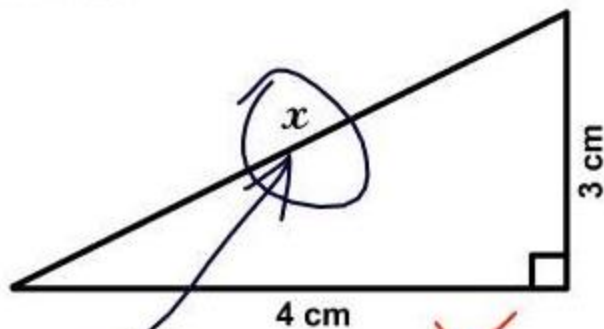


Interesting answers ...

To change centimeters to meters
you ? .

take out centi

3. Find x .



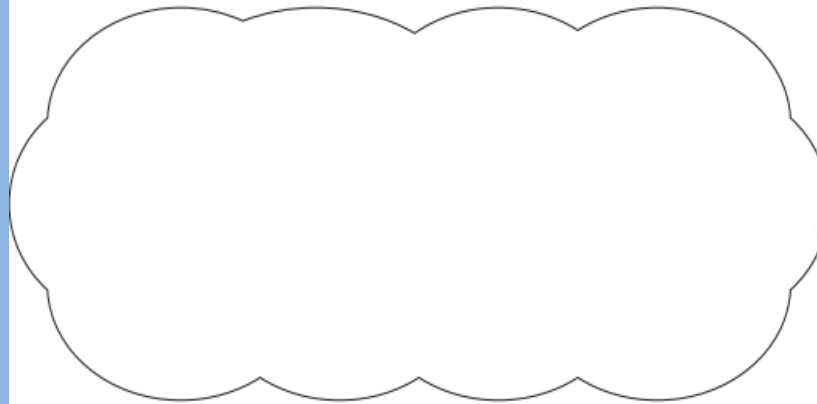
Here it is ~~X~~ O

Name six animals which live specifically in the Arctic.

Two polar bears
~~Three~~ Four seals

Explain how you know ...

Explain how you know.



6. Is this number even or odd? 68 even

7. How do you know? Because Tom
dsmar +, Because the number in
the one's place is even. X

The new national curriculum was assessed for the first time in May 2016 so this will be the third year that the new style of tests are undertaken.

This year's Key Stage 2 tests are timetabled for Monday 14 May to Thursday 17 May 2018

What are SATs?

- KS2 SATs (National Curriculum Tests) are tests children take at the end of Year 6. SATs test children on what they have learnt between Year 3 and Year 6.
- KS2 SATs are **mandatory** tests from the National Curriculum assessment programme. All state schools in England are required to provide the tests.
- They are marked externally and the results sent to schools.

Key Stage 2 test week May 2018

- Tests to be administered week beginning **14 May 2018**

The KS2 tests will consist of:

- English grammar, punctuation and spelling Paper 1: short answer questions
- English grammar, punctuation and spelling Paper 2: spelling
- English reading: reading booklet and associated answer booklet
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning
- Mathematics Paper 3: reasoning

Timetable for KS2 Test week

Monday	English Grammar, Punctuation and Spelling Paper 1 – Questions
	English Grammar, Punctuation and Spelling Paper 2 – Spellings
Tuesday	English Reading
Wednesday	Mathematics Paper 1 – Arithmetic
	Mathematics Paper 2 – Reasoning 1
Thursday	Mathematics Paper 3 – Reasoning 2

Note:

- The tests must be taken on the scheduled day.
- The dates may be subject to change.

Grammar and Punctuation

The Grammar, Punctuation and Spelling Test:

- There is a specific focus on knowing and applying grammatical terminology with the full range of punctuation tested.
- Technical terms in grammar will be tested.
- There will be one test paper for grammar, punctuation and vocabulary and one test paper for spelling.
- The grammar test will last for 45 minutes and there will be a total of 50 marks available.
- The marking is very, very specific...

