


# **End of Key Stage 2 Assessment**

# Aims

- To understand the purpose of Standard Assessment Tests (SATS).
  - To explain how the Year 6 team are providing a balanced curriculum while using targeted teaching to ensure that your child achieves their full potential.
  - To illustrate the importance of familiarising your child with questions from the GPS, Reading and Mathematics papers.
  - To give you strategies to support your child's learning at home.
  - To explain how SATs week will be organised.
  - To provide 'Top Tips' for supporting your child during 'SATs Week'.
  - To explain how the end of Key Stage 2 results will be communicated.
  - To answer any questions you may have.
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# What is the purpose of SATs?

Give parents a clear indication of the level of attainment of their child at the end of primary school.

To measure how much each child improves from one key stage to another.

Provides an accountability measure for schools.



# Balanced Curriculum

- Reading, GPS, Writing  
Mathematics.

Targeted group support  
Suitable for your child.

Application through:  
Topic – History / Geography  
Science  
Religious Education



Flexible timetable.

Art  
Music  
Design and  
Technology  
Computing

Bikeability  
First Aid Training  
International Day – Brazil  
Theatre Visit – The Wind in the Willows  
World Book Day  
Laches Wood

# How do we ensure children are ready for the tests?

Children have taken PUMA and PIRA tests at the end of each term in every year so they will be familiar with test conditions.

Teachers use practice papers and sample papers to ensure children are familiar with the question types.

Use of CGP materials in class and for homework.



# What do KS2 SATs Assess?

Children's academic attainment and progress in Reading, GPS, Writing and Mathematics.

They assess learning objectives covered in Year 3, Year 4, Year 5 and Year 6.

Alongside the test results children will also receive a teacher assessment for Reading, GPS, Writing, Spelling and Science.





Strand	Content domain reference			
	Year 3	Year 4	Year 5	Year 6
<b>Addition, subtraction, multiplication and division (calculations)</b> (continued)	<b>3C6</b> recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables	<b>4C6a</b> recall multiplication and division facts for multiplication tables up to $12 \times 12$	<b>5C6a</b> multiply and divide numbers mentally drawing upon known facts	<b>6C6</b> perform mental calculations, including with mixed operations and large numbers
		<b>4C6b</b> use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers	<b>5C6b</b> multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000	
		<b>4C6c</b> recognise and use factor pairs and commutativity in mental calculations		
	<b>3C7</b> write and calculate mathematical statements for multiplication and division using the multiplication tables that pupils know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods	<b>4C7</b> multiply two-digit and three-digit numbers by a one-digit number using formal written layout	<b>5C7a</b> multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers	<b>6C7a</b> multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

**Table 3: Content domain for Paper 2**

Content domain reference	Relevant coverage in the programme of study and statutory appendices
<b>S37</b>	common exception words
<b>S38</b>	adding suffixes beginning with vowel letters to words of more than one syllable
<b>S39</b>	the /i/ sound spelt <i>y</i> other than at the end of words
<b>S40</b>	the /ʌ/ sound spelt <i>ou</i>
<b>S41</b>	prefixes
<b>S42</b>	the suffix <i>-ation</i>
<b>S43</b>	the suffix <i>-ly</i>



# Types of Reading Questions

**Table 2: Content domain relating to questions**

Content domain reference	
<b>2a</b>	give / explain the meaning of words in context
<b>2b</b>	retrieve and record information / identify key details from fiction and non-fiction
<b>2c</b>	summarise main ideas from more than one paragraph
<b>2d</b>	make inferences from the text / explain and justify inferences with evidence from the text
<b>2e</b>	predict what might happen from details stated and implied
<b>2f</b>	identify / explain how information / narrative content is related and contributes to meaning as a whole
<b>2g</b>	identify / explain how meaning is enhanced through choice of words and phrases
<b>2h</b>	make comparisons within the text

2

*The struggle had been between two **rival** families...*

Which word most closely matches the meaning of the word *rival*?

