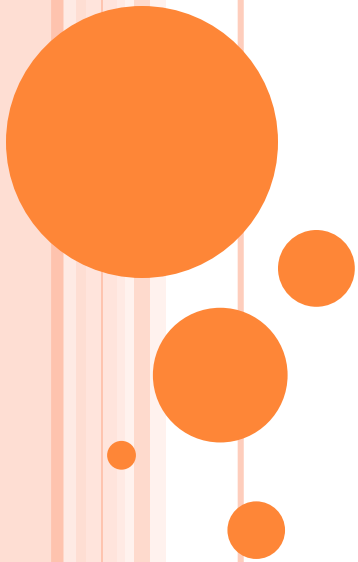




Loose
Primary School

Key Stage 2 Assessment



KS2 SATs

Week Beginning 9th May 2022

The important bits...

Date	Subject	Test Paper
Monday 9 th May	English: grammar, punctuation and spelling (SPAG)	2 papers: SPAG (45 minutes) Spelling (not timed)
Tuesday 10 th May	English: Reading	1 paper (1 hour)
Wednesday 11 th May	Mathematics	Paper 1: arithmetic (30 minutes) Paper 2: reasoning (40 minutes)
Thursday 12 th May	Mathematics	Paper 3: reasoning (40 minutes)

Year 6 take SATs papers in English and Maths

- Test are rigorous
- There are no National Curriculum Levels

Externally tested:

English: Reading/comprehension

English: GPS (Grammar, Punctuation and Spelling)

Mathematics: Arithmetic

Mathematics: Reasoning (2 papers)

- The children's results are sent back to school at some point in July and will be reported to parents and carers.
- Writing assessed through teacher assessment



- Most children will sit the tests in the classrooms normally used each day for their learning.
- Some children may complete their tests in a smaller group in another room.
- Each room will have enough staff to ensure the correct administration of the test and the staff involved will have been given training on test format and style.



Access Arrangements

- KS2 Tests are intended to assess pupils' abilities in a fair and comparable way, with as many pupils as possible able to access them.
- They are designed so that most pupils with special educational needs and/or disabilities (SEND) can participate using the standard versions.
- However, a small number of pupils may need additional arrangements.
- Access arrangements are adjustments schools can make to support specific pupils during the tests.




Access arrangements may be appropriate for pupils:

- with an education, health and care plan (EHCP)
- who receive additional support in class due to their SEND need
- who have behavioural, emotional or social difficulties
- with English as an additional language (EAL) and who have limited fluency in English



Specific arrangements for SATs:

Children with additional needs, who have similar provision in their day-to-day learning at school, may be allotted specific arrangements, including:

- Additional time;
 - Tests being opened early to be modified;
 - An adult to read for them;
 - An adult to scribe for them;
 - Words or answers transcribed after the test to ensure their answer is clear for the marker.
 - Written or spoken translations of the mathematics reasoning papers;
 - The use of prompts or rest breaks;
 - Arrangements for children who are ill or injured at the time of the tests
- 

Additional Time

- Schools can only give a pupil additional time for the tests if it has been approved by the DfE.
- The school submits applications to the DfE on an individual basis based on each pupil's particular need and **must** have appropriate evidence to support the application.
- The outcome of the application is communicated to the school online. This may be that the pupil can have 25% additional time for some or all papers, or the outcome may suggest alternative access arrangements for the pupil.
- Only pupils with an Education, Health and Care plan (EHCP) automatically qualify for additional time.



What sort of results are reported?

Once marked, the tests will be given the following scores:

- A raw score (the total number of marks achieved for each paper);
- A scaled score (which is explained below);
- A judgement of whether the National Standard has been met.

When the scaled score is given, it is given in a range from 80 to 120.

A scaled score of 100 or more is meeting the national standard.

There are no separate tests for higher achieving pupils; however, a scaled score of 110 -120 would show that a child is working above the national standard known as working at greater depth.



READING

1 hour, including reading time, to read 3 different text types and answer questions

There will be a selection of question types, including:

- Ranking/ordering, e.g. 'Number the events below to show the order in which they happen in the story'
- Labelling, e.g. 'Label the text to show the title of the story'
- Find and copy, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- Short constructed response, e.g. 'What does the bear eat?'
- Open-ended response, e.g. 'Look at the sentence that begins Once upon a time. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'



Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.



Who has already had a holiday in space?