Marking points for just one question about a ;

Question 2 Key Marking Points



- The semi-colon must be inserted between 'tomorrow' and 'I'.
- The origin of the semi-colon must not be under the 'w' in 'tomorrow' or under the 'I'.
- The comma element of the semi-colon must adhere to the convention for marking commas.
 - The comma element of the semi-colon inserted should be correct in relation to the point of origin, height, depth and orientation.
 - Where the separation of the semi-colon is excessive
 - Neither element of the semi-colon should start higher than the letter 'I'.
 - The dot of the semi-colon must not be lower than the bottom of the letter 'w' in the word 'tomorrow'.
 - The orientation of the comma element of the semi-colon must be inclined to the left or straight down. It cannot incline to the right.
- If the original answer is crossed out in the correct place and replaced above/below the line, this is acceptable, provided the intention is clear.
- Any other punctuation mark added negates the mark.
- Markers should take a positive marking approach.

l-colon in the correct place in the sente

see me tomorrow; I will not have tim

in the correct place in the sen

tomorrow; I will not have

2 right, 2 wrong

n the correct place in the

tomorrow; I will not hav

-colon in the correct place in the

ee me tomorrow; I will not hav

15

Put a tick in each row to show the type of **pronoun** underlined in each sentence.

	Personal pronoun	Relative pronoun	Possessive pronoun
Are you taking <u>yours</u> with you?			
On Mondays we have art, <u>which</u> is my favourite lesson.			
Fatima forgot where <u>she</u> had put the bag.			

1 mark

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

1 mark

22

What does the root struct mean in the word family below?

destruction **structure** **reconstruct**

Tick one.

break

build

carry

touch

27

Which sentence is written in the **active voice**?

Tick one.

The book was returned to the library yesterday.

The assembly was held in the hall.

The bad weather led to the cancellation.

The floods were caused by the heavy rain.

1 mark

28

Which sentence is punctuated correctly?

The wind was blowing howling, actually, so we headed – for home.

The wind was blowing – howling, actually – so we headed for home.

The wind was blowing, howling – actually – so we headed for home.

The wind was blowing howling actually – so we headed for home.

Tick one.

30

Tick to show which sentence uses the **past progressive**.

Tick one.

After Ali finished his homework, he went out to play.

Gemma was doing her science homework.

Jamie learnt his spellings every night.

Anna found her history homework difficult.

Spelling

There are 20 spelling sentences.

The spelling words are tested within the context of a sentence.

As the sentences are read out to the children, they fill in the correct spellings on their copy of the text.

Spelling

1. Sara wanted to be an explorer and _____ new lands.
2. The spy was sent on a secret _____.
3. For PE lessons, your clothes should be _____ and comfortable.
4. The _____ showed which way to go.
5. China is a large _____.
6. Laura won a medal for _____.
7. Not all berries are _____.
8. Sit up straight to improve your _____.

11	scent	1	S51 – Words with the / s / sound spelt <i>sc</i>
12	illusion	1	S45 – Endings which sound like / ʒən /
13	re-enter	1	S41– Prefixes
14	parachute	1	S49 – Words with the / ʃ / sound spelt <i>ch</i>
15	abundance	1	S55 – Words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
16	unavoidably	1	S56 – Words ending in <i>-ably</i> and <i>-ibly</i>
17	dissolve	1	S41 – Prefixes
18	ominous	1	S46 – The suffix <i>-ous</i>
19	drawer	1	S61 – Homophones, near homophones and other words that are often confused
20	possession	1	S47 – Endings which sound like / ʃən /, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>

Reading Test

The Reading Test

- For this test there will be one reading book and one answer booklet.
- The test will last for one hour (including reading time).
- There will be a total of 50 marks available.
- There will be a range of texts including fiction, non-fiction and poetry.

Marks will be awarded as follows:

- Multiple choice or other selected responses
- Short responses
- Extended responses

Reading

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.

Some questions will test the children on their understanding of vocabulary.