Tick **one**.

equal

☐

neighbouring

☐

important

☐

competing

☐

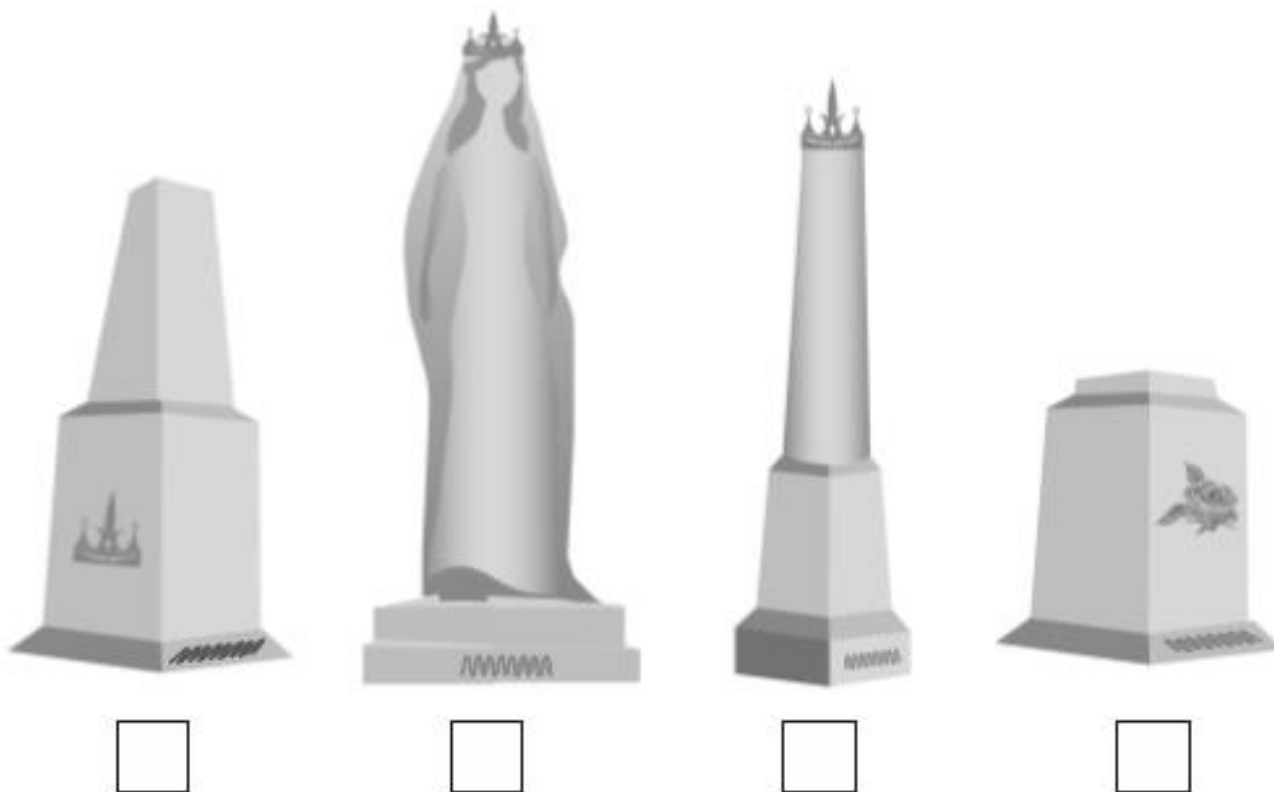
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1 mark

8

Which of these drawings best represents the monument?

Tick **one**.



1 mark

Maria led Oliver across the tangled ground to the hidden monument. It was a column of marble, weathered and mossy with age. A delicate crown sat at the top, and an inscription was carved into a flat slab at the base. Oliver used his thumbnail to scrape out the letters that were cut into it.

Below are some summaries of different paragraphs from this text.

Number them 1 – 6 to show the order in which they appear in the text.

The first one has been done for you.

An important lesson is learnt.

Reasons for the extinction of the dodo.

Summary of the plight of the dodos.

New information is discovered about the dodo.

An explanation for the unreliable evidence.

Humans arrived on Mauritius.

20

Do you think that Martine will change her behaviour on future giraffe rides?

Tick **one**.

yes

☐

no

☐

maybe

☐

Explain your choice fully, using evidence from the text.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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3 marks



22

Draw lines to match each part of the story with the correct quotation from the text.

setting

*For a while Martine had defied her*

past events

*In the instant before her body parted company*

action

*Dawn was casting spun-gold threads*

lesson

*That would teach her to show off*

1 mark

5

*...they crossed the glassy surface of the lake.*

Give **two** impressions this gives you of the water.

