

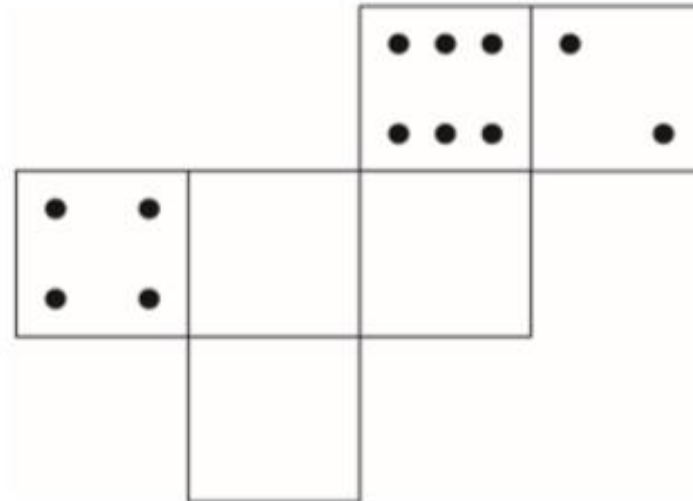
Key Stage Two Tests 2020

A question for you to think about while you are waiting...

On a dice, the sum of the dots on opposite faces is always 7



Draw dots on the three empty faces of the net so that it could fold up to make a dice.



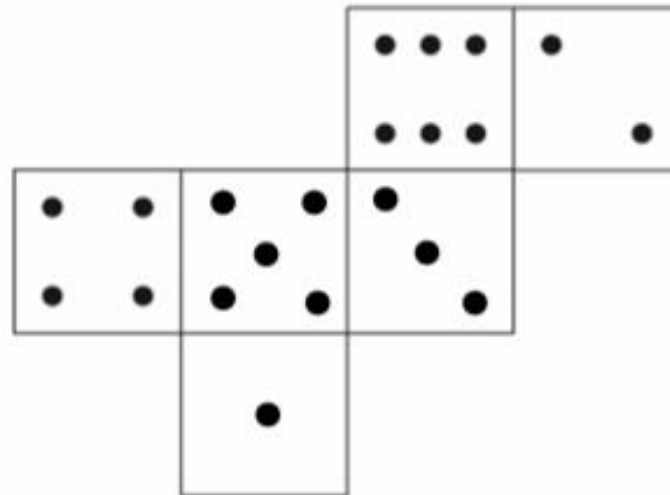
Key Stage Two Tests 2020

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SATs

- Monday 11th May - Thursday 14th May
- Date for your diary
- Your child **MUST** be in school for every test.

SATs Week timetable

- **Monday: Grammar Spelling and Punctuation test**
- **Tuesday: Reading comprehension test**
- **Wednesday: Arithmetic test and Reasoning paper**
- **Thursday: Final Reasoning paper**

What is being assessed in Maths?

- - Number and place value, approximation and estimation/rounding
- - Four rules of calculation
- - Fractions, decimals and percentages
- - Ratio and proportion
- - Algebra
- - Measurement
- - Geometry: properties of shape
- - Geometry: position and direction
- - Statistics

Expectations in Maths:

- Children should be fluent with counting, number facts and times tables.
- This is essential to be able to complete the structured test in the time allowed.

Structure of the KS2 test

Content area Strand	Number of marks	Percentage of marks
Number, ratio and algebra Number, place value (N) Addition, subtraction, multiplication, division, calculations (C) Fractions, decimals and percentages (F) Ratio and proportion (R) Algebra (A)	83–93	75–85%
Measurement, geometry and statistics Measurement (M) Geometry – properties of shapes (G) Geometry – position and direction (P) Statistics (S)	17–27	15–25%

40 marks on the Written
Arithmetic paper

What types of questions will be asked in the maths tests?

- The arithmetic test will check that the children can select the most efficient method in order to complete it on time
- - All the questions in the reasoning papers will have a context and can be read to the child if requested.
- It's also worth noting that there are no calculators or tracing paper permitted.

KS2 Written Arithmetic

- All questions have grids, even where it shouldn't really be needed.

