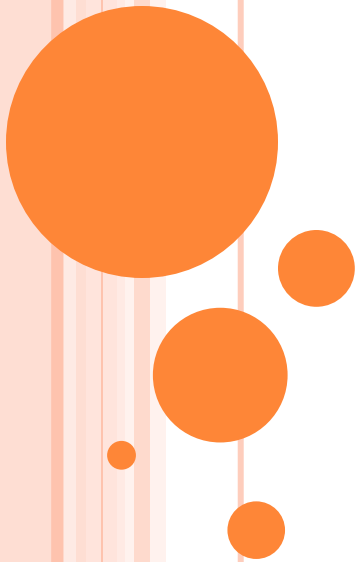




Loose
Primary School

Key Stage 2 Assessment



KS2 SATs

Week Beginning 13th May

The important bits...

Date	Subject	Test Paper
Monday 13 th May	English: grammar, punctuation and spelling (GPS)	2 papers: GPS (45 minutes) Spelling (not timed)
Tuesday 14 th May	English: Reading	1 paper (1 hour)
Wednesday 15 th May	Mathematics	Paper 1: arithmetic (30 minutes) Paper 2: reasoning (40 minutes)
Thursday 16 th May	Mathematics	Paper 3: reasoning (40 minutes)

Year 6 take SATs papers in English and Maths

- Test are rigorous
- Children are assessed as either working towards the expected standard, working at the expected standard, or working at greater depth within the expected standard


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 via end of year reports.
 - 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 and should mirror normal classroom practice for these children.




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;
- 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.'



Ajay has just arrived at Joe's house before school. Joe's mother is the warden who looks after the local park.

The Park

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Joe knew instantly that something was wrong. He could see it on Mum's face. 'What is it, Mum?' Joe asked.

'Yeah, Mrs P, what's happened?' Ajay asked too.

'It's the park... they've shut it down.'

For a second no one said a word. Joe and Ajay looked at each other, then back at Joe's mum. Her face was pale, her jaw dropped open. She stared at the letter, her eyes watery and ready to spill over with tears.

'Shut the park!' Joe said furiously. 'They can't do that, it's... it's the park!'

'Yeah, everyone loves that place!' Ajay joined in.

'You boys best get to school, or you'll be late,' said Mum, her voice all shaky.

'But what about...?' Joe started to say.

'You leave that to me, I don't want you worrying.' Mum tried to smile, but it didn't reach her eyes. If she was trying to reassure Joe, it wasn't working. He knew his mum needed that job – how else was she supposed to put sweet-and-sour spaghetti on the table?

'Don't worry, Mum, I'll... I'll think of something.'

Joe's mum just nodded, turning away to wipe her eyes.



Joe and Ajay grabbed their bags and reluctantly headed out of the door. Neither of them said anything for what seemed like ages.

'You all right, man?' Ajay asked, breaking the silence.

'I don't know... I can't believe they've closed the park. I mean, why?!' Joe said in disbelief.

'Dunno,' Ajay shrugged. 'But I know a man who might,' he said, pointing down the road.

As they turned the corner at the top of Joe's street they saw a man in the distance. He had a ladder and toolbox and was busy hammering a sign into the park gates. This made Joe's blood boil. If Mum had been there she would have given him what for – no one hammers anything into anything without her say-so first.

'Oi!' Ajay yelled, 'what are you doing?'

Joe read the sign: 'Under development.'

'What's going on?' Joe asked. 'Why have you closed the park?'

The man stopped what he was doing and shrugged. 'They don't tell me anything, I'm just the bloke who hammers things.'

Joe read the rest of the sign:



Underneath the notice was a drawing of a posh building, tall and made of glass. It had pictures of smiling people chatting and drinking coffee outside. Joe and Ajay looked through the park gates and could already see diggers moving in, ready to tear the playground apart.

'This can't be happening,' Joe muttered, blinking back the tears. This was the place where he and Ajay hung out. Where they used to plot how they were going to become mega rich, and plan what to do if the world got taken over by zombies. This was the place where Joe and Ajay used to play football – or rather where Ajay would kick the ball and Joe would try to get out of the way of it before it hit him in the face. And now it was going to be turned into flats! Why wasn't anyone stopping this?

Fact Sheet: About Bumblebees

At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.

Save our bees

Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.

At the time of writing, 24 bumblebee species are found in the UK, but unfortunately, in the last 80 years, two UK species have become extinct and others have declined sharply. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost – you can take action today to help save these hardworking pollinators. This fact sheet explains how.