1 mark

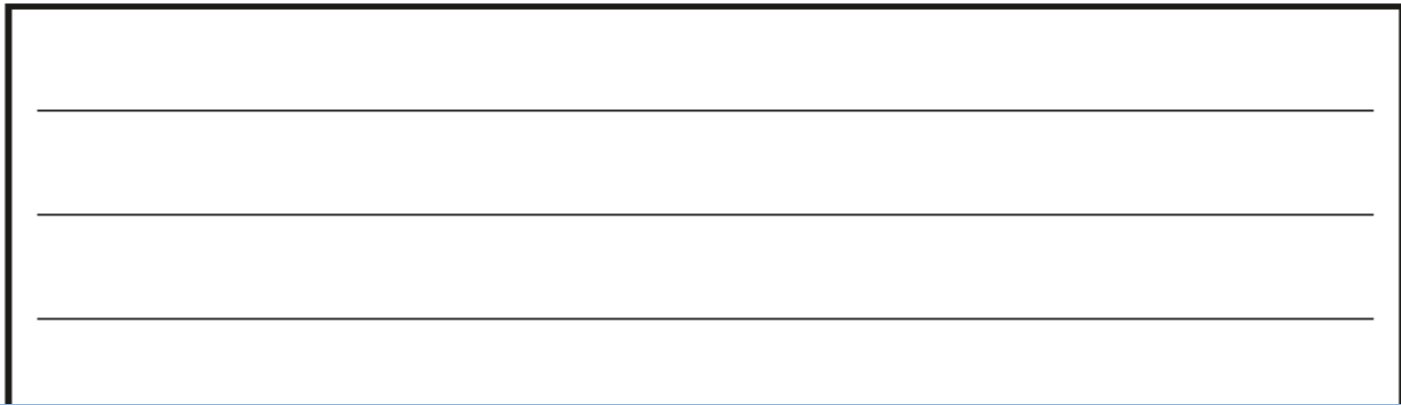
29

The iguanodonts are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodonts in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.



A large rectangular box with a black border, containing three horizontal lines for writing.

Others will require the children to deduce answers by using words or phrases as evidence.

25

Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

Professor
Summerlee.

Lord John.

Malone.

Professor
Challenger.

1 mark

(b) At the start of the extract the men entered the forest...

carefully.

quickly.

fearfully.

noisily.

1 mark

(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

Some questions will ask the children to find literal answers from the texts.

Writing

Writing is assessed differently to all other areas. There is no writing SAT. Instead throughout the year:

- Teachers assess children's writing in a range of different genres,
- Children's grammar, punctuation and spelling skills will be assessed as part of their writing along with their creativity and writing style,
- Schools will moderate their judgements with other local schools and may be moderated by their Local Authorities too.

Writing

Writing will be judged against the following criteria set by the DfE:

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

Writing

Writing will be judged against the following criteria set by the DfE:

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 correctly¹ (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

Writing

Writing will be judged against the following criteria set by the DfE:

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]

Writing

For writing, we will then report our decisions at the end of the year in terms of children:

- working towards the expected standard
- working at the expected standard
- working at greater depth within the expected standard

Maths Tests

There will be three papers: 1 arithmetic paper and 2 mathematical reasoning papers.

Arithmetic Test

- There will be 36 questions in the arithmetic test worth a total of 40 marks.
- The test will last 30 minutes.

Mathematical Reasoning Papers

- There will be two mathematical reasoning papers.
- Each paper will be of 40 minutes duration with a total of 35 marks per paper available.

Questions in the **arithmetic test** will cover:

- mental calculations
- straight forward addition and subtraction
- more complex calculations with fractions
- long division and long multiplication

Gridded paper will be provided in answer spaces for questions on the arithmetic paper and for some questions on paper 2.

Reasoning:

4

Here are some shapes made of squares.

A fraction of each shape is shaded.

Match each shape to its equivalent fraction.

