

# Key Stage Two SATs

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# KS2 SATs

SATs are the Standardised Assessment Tests that are given to children at the end of Key Stage 2.

The SATs take place over four days, starting on Monday 10th May and ending on Thursday 13th May. Please see the timetable below for the dates of each of the SATs tests .

- ❖ Grammar, punctuation and spelling (paper 1: GPS) – Monday 10th May  
Grammar, punctuation and spelling (paper 2: Spelling) – Monday 10th May
- ❖ Reading – Tuesday 11th May
- ❖ Maths (paper 1: Arithmetic) – Wednesday 12th May  
Maths (paper 2: Reasoning) – Wednesday 12th May
- ❖ Maths (paper 3: Reasoning) – Thursday 13th May

# Reading Paper (1hr)

The reading test is a single paper with questions based on three passages of text. Your child will have one hour, including reading time, to complete the test.

**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.'

# Examples from Past Reading Tests

- 1 According to the text, Madagascar is well known for its range of weird and wonderful wildlife.

This suggests...

Tick one.

it is very difficult to find your way around the island. ☐

tenrecs are the most famous animals on the island. ☐

there are lots of unusual animals on the island. ☐

streaked tenrecs live all over the world. ☐

1 mark

- 13 Look at the whole text.

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

	True	False
There are many different types of tenrec.		
Highland tenrecs have white streaks.		
Tenrecs communicate by stamping their forepaws on the ground.		
Tenrecs live for a long time.		
Lowland streaked tenrecs like to live alone.		

2 marks

- 5 Draw **three** lines to match each paragraph to its main content.

## Paragraph

The paragraph beginning:  
*Imagine treading through...*

The paragraph beginning: *Both highland and lowland streaked tenrecs are...*

The paragraph beginning:  
*Tenrecs forage...*

## Content

diet

behaviour

appearance

1 mark



# Examples from Past Reading Tests

**19** Read the paragraph beginning: *"Help me up," I said...* to the paragraph ending: *...feel wonderfully light.*

Write the numbers 1–4 to show the order that Louie got onto the rope.

Louie balanced on her stomach on the rope. ☐

Louie stood up straight and looked forward. ☐

Louie looked down towards Ned. ☐

Louie pushed off Ned's hands. ☐

1 mark

**26** Look at the whole text.

Write **three** pieces of evidence that show Ned was nervous about Louie's tightrope walking.

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

\_\_\_\_\_

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

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

3 marks

**20** Look at page 7.

Louie said to Ned, *"Now step back and watch."*

What **two** things does this show about Louie?

Tick **two**.

She wanted Ned close by for safety. ☐

She was confident that she would be safe. ☐

She was showing off by going backwards. ☐

She wanted Ned to be able to see her properly. ☐

She was teaching Ned how to do it. ☐

1 mark

# SPaG Paper (45mins & 15mins)

The grammar, punctuation and spelling test consists of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes.

## **The grammar and punctuation test will include two sub-types of questions:**

- ▶ Selected response, e.g. 'Identify the adjectives in the sentence below'
- ▶ Constructed response, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

# Examples from Past SPaG Tests

2

Which sentence is punctuated correctly?

Tick one.

After he ate the lion lay down, and slept for many hours. ☐

After he ate the lion, lay down and slept for many hours. ☐

After he ate, the lion lay down and slept for many hours. ☐

After he ate the lion lay down and slept, for many hours. ☐

1 mark

26

Which sentence is in the **passive**?

Tick one.

The manager has sent you an email. ☐

Our dog lost her new collar. ☐

The weather was very cold this winter. ☐

The meal was enjoyed by everyone. ☐

1 mark

7

Rewrite the underlined verbs in the sentence below so that they are in the **simple past**.

Oliver feels proud when he collects his medal after he wins the race.

17

Tick one box in each row to show whether the sentence is written in **Standard** or **non-Standard English**.

Sentence	Standard English	Non-Standard English
"You haven't done a bad job!" she told us.		
"You ain't done a bad job!" she told us.		
"You've done an excellent job!" she told us.		
"You done an excellent job!" she told us.		

1 mark



# Examples from Past SPaG Tests

27 What is the grammatical term for the underlined part of the word below?

happiness

1 mark

35 Insert a **hyphen** in the correct place in the sentence below.

There was a build up of litter around the bins in the school playground.

1 mark

43 In which sentence is fast an **adverb**?

Tick **one**.

Although he ran fast, Tom did not win the race.