In 2008, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

Anousheh's Space Blog

September 25th

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipe and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.



Giants

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun
Of seeing you scratch them suddenly in
And cower, quivering back
Into your pitiful shell, so brittle and thin?
Would you think it was fun then?
Would you think it was fun?

And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scurtable, tumble, fall,
In graceless, shivering dread,
Back into the trampled reeds that were grown so tall?
Would you think it a joy then?
Would you think it a joy?

Lydia Pender

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-fens scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A beast?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly luxuriated off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.



I looked at my comrades. The two professors were in silent ecstasy.

"What will they say in England of this?" Professor Summerlee cried at last.

"They will say that you are a liar," said Professor Challenger, "exactly as you and others said of me."

"In the face of photographs?"

"Faked, Summerlee! Clumsily faked!"

"Who's to blame them? For this will seem a dream to ourselves in a month or two," said Lord John. "What were they?"

"Iguanodons," said Summerlee. "England was once alive with them when there was plenty of good lush green-stuff to keep them going."

"I don't know what anyone else thinks, but this place makes me feel very uneasy..." said Lord John.

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The Iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?

Questions 1–15 are about *Space Tourism* (pages 4–6).

Look at the introduction.

Why is space tourism *impossible* for most people?

1 mark

How would you get from the spacecraft to the space hotel?

1 mark

Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1.

2.

2 marks

How much did the first space tourist pay to go into space?

1 mark

Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

2 marks

Match the events below to the year in which they happened.

Anousheh Ansari went to space.

1969

The first man stepped on the Moon.

1998

Dennis Tito went to space.

2001

The International Space Station was built.

2006

1 mark

Questions 25–36 are about *The Lost World* (pages 8–9).

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

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

1 mark

29 The iguanodons are described as *inoffensive brutes*...

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

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

Use evidence from the text to support your answer.

3 marks

WRITING

New English writing frameworks were introduced in 2017/18; they remain unchanged for the 2021/22 academic year.

- Teachers can use their discretion to ensure that, on occasion, a particular difficulty does not prevent an accurate judgement of a pupil's attainment overall being made, so long as all other aspects meet at least the expected standard.
- There is now a greater emphasis on composition and slightly less emphasis on the more 'technical' aspects of English writing (grammar, punctuation and spelling)
- The children need to maintain legibility in joined handwriting when writing at speed.
- The children need to spell correctly most words from the Y5/Y6 Spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.



SPAG

2 parts :

Grammar and Punctuation paper lasting 45 minutes

Oral spelling test of 20 words, lasting around 15 minutes

Grammar and Punctuation test involves 2 sub-types of question:

- Selected response (eg, 'identify the adjectives in the sentence below')
- Constructed response (eg, 'correct/complete/rewrite the sentence below' or 'the sentence below has an apostrophe missing. Explain why it needs an apostrophe')
- Includes lots of aspects of grammar that were previously not learned about until Year 7/8, eg, active/passive voice, modal verbs, the subjunctive etc



Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix

re

de

mis

im

il

Word

mature

understood

legible

frost

do

Which sentence has been punctuated correctly?

Tick one.

Immediately after, dinner we did the washing up.

☐

Immediately after dinner we did, the washing up.

☐

Immediately after dinner, we did the washing up.

☐

Immediately, after dinner we did the washing up.

☐

Which sentence below is written in the **past tense**?

Tick one.

That is the oldest house in our village.

☐

The original part of the house dates from 1760.

☐

The roof was replaced in 1970.

☐

The owners plan to open the house to the public.

☐

1 mark



Write the **contracted** form of the underlined words in the box.

That decision does not seem fair.



1 mark



Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf
for Dad.

1 mark

Complete the sentence with an **adjective** formed from the verb create.

The artist was very _____ and produced many
original works.

1 mark

What is the name of the **punctuation mark** used between the
two main clauses below?

My sister loves team sports; my brother, on the other hand, prefers
individual sports – such as athletics.



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.		



Explain how the use of **commas** changes the meaning in the two sentences.

Mangoes, which are grown in hot countries, taste delicious.

Mangoes which are grown in hot countries taste delicious.