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

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

\_\_\_\_\_  
2 marks

# Types of GPS Questions

Qu.	G1	G2	G3	G4	G5	G6	G7
	Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality

1

Draw a line to match each word to the correct **suffix** to make an **adjective**.

Word

manage

harm

self

Suffix

ish

able

ful

2

Complete the sentence below by writing the **conjunctions** from the box in the correct places. Use each conjunction only **once**.

or

but

and

You may bring sandwiches \_\_\_\_\_ juice \_\_\_\_\_ water

for the trip, \_\_\_\_\_ glass bottles are not allowed.

1 mark



11

Replace the underlined word or words in each sentence with the correct **pronoun**.

When Sara came to the end of the road, Sara turned right.



The pavement had a large hole and Sara fell into the hole.



15

Which sentence is written in Standard English?

Tick **one**.

I went to the library and done my homework.

☐

They seen their friends at the cinema.

☐

I been to the circus with my aunt and uncle.

☐

I sang with the school choir in the concert.

☐

---

1 mark

22

Circle the word in the passage that contains an **apostrophe** for **possession**.

It's five o'clock. Let's leave early and we'll be able to go to  
Emma's house first.

---

1 mark

27

Underline the **subordinate clause** in each sentence below.

Although it was getting late, Dan still hadn't finished his homework.

If you get hungry, help yourself to a snack.

I really enjoy swimming, despite finding it difficult.

---

1 mark

38

Write a sentence using the word point as a **verb**.  
Do not change the word.  
Remember to punctuate your sentence correctly.

---

1 mark

Write a sentence using the word point as a **noun**.  
Do not change the word.  
Remember to punctuate your sentence correctly.

---

1 mark



## Spelling task

1. Jordan's messy room was in a state of \_\_\_\_\_.
2. David gave a \_\_\_\_\_ on the door before entering.
3. Anita was \_\_\_\_\_ her shoes.
4. The coat was made from a \_\_\_\_\_ fabric.
5. I am \_\_\_\_\_ you help with your homework.
6. Eagles have excellent \_\_\_\_\_.
7. Ali \_\_\_\_\_ his hat in the crowded cloakroom.
8. The mountains could be seen in the \_\_\_\_\_.
9. Freya thought that her painting was \_\_\_\_\_.
10. It is \_\_\_\_\_ to drop litter in the playground.

# Types of Mathematics Questions

**Table 5: Depth of understanding**

Strand	Rating scale			
	(low) 1	2	3	4 (high)
Depth of understanding	recall of facts or application of procedures	use facts and procedures to solve simple problems	use facts and procedures to solve more complex problems	understand and use facts and procedures creatively to solve complex or unfamiliar problems

**16**

$$15.98 + 26.314 =$$



1 mark

**17**


$$125.48 - 72.3 =$$



1 mark

**18**

$$122,456 - 11,999 =$$



1 mark

1

Ali puts these five numbers in their correct places on a number line.

511

499

502

555

455

Write the number **closest** to 500

1 mark

Write the number **furthest** from 500

1 mark

4

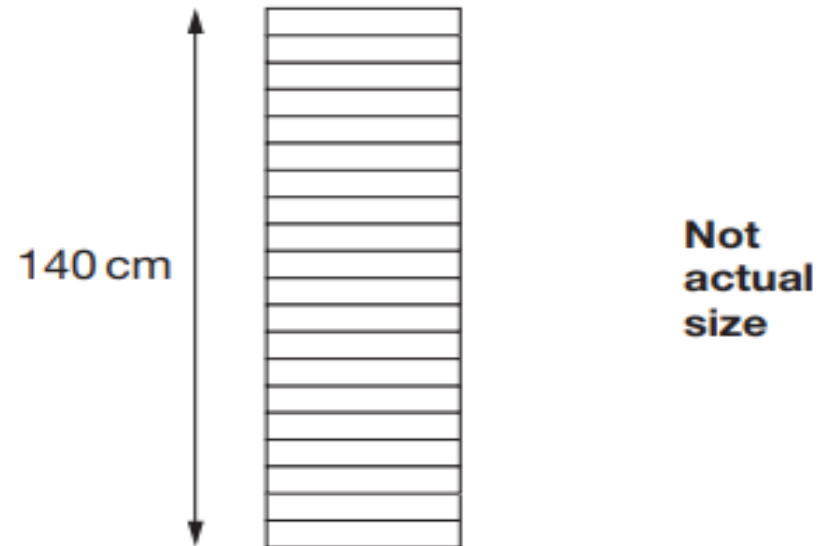
This table shows the number of people living in various towns in England.