☐

Although he was a fast runner, Tom did not win the race.

☐

Tom did not win the race, despite his fast time.

☐

Tom's time was fast, but he did not win.

☐

1 mark

29 Explain how the **comma** changes the meaning of the second sentence.

1. We have cooked chicken soup and fresh bread.

2. We have cooked chicken, soup and fresh bread.

---

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---

1 mark

49 Underline the **adverbial** in the sentence below.

We put on our PE kits before the match.

1 mark

# Maths Paper (1x30mins & 2x40mins)

Children sit three papers in maths:

- ▶ Paper 1: arithmetic, 30 minutes
- ▶ Papers 2 and 3: reasoning, 40 minutes per paper

**Paper 1** will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division.

**Papers 2 and 3 will involve a number of question types, including:**

- ▶ Multiple choice
- ▶ True or false
- ▶ Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- ▶ Less constrained questions, where children will have to explain their approach for solving a problem

# Examples from Past Maths Tests

9

$$7.68 + 13.493 =$$

1 mark

14

$$\frac{4}{6} \times \frac{1}{8} =$$

1 mark

20

$$\begin{array}{r} 6312 \\ \times 14 \\ \hline \end{array}$$

Show  
your  
method

2 marks

30

$$34 \overline{) 986}$$

Show  
your  
method

2 marks

# Examples from Past Maths Tests

2

This table shows the cost of fruit at a school cafeteria.

Fruit	Cost for one
banana	12p
plum	23p
apple	32p
pear	38p

Amir buys two pieces of fruit.

He pays with a £2 coin.

He gets £1.50 change.

Tick the **two** pieces of fruit that Amir buys.

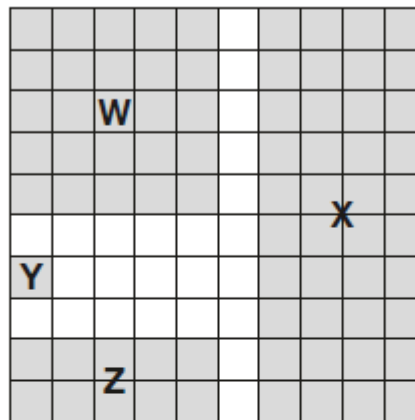
Tick **two**.

- banana ☐
- plum ☐
- apple ☐
- pear ☐

1 mark

12

Shapes **W**, **X**, **Y** and **Z** cover different fractions of this 10 by 10 square.



Match each shape to the correct fraction.

Shape **W**

$\frac{1}{100}$

Shape **X**

$\frac{1}{4}$

Shape **Y**

$\frac{2}{5}$

Shape **Z**

$\frac{1}{10}$

1 mark

23

Mrs Mills has **940** seeds to plant into trays.

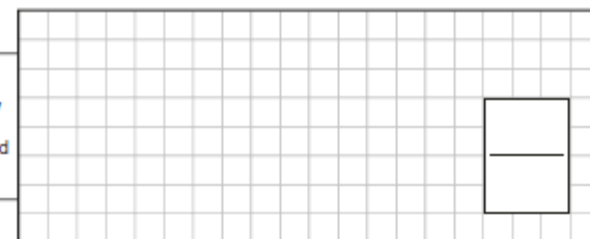
She plants **12** seeds in each tray.

The last tray is not full.




What **fraction** of the last tray is filled?

Show your method



2 marks

11



A bottle of milk and a carton of orange juice are shown. The bottle is labeled 'milk' and the carton is labeled 'orange juice'.

Item	Price
Milk	£1.45
Orange juice	£2.40

How much **change** does Jack get?

Show  
your  
method

3

2 marks

One has been done for you.

CVI

1110

DXC

106

DLXXI

590

MC

571

7

I multiply by 2  
I add 11  
I divide by 3  
My answer is 9



What number did Emma think of?

1 mark

16

Write a number in the box to make this correct.

$$\frac{3}{5} < \frac{\square}{100} < 0.7$$

1 mark

1 mark



# Writing

There is no SATs paper for writing. Teachers make an assessment based on approximately 6 pieces of each child's writing.

These judgements are shared with parents and high schools alongside the SATs scores for the other subjects.

Throughout the year, we undertake writing moderation within the trust to ensure that teacher judgements remain accurate.

Every year, a selection of schools are chosen for external moderation where they are required to take the chosen writing for a sample of selected children. This is to also ensure that teacher judgements remain accurate.

# Writing Standards

## 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.

<sup>2</sup> 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'.