1 mark



MATHS

Consists of 3 papers:

- Paper 1 – Arithmetic – 30 minutes, 36 questions
- Papers 2/3 – Reasoning – 40 minutes per paper

Paper 1

- Fixed response questions
- Children have to give correct answer to calculations
- Long multiplication/division, fractions (+ - x ÷), using decimals confidently

Papers 2/3

- Variety of question types –
 - Multiple choice, true/false
 - Constrained questions (giving answers to calculations/drawing a shape/completing a table)
 - Less constrained questions where children have to explain their approach to solving a problem (mastery curriculum)

Things that a few years ago were in the Year 7/8 curriculum are now in the Year 6 curriculum.



$$6.1 + 0.3 =$$

$$5 \times 4 \times 7 =$$

$$4^2 = \frac{1}{9} + \frac{4}{9} =$$

$$1,440 \div 12 =$$

$$630 \div 9 =$$

$$1,034 + 586 =$$

$$20\% \text{ of } 1,500 =$$

$$2.5 + 0.05 =$$

$$\frac{4}{5} - \frac{1}{5} =$$

$$24 \times 3 =$$

$$100 \times 100 =$$

$$48 \div 6 =$$

$$1.28 \times 100 =$$

$$345 \div 24 =$$

$$\frac{3}{4} \times \frac{7}{8} =$$

$$\frac{2}{11} \div 5 =$$

$$84 \times 23 =$$

$$2\frac{1}{4} \times \frac{7}{9} =$$



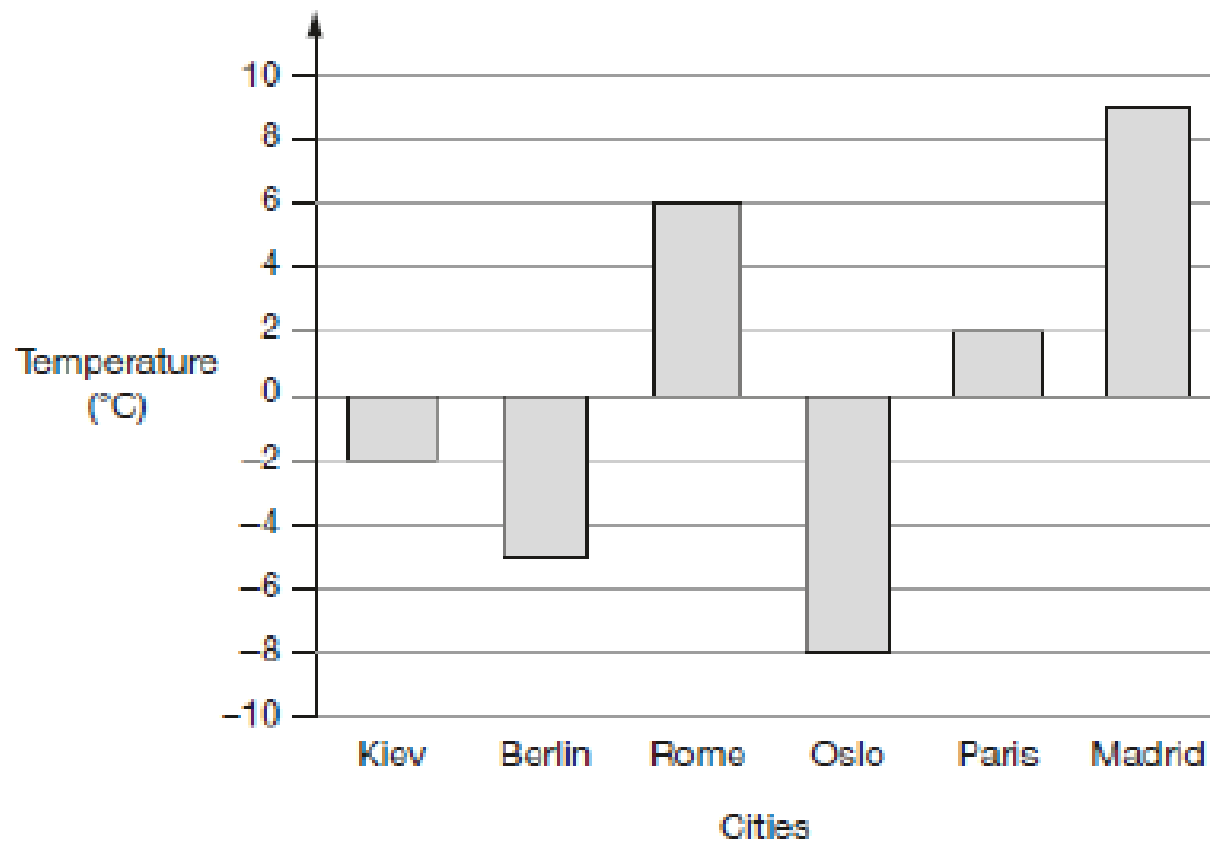
Write the two missing digits to make this long multiplication correct.

