24	95
25	95
26	96
27	96
28	96
29	97
30	97
31	98
32	98
33	99
34	99
35	100

Raw score	Scaled score
36	100
37	101
38	101
39	102
40	102
41	102
42	103
43	103
44	104
45	104
46	105
47	105
48	106
49	107
50	107
51	108
52	108
53	109
54	109
55	110
56	111
57	112
58	112
59	113
60	114
61	115
62	116
63	117
64	118
65	119
66	120
67	120
68	120
69	120
70	120

# HOW ARE THEY REPORTED? - SCHOOLS AND PARENTS

Each school's results will be made available to their headteachers in **July 2024** via the NCA tools website.

Parents will be given their child's scaled score (and sometimes raw score too) around this period with a note to say whether they achieved the expected standard.

## WHAT ARE THEY FOR?

- Recording progress of teaching and learning at school from KS1-KS2
- Reported to Secondary schools .....children are put into 'sets' early on based on their SATs when they arrive at Secondary schools but they are often reassessed and moved into new groups based on those assessments.

# WHAT ARE WE DOING IN SCHOOL?

- Homework
- Tough Ten
- Grammar Morning Activity
- Practice papers: Structure of the paper, techniques, guidance
- Reading: Teaching how to write based on the amount of marks available

## Today's Tough Ten

1	$0.09 \div 100 =$
2	$120 \div 6 =$
3	$600 \times 30 =$
4	$6356 \div 8 =$
5	$83.4 \div 100 =$
6	$2 - 0.63 =$
7	$5422 - 605 =$
8	$58 \times 5 =$
9	$3374 \times 85 =$
10	$356 \times 4 =$

13

Which sentence is punctuated correctly?

Tick **one**.

I will be running – a half marathon 13 miles next week!

I will be – running a half marathon – 13 miles next week!

I will be running a half marathon 13 – miles – next week!

I will be running a half marathon – 13 miles – next week!

1 mark

Describe **two** ways that the text gives the impression that evacuation was a large-scale operation. Use **evidence** from the text to support your answer. [3 marks]

To earn all **three** marks, you need to explain **two** ways that the text shows evacuation as a big thing which affected a lot of people, giving evidence from the text to support **at least one** of them.

Remember, this question is about both **retrieving** information and **inferring** about the size or length of the evacuation from the information given.



# HOW CAN I HELP MY CHILD AT HOME?

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework 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!

# HOW TO HELP YOUR CHILD - READING

Listening to your child read can take many forms.

- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.

# HOW TO HELP YOUR CHILD - WRITING

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

# HOW TO HELP YOUR CHILD - MATHS

- Play times tables games.
- Play mental maths games, including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

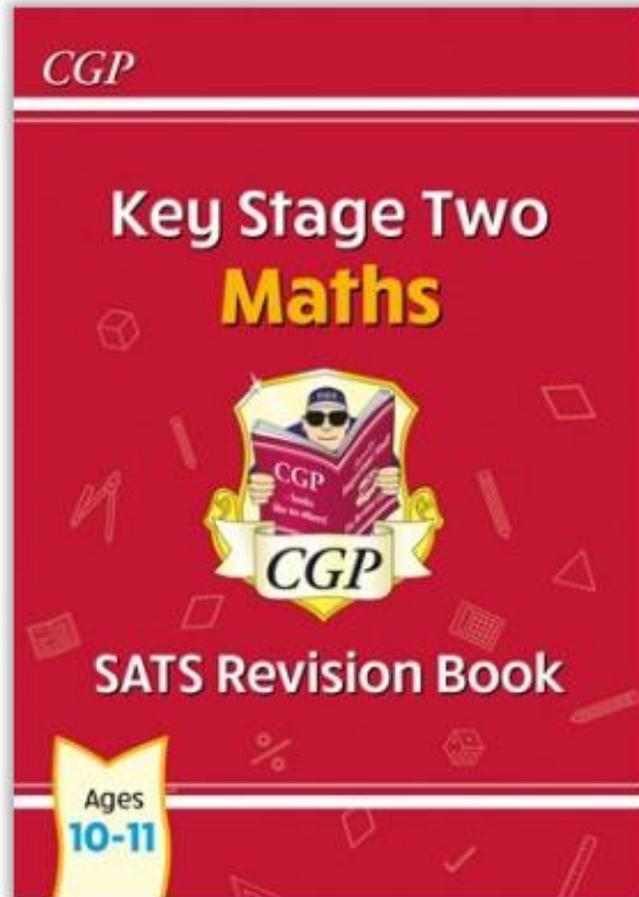
## CGP BOOKS -

[HTTPS://FORMS.GLE/SH3SCGHHYOWJGJTX7](https://forms.gle/SH3SCGHHYOWJGJTX7)