<sup>3</sup> 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.

\* 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.

<sup>^</sup> 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.

## 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>^</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]

# Science

There is no SATs paper for Science. Teachers make an assessment based on the child's attainment across the year.

These judgements are shared with parents and high schools alongside the SATs scores for the other subjects.

# Assessment and Reporting

The results Tests are marked externally. Once marked, the tests will be given the following scores:

- ▶ A raw score (total number of marks achieved for each paper);
- ▶ A scaled score
- ▶ A judgement on if the National Standard has been met. After marking each test, the external marker will convert the raw score to a scaled score.

Even though the tests are made to the same standard each year, the questions must be different. This means the difficulty of the tests may vary. Scaled scores ensures an accurate comparison of performance over time. Scaled scores range from 80 to 120.

**The range of scaled scores available for each KS2 test is:**

- ▶ 80-99- working below the national Expected Standard
- ▶ 100- 110 working at the Expected Standard
- ▶ 111-120 exceeded the Expected Standard

You will be given your child's raw score alongside their scaled score and whether they have reached the expected standard set by the Department for Education



# How SATs Week is Organised

- ▶ We ask that the children arrive to school at 8.30am.
- ▶ We provide the children with toast on arrival and get them settled and prepared.
- ▶ We revisit any key information before the test begins and remind them of strategies.
- The children sit the tests either in the classroom or another available room, where all displays will be covered. *They will have familiar adults with them during the tests.*
- All tests are taken during school hours, under examine conditions.
- ❖ It is crucial that your child arrives at school on time every day of that week.
- ❖ Please do not take holidays or make appointments during SATs week.



# SATs Access Arrangements

Some children, including those with additional needs, (who have similar support as part of day-to-day learning in school) may be allotted specific arrangements, including:

- ▶ Additional (extra) time;
- ▶ Tests being opened early to be modified;
- ▶ An adult to scribe (write) for them;
- ▶ Using word processors independently;
- ▶ An adult to read for them;
- ▶ The use of prompts or rest breaks;
- ▶ Arrangements for children who are ill or injured at the time of the tests.
- ▶ Support for children who have English as an additional language.

Pupils with an EHCP are automatically allowed up to 25% additional time (except for the spelling paper, which is not strictly timed). All access arrangements need to be applied for using a statutory format and are not always successful.

# Supporting Your Child

Reading	Writing	Maths	SPaG
<p>Ensure your child reads every day.</p> <p>Encourage them to read fiction and non-fiction and try to ask them questions about the text.</p> <p>Help them with the different skills of reading especially 'skim' reading where they are looking for keywords in the text.</p> <p>Speed reading</p> <p>Discussing language. What does the word mean? Look up words together with an app/dictionary</p>	<p>Ensure that your child reads every night – often, the best writers are the best readers.</p> <p>Ensure that your child completes their homework with the expected standards of presentation (joined handwriting, consistent size and letter formation, and written in full accurate sentences).</p> <p>Completion of Spelling Shed regularly.</p>	<p>Support with homework – not just helping with the Maths but reading the question can really help too.</p> <p>Times tables – TTRockstars</p> <p>Help your child to check their work through – this will help them to spot mistakes that can sometimes be easily fixed</p>	<p>Reading a variety of texts – the more children read, the more familiar they become with different text types and sentence structures.</p> <p>Spelling homework – spelling lists / rules every week.</p> <p>Encouraging your child to complete all homework and discussing their work with them.</p> <p>Completion of Spelling Shed regularly.</p>

Access SATs Bootcamp ([yearsix.co.uk](https://yearsix.co.uk)). All login details are available in your child's reading record.

Access the SATs revision materials on the class webpage on the **school website**.

# SATs Preparation

- ▶ Support and encouragement
- ❖ Ensure if your child attends after school workshops if/when they're offered.
- ▶ Talk to your child's class teacher if you have any concerns
- ❖ Encourage your child to talk about their anxieties. ***Don't forget that a small amount of anxiety is normal and not harmful.***
- ▶ Give your child a quiet, distraction free space to complete homework or study.
- ❖ Give your child time to go outside and reduce screen time.
- ▶ Ensure your child is eating and drinking well and getting a good amount of sleep.
- ❖ Create a revision timetable that works for you and your child. E.g. 10 to 20 minute activities over a few days or a longer study session one day a week.
- ▶ Keep revision light. Going over key skills (times tables, real world mental maths as you are shopping or cooking) is a good way to keep revision light.