What's so different about the bumblebee?

To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

Don't 'bee' confused

Don't confuse bumblebees with wasps. Bumblebees do not swarm and are not aggressive. Only female bumblebees can sting and they will only do so if they feel very threatened. Bumblebees will never interrupt your picnic or steal your sandwiches!



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.



This is an extract from an adventure story set in a different world. Micah, who earns money by finding things and selling them, goes to visit his 13-year-old friend, Piper.

Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scrappers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

Questions 1–13 are about *The Park* (pages 4–5)

- 1 What is Ajay doing when the post arrives?

1 mark

- 2 How does Joe know that the letter contains bad news **before** his mum tells him what it says?

1 mark

- 3 What does the letter in the brown envelope tell Joe's mother?

1 mark

- 4 Look at page 4.

Find and copy one word which shows that Joe is angry.

1 mark

- 5 Look at page 4.

In Ajay's opinion, how do people feel about the park?

1 mark

- 6 Look at the paragraph beginning: 'You boys best get to school...' to the end of page 4.

'But what about...?' Joe started to say.

Which words would best complete Joe's question?

Tick one.

your breakfast ☐

our games ☐

your job ☐

our homework ☐

1 mark

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

	True	False
The park has been looked after by a park warden.		
The park is going to be replaced with a shopping centre.		
Building work in the park will start at the end of July.		
The warden had two weeks' notice of the park's closure.		

2 marks

- 22 Look at page 7.

- (a) Tick one box in each row to show whether each of the following flowers is **bee-friendly** or **not bee-friendly**.

	Bee-friendly	Not bee-friendly
lavender		
pansy		
herbs		
wild rose		

1 mark

- (b) Explain why the flowers that are not bee-friendly do not attract bees.

1 mark



WRITING

- Writing is assessed by the class teacher.
- Teachers need to base their judgement on a broad range of evidence, which will come from day-to-day work in the classroom. For English writing, this should include work in curriculum subjects other than the one being assessed, although a pupil's work in that subject alone may provide sufficient evidence to support the judgement.
- For English writing, teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working.



- 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.



GPS

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

ll

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.



$$6.1 + 0.3 =$$

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

$$4^2 =$$

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

$$1,440 \div 12 =$$

$$630 \div 9 =$$

$$1,034 + 586 =$$

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

$$2.5 + 0.05 =$$

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

$$24 \times 3 =$$

$$100 \times 100 =$$

$$48 \div 6 =$$

$$1.28 \times 100 =$$

$$345 \div 24 =$$

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

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

$$84 \times 23 =$$

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



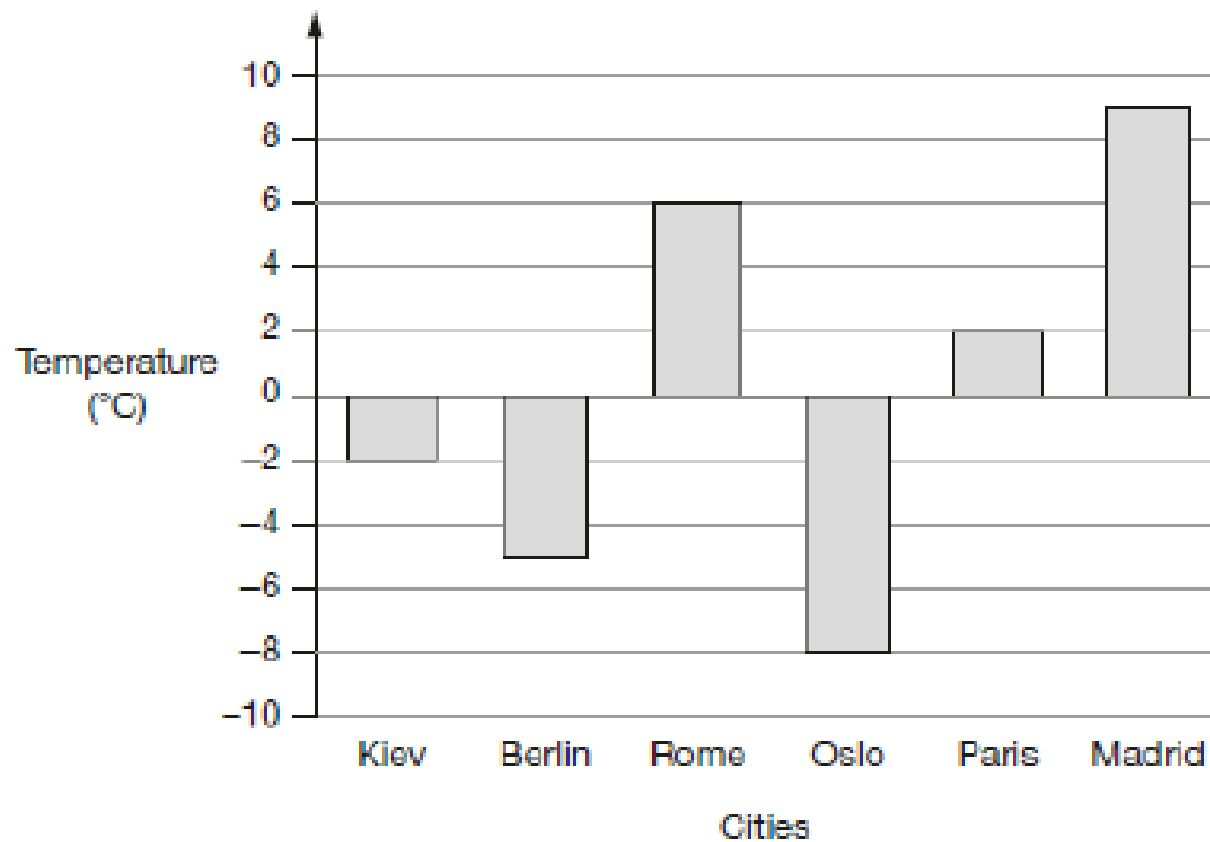
Write the two missing digits to make this long multiplication correct.