- We highly recommend CGP workbooks if you want to do some extra work at home. We can order them through school far cheaper.
- Please use the Google Form to let us know which books you would like us to order
  - Form to be filled in by Tuesday 21st of November
  - Payment needs to be received by Friday 24th of November
  - Ordering on Monday 27th November
  - Delivery should be Thursday 30<sup>th</sup> November

# REVISION GUIDES

Includes teaching, worked examples and practice questions



KS2 Maths SATS Revision Book  
RRP £6.50  
£2.75 through school

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## 2 Section One — Number & Place Value

### Ordering Numbers

Each **digit** in a number has a different **value**, depending on **where it is** in the number.

#### 7-digit Numbers are into the Millions

Look at this whopping number — the digit furthest to the left is the **millions**:



So it's: "Six million, five hundred and forty-eight thousand, three hundred and seventy-two."

You can **partition** it into:  
 $6\ 000\ 000 + 500\ 000 + 40\ 000 + 8000 + 300 + 70 + 2$

#### EXAMPLE:

James caught one hundred and three thousand, eight hundred and twenty-four fish. Write this out as a **number**.

**103 824** fish  
one hundred and three thousand      eight hundred and twenty-four



#### Big Numbers Can Be Ordered

When you're putting numbers **in order**, start by looking at the digits with the **largest** place value.

**EXAMPLE:** Put these numbers in **descending order**: 56 341, 66 872, 58 638, 56 752

56 341      66 872      58 638      56 752

Descending means going from largest to smallest.

This is the **largest**. It has the most **ten thousands (6)**.

Compare the other three numbers. They **all** have **5 ten thousands**, so look at the **thousands**. **58 638** is larger than **56 752** and **56 341**.

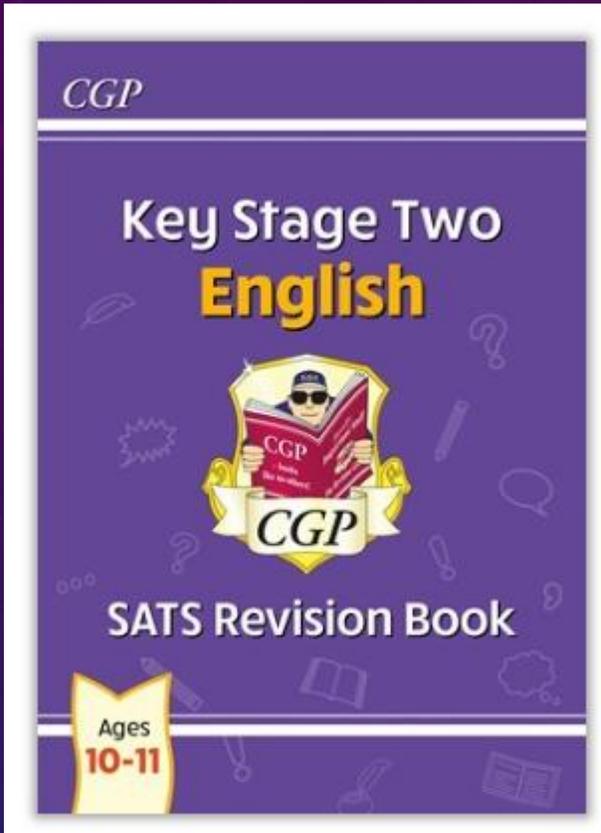
Now compare **56 752** and **56 341**. They **both** have **6 thousands**, so look at the **hundreds**. **56 752** is larger than **56 341**.

