

# Key Stage 2 SATs

# Assessment and Reporting

[click to see all text](#)

- In 2014 /15 a new national curriculum framework was introduced by the government
- 'Old' national curriculum levels (e.g. Level 3, 4, 5) have now been abolished, as set out in the government guidelines. Previously there was also a 'level 6' paper for higher attaining pupils, but that is no longer the case.
- From 2016, test scores have been reported as 'scaled scores'.
- This curriculum is more rigorous and sets higher expectations than previous curriculums such as the ones your other children may have done

[chapter menu](#)

[next page](#)

# Scaled Scores

[click to see all text](#)

- What is meant by 'scaled scores'?
- It is planned that 100 will always represent the 'national standard'.
- Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
- The scale will have a lower end point of 80 and an upper end point of 120.
- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- In July, each pupil will receive:
  - A raw score (number of raw marks awarded).
  - A scaled score in each tested subject.
  - Confirmation of whether or not they attained the national standard

[chapter menu](#)

[next page](#)

# Scaled Score Examples

[click to see all text](#)

On publication of the test results in July 2018:

- A child awarded a scaled score of 100-109 is judged to have met the 'national standard' in the area judged by the test.
- A child awarded a scaled score of 110 or more is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age.
- A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age.

[chapter menu](#)

[next page](#)

# The Tests

click to  
see all  
text

- Key Stage 2 SATs take place nationally in the week commencing 14th May 2018.

- Statutory tests will be administered in the following subjects:

## **Monday 14<sup>th</sup>:**

- Spelling (approximately 15 minutes)
- Punctuation, Vocabulary and Grammar (45 minutes)

## **Tuesday 15<sup>th</sup>:**

- Reading (60 minutes)

## **Wednesday 16<sup>th</sup>:**

- Maths Paper 1: Arithmetic (30 minutes)
- Maths Paper 2: Reasoning (40 minutes)

## **Thursday 17<sup>th</sup>:**

- Maths Paper 3: Reasoning (40 minutes)

- In addition, some schools will be required to take part in Science testing, consisting of three tests in Biology, Physics and Chemistry. Not all schools will take part in this sampling, which takes place on a later date.

- All tests are externally marked.

- Writing will be 'Teacher Assessed' internally, as in recent years.

chapter  
menu

next  
page

# Reading

[click to see all text](#)

- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.
- To help, read often with your child, discuss the text and ensure they complete homework sent home by school

[chapter menu](#)

[next page](#)

# Spelling, Punctuation and Grammar

click to  
see all  
text

- A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- A separate test is given on Punctuation, Vocabulary and Grammar
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.
- To help, work with your children on the revision book they have been given

chapter  
menu

next  
page

## Reading test

22. Look at the section headed: **Work and play.**

How are guide dogs like normal dogs?

---

---

1 mark

23. Having a guide dog made Lucy feel more:

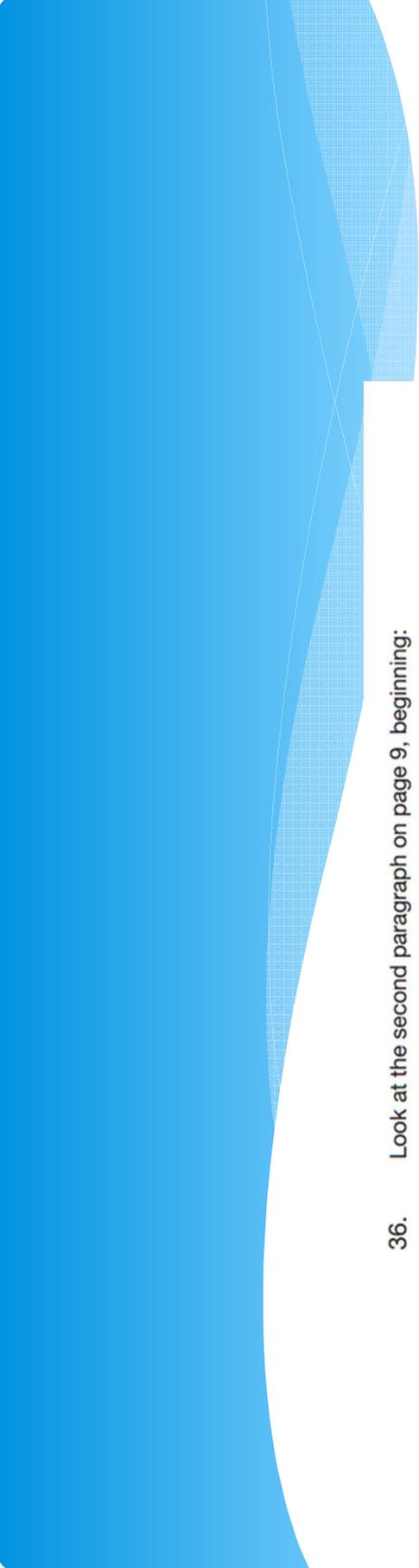
Tick **one**.

curious.

thoughtful.

independent.

careful.