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

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

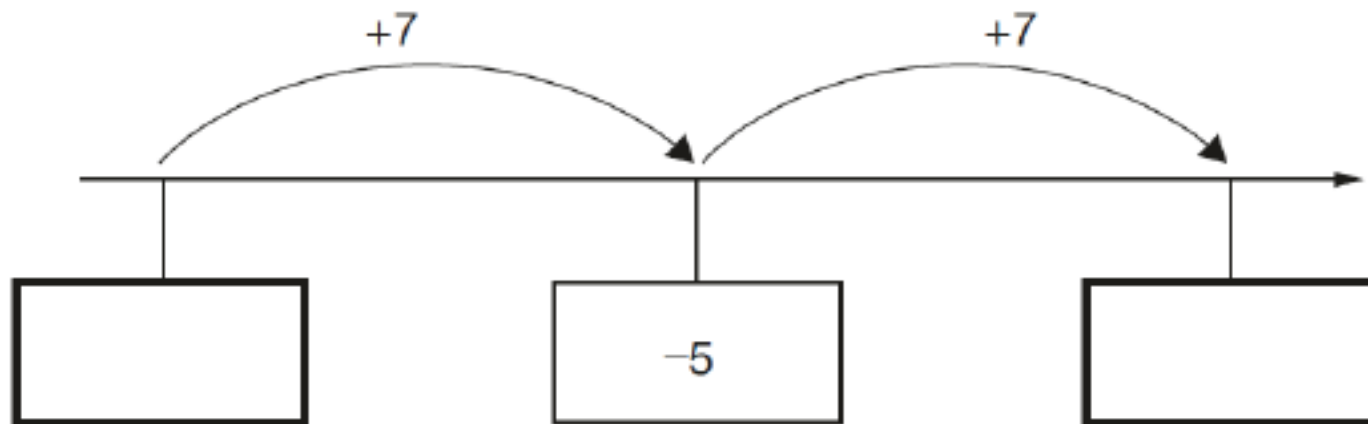
pages

2. Results



Here is part of a number line.

Write the missing numbers in the boxes.