1	$979 + 100 =$	<input data-bbox="1574 725 1625 782" type="text"/> 1 mark
2	$123 \times 2 =$	<input data-bbox="1574 1133 1625 1190" type="text"/> 1 mark

KS2: Reasoning papers

11

Write the four missing digits to make this **addition** correct.

$$\begin{array}{r} \boxed{} \boxed{6} \boxed{} \boxed{8} \\ + \boxed{3} \boxed{} \boxed{9} \boxed{} \\ \hline \boxed{9} \boxed{0} \boxed{1} \boxed{9} \end{array}$$

2 marks

Missing digits

KS2: Reasoning papers

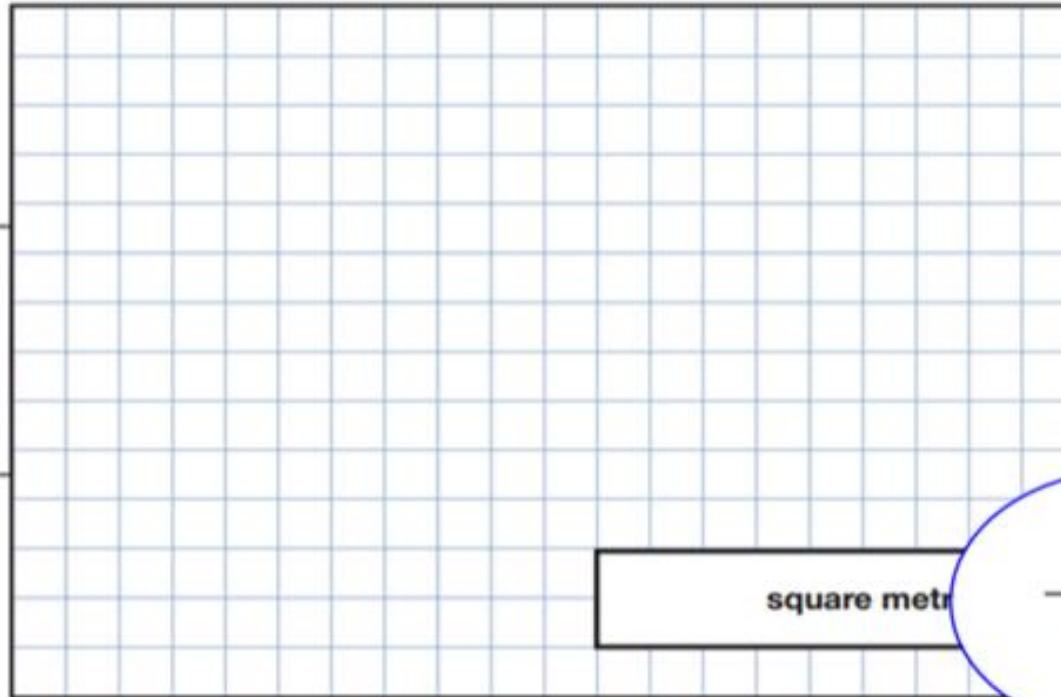
19

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?