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

2 marks



This graph shows the temperature in six cities on one day in January.



Which city was 4 degrees **warmer** than Kiev?

Here is a number written in Roman numerals.

CXV

Write the number in figures.

TUTU



20

On Saturday Lara read $\frac{2}{5}$ of her book.



On Sunday she read the other 90 pages to finish the book.

How many pages are there in Lara's book?

Show
your
method

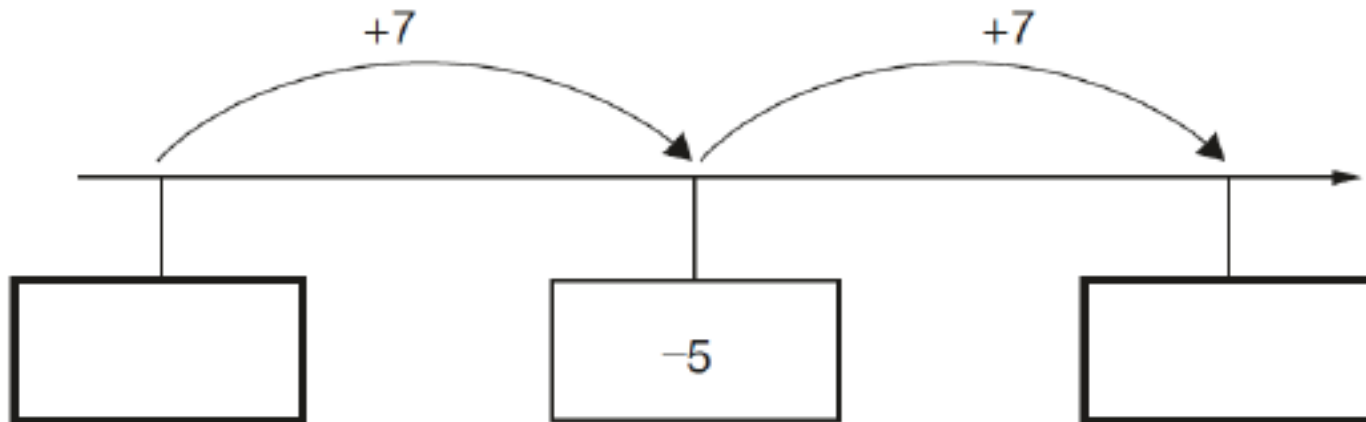
pages

2 marks



Here is part of a number line.

Write the missing numbers in the boxes.



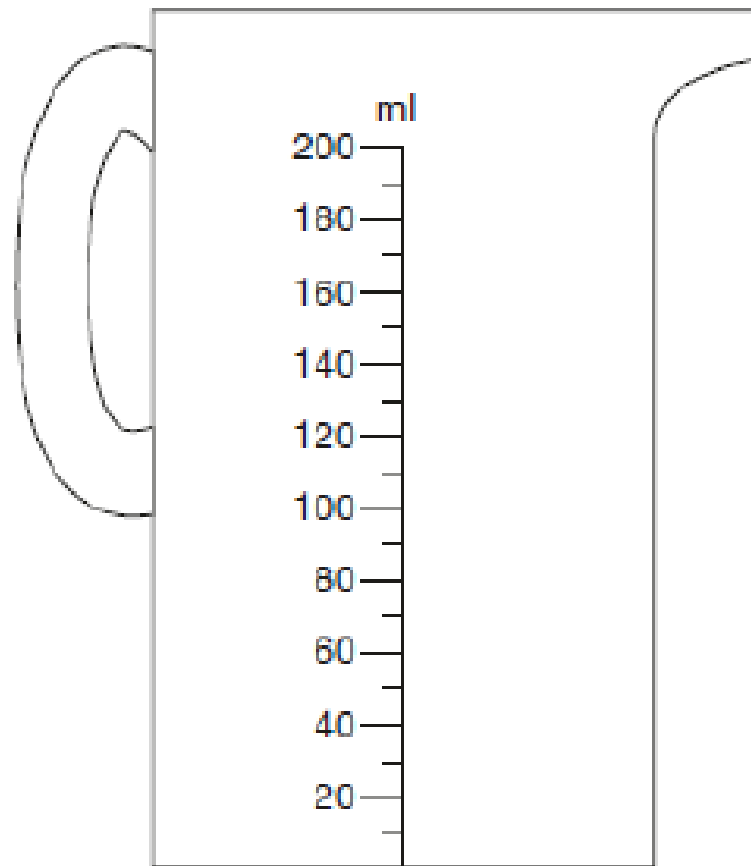
2 marks



5

Chen pours 165 millilitres of milk into a measuring jug.