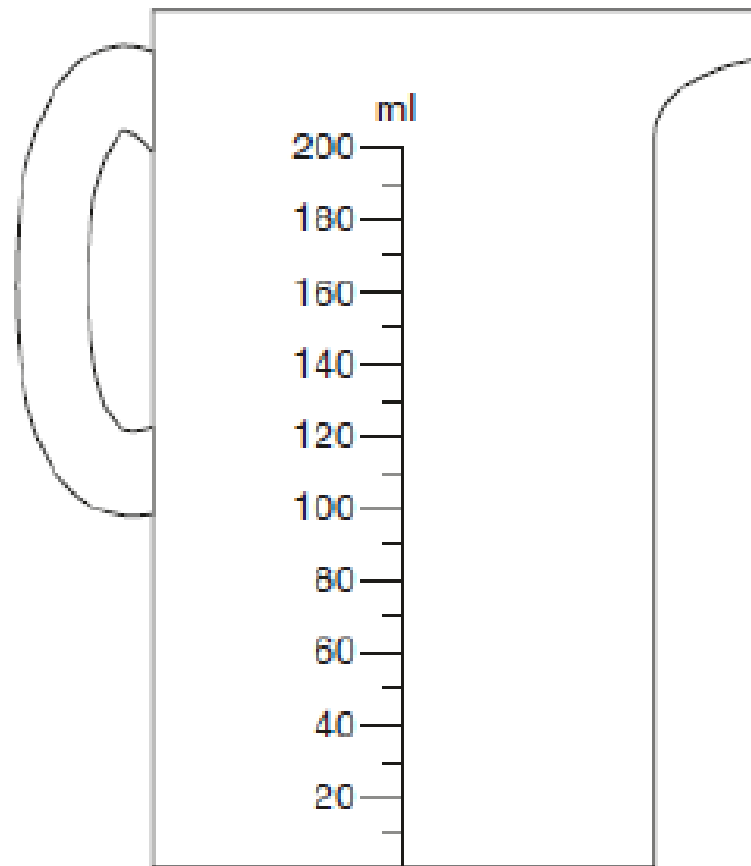
2 marks



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

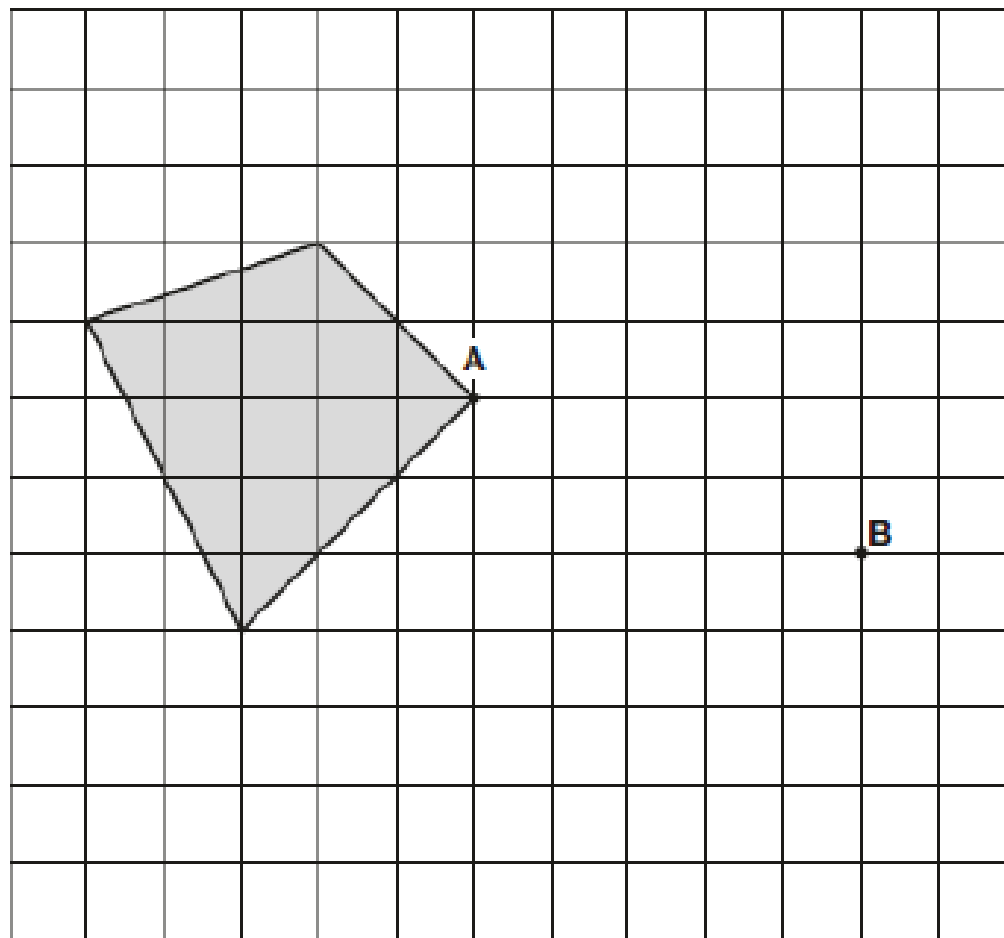


Here is a shaded shape on a grid.

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.