Show
your
method



square metre

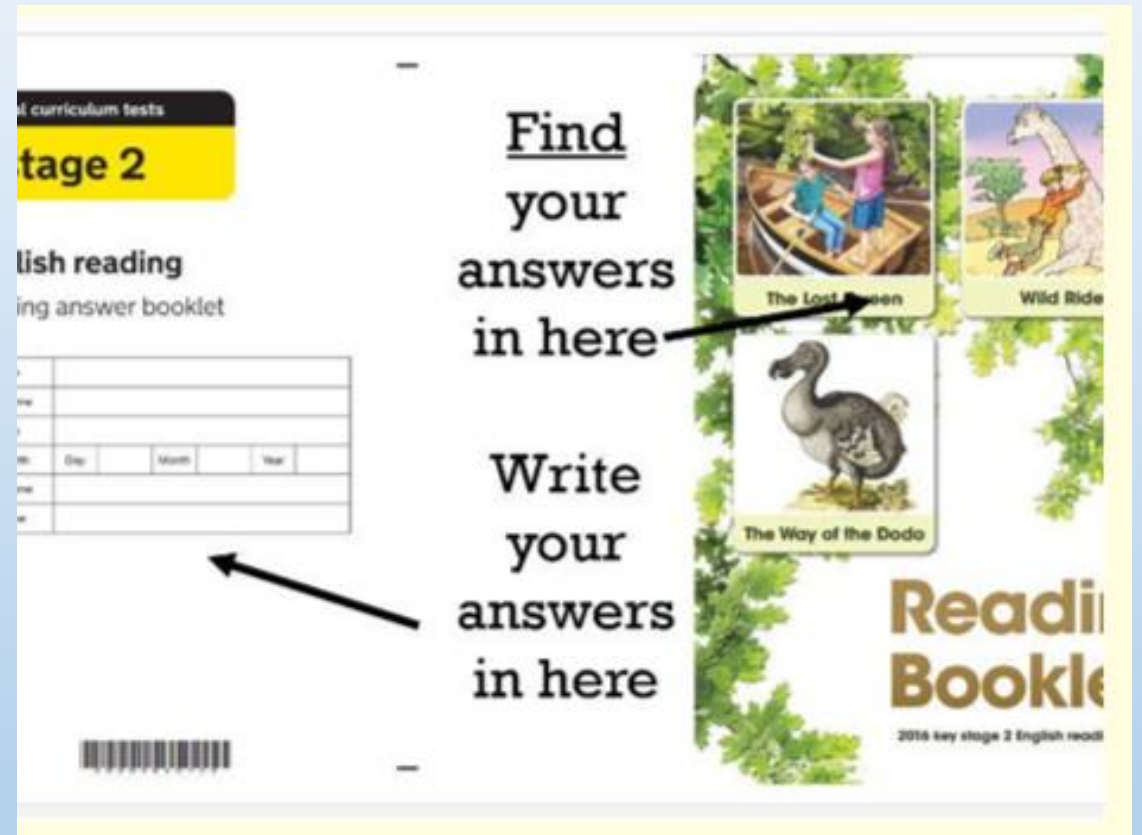
3 marks

All tests are marked externally.

- Reporting:
- The raw score (total out of 110) will be converted into a scaled score and each child will receive an overall result indicating whether or not they have achieved the required standard on the test: **EXS**

Reading test: KS2

- Paper 1
- 60 minutes
- 50 marks
- 3 texts to read



What types of questions will be asked in the reading test?

- - Multiple choice
- - Ranking/ordering
- - Matching
- - Labelling
- - Find and copy
- - Name/state/give
- - Explain
- - Predict

Text types:

- Fiction
- Non - fiction
- Poetry

Question types

Vocabulary (worth up to 20%)

20 Into your pitiful shell, so brittle and thin

In this line, the word *brittle* is closest in meaning to...

Tick one.

shiny. ☐

soft. ☐

delicate. ☒

rough. ☐

1 mark

21 Explain **two** things that the words *emerald scrap* suggest about the frog.

It is small and green

'Scrap' it is tiny

and fragile. 'Emerald' tells us
that it is a shimmering green.

2 marks

25

Circle the correct option to complete each sentence below.

(c) There, they came to a patch where the stream was...

smaller.

bigger.

faster.

slower.

1 mark

(d) The ferns here were spaced...

regularly.

randomly.

carefully.

equally.

1 mark

26

How far into the forest did the stream become a *considerable bog*?

1 mark

Question types

Predict (Maximum 3 marks)

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.



Here is the key!

2 marks

Test format - reading:

- The reading test comprises of 1 test with two booklets.
- Reading booklet with a selection of texts.
- The 2019 test had 2194 words. If a child reads at about 100 words per minute that would be 22 minutes reading time. The answer booklet had 39 questions and if you took 1 minute a question you wouldn't finish the test.

What is being assessed in grammar, punctuation and
spelling - otherwise known as SPaG

- - Grammatical terms/word classes
- - Function of sentences
- - Combining words, phrases and clauses
- - Verb form, tense and consistency
- - Punctuation
- - Vocabulary
- - Standard English and formality

Test format - SPaG

The SPaG test comprises of 2 tests.

- - Paper 1: Grammar and punctuation short answer questions - 45 minutes with a maximum of 50 marks.
- - Paper 2 - spelling test - 15 minutes long with a maximum of 20 marks.

G1 Grammatical terms/ word classes	G2 Function of sentences	G3 Combining words, phrases and clauses	G4 Verb tenses and consistency
Nouns* (KS1) Verbs* (KS1) Adjectives* (KS1) Conjunctions* Pronouns* Possessive pronouns* Relative pronouns* Adverbs* Adverbials* Prepositions* Determiners* Subject and object*	Statements* (KS1) Questions*(KS1) Commands*(KS1) Exclamations*(KS1)	Sentences* (KS1) Clauses* Relative clauses* Noun phrases*(KS1) Co-ordinating conjunctions* (KS1) Subordinating conjunctions* (KS1) Subordinate clause*	Simple past* and simple present*(KS1) Verbs in the perfect form Modal verbs* Present and past progressive* (KS1) Tense consistency Subjunctive* verb forms Passive and active*
26%	6%	12%	16%
G5 Punctuation		G6 Vocabulary	G7 Standard English and formality
Capital letters* (KS1) Full stops* (KS1) Question marks* (KS1) Commas* in lists (KS1) Apostrophes* (KS1) Commas* to clarify meaning Commas* after fronted adverbials Hyphens	Inverted commas* Direct speech* Brackets* Dashes* Commas* to indicate parenthesis Colons* Semi-colons* Single dashes* Bullet points*	Synonyms and antonyms* Prefixes* Suffixes* Word families*	Standard English Formal and informal vocabulary Formal and informal structures The subjunctive*
	28%	10%	2%

Question types

Prefixes

Explain how the different **prefixes** change the meanings of the two sentences below.