Town	Population
Bedford	82,448
Carlton	48,493
Dover	34,087
Formby	24,478
Telford	166,640

What is the **total** of the numbers of people living in Formby and in Telford?



A stack of 20 identical boxes is 140 cm tall.



Stefan takes **three** boxes off the top.

How tall is the stack now?

20

Lara had some money.

She spent £1.25 on a drink.

She spent £1.60 on a sandwich.

She has **three-quarters** of her money left.

How much money did Lara have to **start with**?

Show  
your  
method

A large grid for showing the method, with a small box for the answer.

The grid is 20 units wide and 10 units high. A small box is located in the bottom right corner of the grid, containing the text "£".

2 marks

# Teacher Assessment

Teachers will also award your child a teacher assessment judgement in Writing and Science. This is a change from previous years where a teacher assessment was made for Reading and Mathematics too.

This will be sent to the DfE at the end of June (before the SATs results return).

# How can you support your child at home?

Continuing to support your child with their CGP Homework SATs Busters.

Reading at home – at least three times a week.

Monitoring ‘book choices’ and any reading challenges.

Revising words from the Year 3/4 and Year 5/ 6 word lists.

Using Spelling Frame to practise Year 3/4 and Year 5/6 spelling rules.

Using Mathematics in the ‘real world’, e.g. using money, timetables, calculating time differences.

# Resources to Support

**Spellingframe**

<http://spellingframe.co.uk/>



Please pick up any additional resources that you think may be useful when supporting your child.

# New Whole School Resource



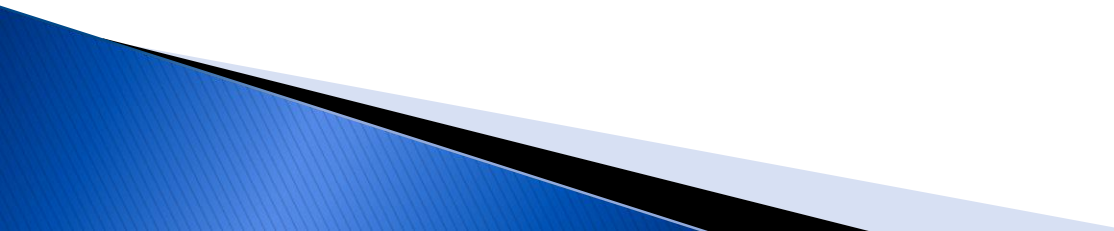
**MyMaths.co.uk**

Login details to be sent home on Friday 2nd March.  
This will enable your child to access online revision materials at home.

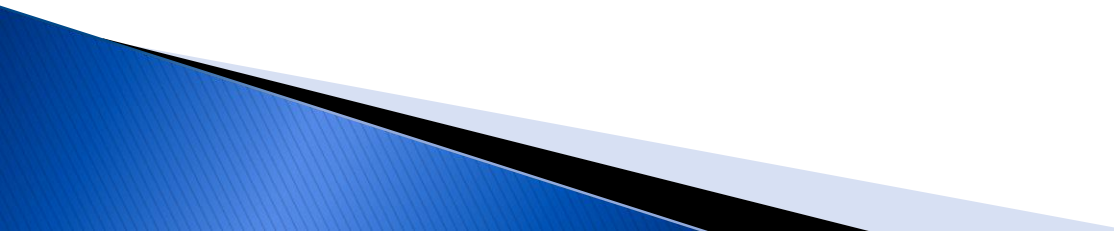
# SATs Week Organisation

Date	Activity
Monday 13 May 2019	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 May 2019	English reading
Wednesday 15 May 2019	Mathematics papers 1 and 2
Thursday 16 May 2019	Mathematics paper 3

There is no science sampling for the 2018/19 academic year.