So the correct order is: **66 872, 58 638, 56 752, 56 341.**

"I can read, write, order and compare numbers up to ten million, and work out the value of each digit."



# REVISION GUIDES Includes teaching, worked examples and practice questions



KS2 English SATS  
Revision Book  
RRP £6.50  
£2.75 through school

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## What Happens Next?

Even if the text doesn't tell you directly, you can still work out what might happen next.

### You Might Have to Make a Prediction

- 1) You could be asked to **predict** what will happen next in a text based on **what you've read**.
- 2) Often you'll need to explain **why** you think it is going to happen.

**EXAMPLE:** What do you think will happen to the rooster at the dance competition?



- 3) **Before** you write down your answer, ask yourself these **questions**:

- ① What is **currently happening** at the **end** of the text?
- ② What is the overall **feeling**? Are the characters happy? Are they in danger?
- ③ What do you think is **likely** to happen next?

### Your Prediction Must be Based on the Text

Make sure your prediction is **backed up** by the text — **don't** just make up anything.

**EXAMPLE:** Do you think Freddie will visit his uncle's house again?

**At first**, Freddie seems **scared** of his uncle. → Freddie **waited nervously** outside the large, **imposing** house. He'd never met Uncle George, and Freddie's dad always **sounded a little afraid** whenever he spoke about him. To his relief, his uncle opened the door **with a smile** on his face and **greeted Freddie warmly**. Freddie followed him into a comfortable-looking living room and his **eyes lit up** when he saw a big bowl of **his favourite sweets** on the table. He rushed over, but then his uncle's dog began to **growl menacingly**. For the rest of the visit, Freddie sat **glued to his chair**, trying not to look longingly at the sweets he **couldn't get to**.

But it turns out that he's **kind** and Freddie is **excited** about the **sweets**. →

In the end he seems **very scared** of his uncle's **dog**. →

You could say he **won't go back** because he's scared of the dog. You could also argue that he **will go back** because he likes his uncle. You can choose **either**, as long as there are **reasons** in the text to support your answer.



"I can predict what will happen next based on information in the text."

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## Set A: Test 5

There are **6 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### Spartan Life

In the 5th century BC, Sparta and Athens were two of the most important cities in Greece, but they were very different. Whilst Athens was a democracy (a system of government where the people have the right to vote on decisions), Sparta was governed by two kings and a council of elders. Spartans were not allowed to travel to other countries in case they were exposed to foreign lifestyles or different systems of government.

Life was harsh for Spartan children, and only healthy babies were allowed to survive that far. Boys learned to fight from an early age and were sent to training camp at the age of seven. Here they were permitted just one tunic and no shoes, regardless of the weather conditions. They were beaten and forced to march for miles, often with nothing to sustain them. In fact, Spartan boys were actively encouraged to steal their food and were only punished if they were caught.

When they were twenty, men entered the Spartan army. There were no luxuries: the rigorous training was focused only on making them fit and ready for warfare. They were encouraged to marry, but weren't allowed to live with their family until they were thirty. Men remained as soldiers until sixty, and sometimes older in times of war.

Women were also trained to be physically fit: the fitter the women, the stronger their children. Women were not only valued as mothers: they were the ones who cared for the farms when their husbands went to war. Spartan women had much more power and freedom than other Greek women.

The word 'Spartan' today means a harsh or plain lifestyle. Their strict discipline, military training and ferociousness in battle earned Spartans a reputation for being the most powerful and courageous people of their time.



1. Who ruled Sparta?

..... 1 mark

2. Look at the first paragraph of the text.  
What does this paragraph suggest about the rulers of Sparta?  
Tick **one** box.

- They wanted Spartans to be more like people in Athens.
- They were happy for Spartans to leave the city.
- They were worried that Spartans might want democracy.
- They wanted Spartans to be able to vote.
- 1 mark

3. At what age did men enter the Spartan army?

..... 1 mark

4. According to the text, what **two** roles did women have in Sparta?

1).....

2)..... 1 mark

# THANK YOU

- Feel free to have a browse at the test papers from last year and the CGP books I have left out
- Please do ask me any questions you have – I may not be able to answer them all but I will definitely get back to you!
- <https://forms.gle/SH3ScghHyowJgjTX7>