The chef said the pasta was uncooked.

This means that the pasta _____

The chef said the pasta was undercooked.

This means that the pasta _____

Writing:

- There is no formal test for writing. The children's writing is assessed throughout their time in Year 6. There is a moderation process for writing and the work from now until May will be what is judged.
- Expectations for writing:
 - - evaluate, edit and proof read own writing
 - - precise use of grammar and punctuation in sentence structures
 - - be able to choose the correct genre for the task given and therefore how to write appropriately for different audiences e.g. formal and informal.

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.¹

* 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.

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

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

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 writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

* 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.

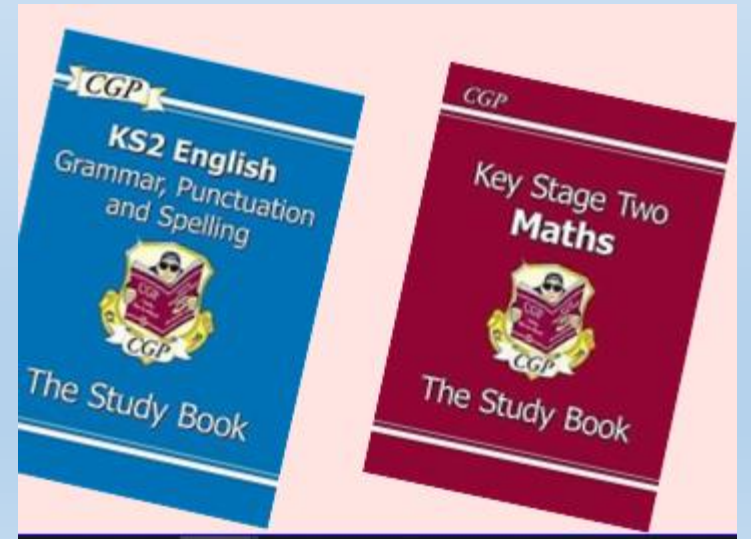
[^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.

³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

How can you help your child?

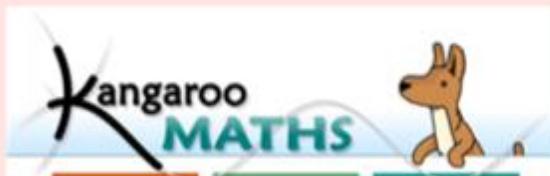
- Your child has got a study guide for maths and SPaG - if you haven't seen it, please ask!
- Please use these with your child; it will really prepare them for the tests by supporting the learning taking place in school.



www.bbc.co.uk/education/subjects/z826n39



www.kangaroomaths.com/kenny.php



www.spag.com



www.grammar-monster.com



TTrockstars.com



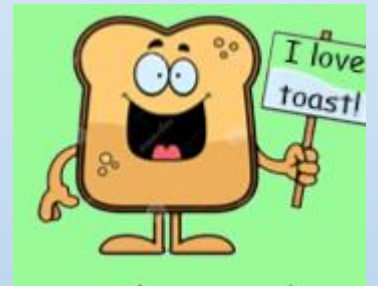
www.mathsphere.co.uk/resources/MathSphereSampleWorksheets.htm#Year6

How else can you help your child?

- We'll be providing your child with additional work over Easter, which is optional, to complete some tests: SPaG, Reading, Arithmetic and Reasoning.
- **Easter tuition** is available: 8th and 9th April, 8am - 1pm.
- 6 exceptional teachers will be at school to offer their expertise - but more importantly...pizza!
- **A LETTER HAS BEEN SENT HOME WITH YOUR CHILD TODAY!**

Finally...

- In order to relax the children during SATs week itself, we are offering a breakfast club for every Year 6 child - free of charge.



- This ensures they arrive relaxed and enjoy breakfast with their friends - which really does lighten their mood and prepare them for the day ahead.

Thank you for coming - please
now take an opportunity to look
at last years tests and ask us
any questions.