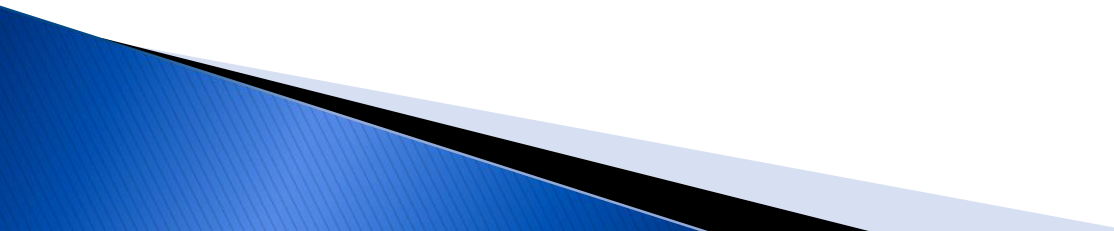


# During SATs week in school

- Children will be encouraged to get to school for 8:45am.
  - They will be offered breakfast consisting of toast (with butter or jam) and a drink (squash or water).
  - The children will take their test in their own classroom unless you have been informed of alternative arrangements.
  - Tests will be completed in the morning and afternoon lessons will take place as usual.
- 



# During SATs week at home

- Ensure your child goes to bed on time.
  - Encourage them to eat healthily.
  - Relaxation rather than revision is important at this point.
  - Allow your child to enjoy all of the clubs and activities they usually do in the week.
  - Check that your child does not have any electronic devices that they intend to take into the test. They are not allowed to wear 'fitbits' so it is best for these to stay at home.
- 

# Top Tips

Important messages before each paper.

## Reading

Ensure that you refer back to the text.

Aim to answer all of the questions.

Include enough detail for three mark questions.

## GPS

Punctuate sentences correctly.

Spell words accurately.

Read instructions carefully, e.g. tick two.



# Top Tips

## Arithmetic

Work quickly

Consider whether you can use a mental strategy.

Ensure you line up the decimal point.

Check that you write the answer in the answer box.

## Reasoning

Persevere

Consider using pictorial representations such as the bar model to help.

Check your answers carefully once you have completed the test.

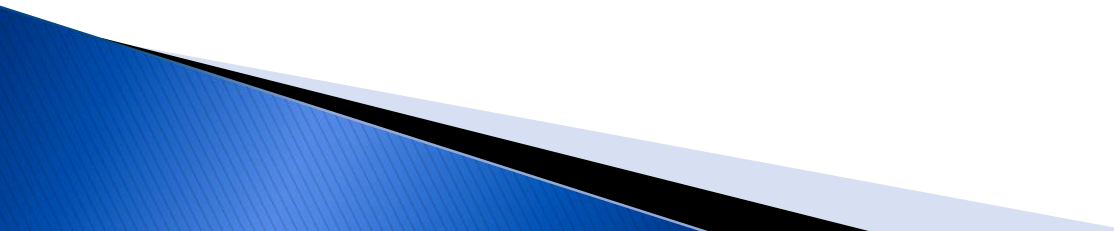


# What to do if?

SATs are compulsory so the government expects every child to complete them.

If a child has an injury in the weeks before SATs it is vital that you inform school quickly so that access arrangements can be made.

Mrs Mander has recommended that you phone the office immediately if your child has a serious illness during SATs week.



# **When will I receive my child's SATs results?**

The SATs are sent away to be marked.

You will receive your child's SATs results in July before the end of the academic year.

# Mark Allocation

## English

Reading Test – 60 minutes to read and answer the questions. (50 marks in total)

**Out of 50 overall.**

## Grammar, Punctuation and Spelling

Paper 1: Grammar and Punctuation – 45 minutes  
(50 marks)

Paper 2: Spelling Test (20 marks)

**Out of 70 overall**

# Mark Allocation

## Mathematics

Paper 1: Arithmetic – 30 minutes (40 marks)

Paper 2: Fluency, solving problems and reasoning  
– 40 minutes (35 marks)

Paper 3: Fluency, solving problems and reasoning  
– 40 minutes (35 marks)

**Out of 110 overall**



# How will the results be communicated?

You will be given your child's:

Raw score: the number of marks they get on the tests.

Scaled score: a converted score that allows overall SATs results to be compared from one year to the next.

A code to show whether they have met the National Standard.  
'NS' means that the expected standard was not achieved and  
'AS' means the expected standard was achieved. A standardised score of 100 is the National Standard for KS2.



# Any Questions?