Draw an arrow on the jug to show the level of the milk.



1 mark

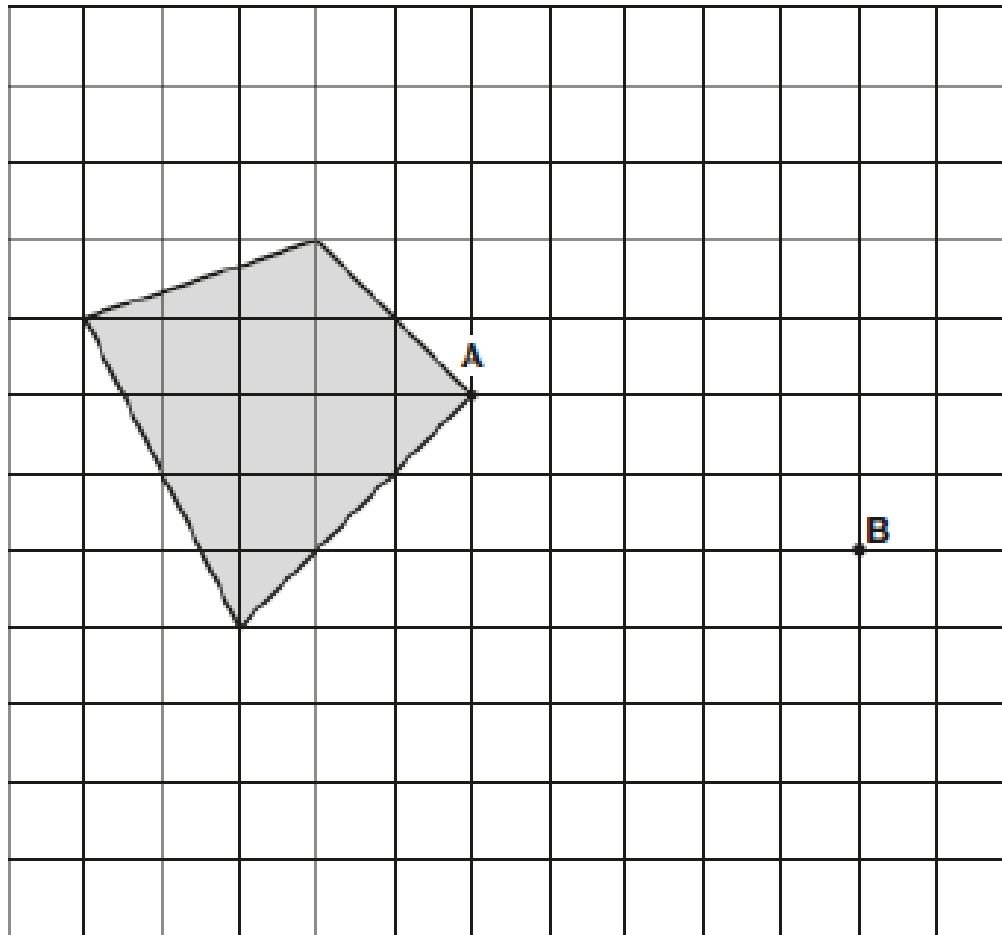


Here is a shaded shape on a grid.

The shape is translated so that point **A** moves to point **B**.

Draw the shape in its new position.

Use a ruler.



Our TOP TIPS...

1. Remember your child's education is a partnership – home and school learning support are both important.
2. The SATs test cannot possibly assess what makes each of your children special and unique – it simply gives a snapshot of performance on one day.
3. Encourage your child to believe in themselves and remind them of how hard they have worked.
4. During the test week, reassure them that they can only try their best. Make sure your child is aware that getting stuck is not a problem! Move on and come back to a question at the end, if time.
5. In the lead up to the tests, please continue to support your child with homework tasks and daily reading.