One has been done for you.



$$\frac{7}{10}$$



$$\frac{3}{5}$$



$$\frac{1}{2}$$



$$\frac{4}{5}$$



$$\frac{3}{10}$$

Questions taken from Paper 2 - Reasoning

What is 444 minutes in hours and minutes?

hours	minutes
-------	---------

1 mark

Write the two missing digits to make this **long multiplication** correct.

$$\begin{array}{r} \times \quad \quad \quad \square \quad \square \\ \quad \quad \quad 4 \quad \square \\ \hline \quad \quad 2 \quad 4 \quad 6 \\ \quad \quad 8 \quad 2 \quad 0 \\ \hline 1 \quad 0 \quad 6 \quad 6 \end{array}$$

2 marks

A question taken from Paper 3 - Reasoning

9

The mass of a 10p coin is 6.5g.

The mass of a 5p coin is half the mass of a 10p coin.

What is the mass of these six coins **altogether**?



Show
your
method

g

More Able Pupils

- There are no longer any Level 6 papers
- More able are catered for within each paper
- KS2 2016 ARA p.4 *'The tests will include a small number of questions designed to assess the most able pupils so separate tests, such as the previous level 6 tests, are no longer required.'*

What will your Year 6 child receive?

KS2 test results will be published on the NCA tools website in July 2017. Each pupil registered for the tests will receive:

- a raw score (number of raw marks awarded)
- **a scaled score**
- confirmation of whether or not they attained the national standard

How scores and standards are reported

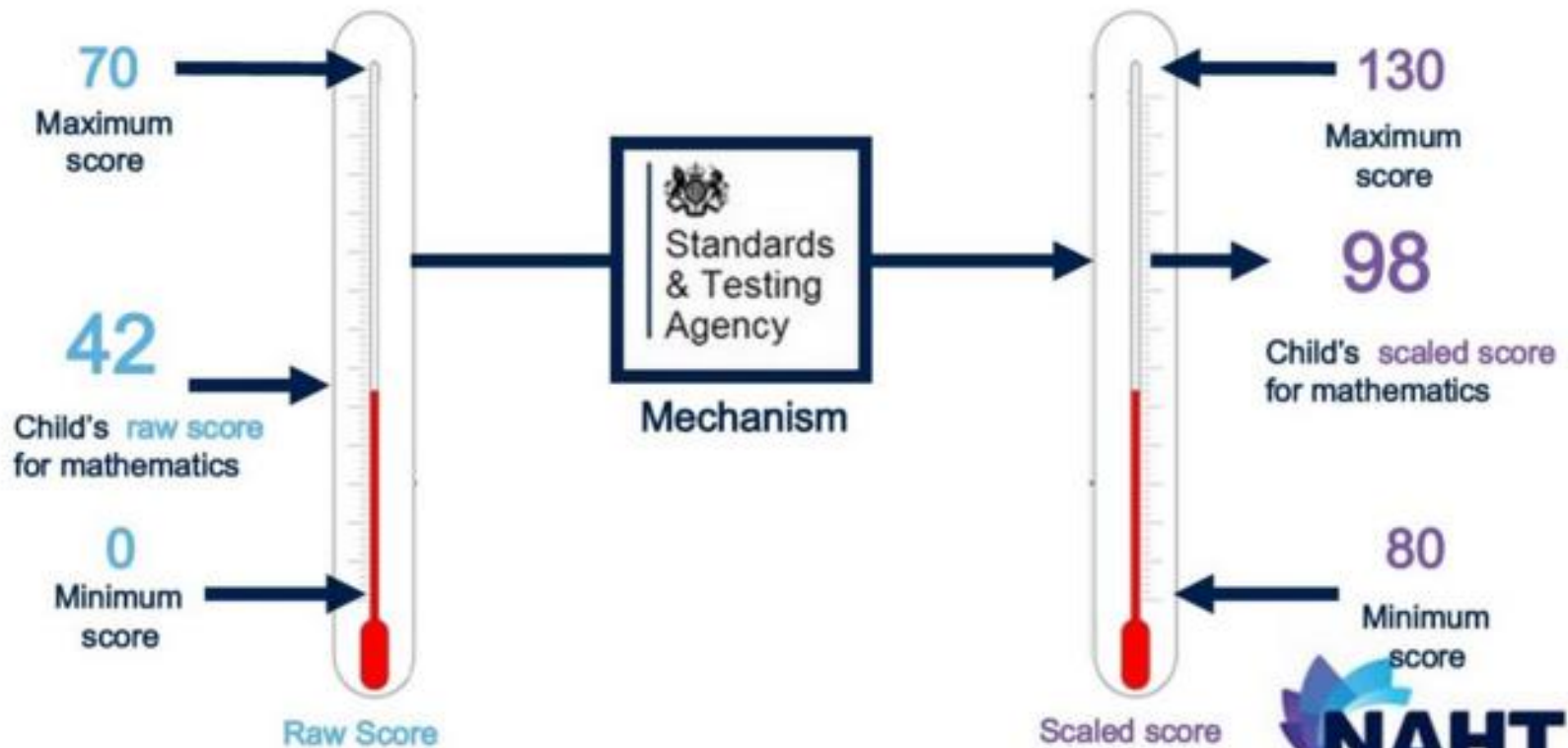
Scaled score:

- For the KS2 and KS1 tests a scaled score of 100 will always represent the 'expected standard'.

What is a scaled score?

- A pupil's scaled score will be based on their raw score. It is a magic number that will come out from analysing the raw scores from all children taking part in the tests.
- This analysis will create conversion tables, but these are likely to change each year

Raw score to scaled score ...



2016

	Mathematics	Reading	GPS
Marks to meet National Standard	60	21	43
Total Marks Possible	110	50	70

2017

	Mathematics	Reading	GPS
Marks to meet National Standard	57	26	36
Higher Standard*	95	39	56
Total Marks Possible	110	50	70

How to help

- Reading
 - Asking questions on all text types including signs/adverts/poetry
 - Asking for evidence to back up answers
 - Talking about unusual vocabulary and phrases e.g. Once in a blue moon
- Maths
 - Formal methods and **times tables**
 - Encourage children, even if you aren't confident!
- SPAG
 - Discuss any homework / what they have been doing this week
 - Ask children to explain some of the features in your handouts weekly/fortnightly
 - Spellings – challenge children with difficult words/commonly misspelt words at different times, e.g. when in the car
- Writing
 - Lots of encouragement – they are doing very well!
 - Do they know what they need to work on (they do, even if they pretend they don't!)? Ask them to explain
- In all subjects – fun!
 - online games
 - apps
 - songs
 - challenges

Throughout the next few months, we recommend...

- Early nights and lots of sleep
- Good attendance
- Good punctuality
- A good breakfast every day
- A positive attitude - encourage your child to embrace the mistakes that they make and to learn from them
- Lots of praise and encouragement

Resources to help at home

CGP Revision Guides

<http://www.bbc.co.uk/schools/revision/>

BBC BiteSize - This is an excellent site, providing revision help for KS2, KS3, KS 4 and KS5. This covers all subjects through activities and tests.

http://www.icteachers.co.uk/children/children_sats.htm

ICT Teachers - A wide range of KS2 SATs questions, from both past papers and their own team of teachers.

<http://www.woodlands-junior.kent.sch.uk/revision/index.html>

Revision pages at **Woodlands Junior School**. These revision pages support the work they do at Woodlands Junior School. They have been put together for their students to help them with their revision. Included are some sample questions taken from past Key Stage 2 SATs papers, as well as a whole host of interactive tests/quizzes.

<http://www.compare4kids.co.uk/literacy.php>

Literacy Bootcamp - Lots of useful activities and videos to support grammar revision.

SATs week

- Will give a letter out before SATs week
- Plenty of rest – early nights
- Reassurance and encouragement
- Breakfast will be available in school
- Revision

Any Questions?