36. Look at the second paragraph on page 9, beginning:

*When the unlikely warriors...*

How does the writer emphasise the success of the ladybirds?

Explain fully, referring to the text in your answer.

<hr/>
---

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

chapter menu

next page

# Sample Questions

## Grammar, Punctuation and Spelling Paper 1

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

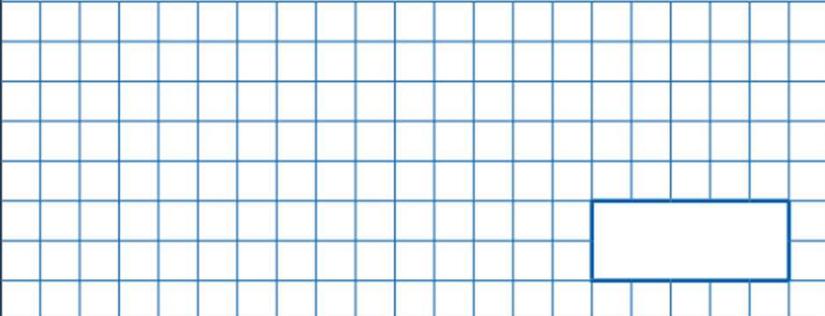
chapter  
menu

next  
page

# Sample Questions

## Maths Paper 1: Arithmetic

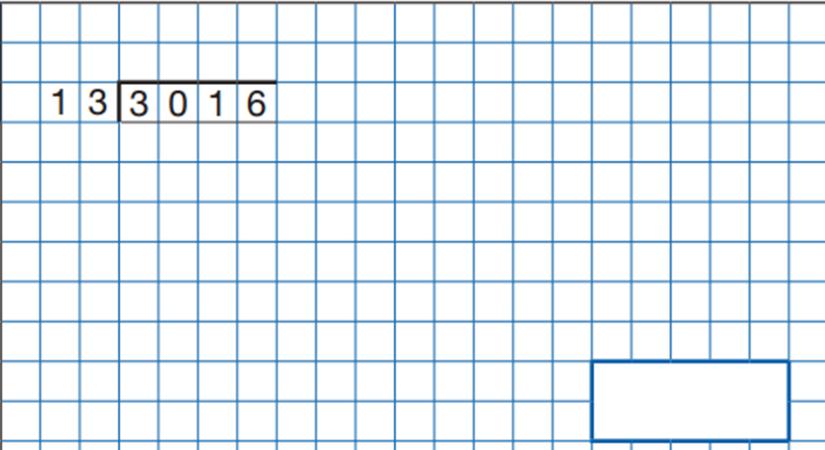
**24**  $15.4 - 8.88 =$



1 mark

**25** 1 3 | 3 0 1 6

Show your method



2 marks

chapter  
menu

next  
page

# Sample Questions

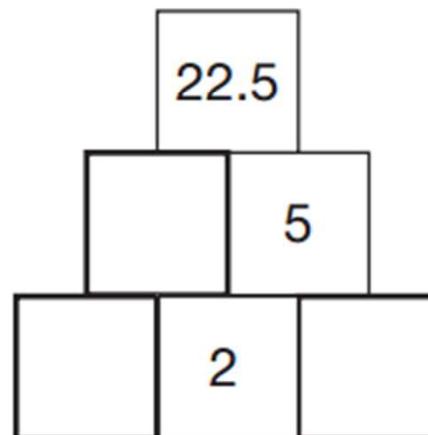
## Maths Paper 2 / Paper 3 : Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

chapter  
menu

next  
page

# Sample Questions

## Maths Paper 2 / Paper 3 : Reasoning

16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show  
your  
method

£

2 marks

chapter  
menu

next  
page

# How to Help Your Child

[click to see all text](#)

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school and is arriving on-time.
- Support your child with any homework tasks.
- Reading, spelling (3 /4 and 5 /6 word lists) and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

[chapter menu](#)

[next page](#)

# How to Help Your Child with Reading

[click to see all text](#)

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
- Visit the local library - it's free!

[chapter menu](#)

[next page](#)

# How to Help Your Child with Writing

click to  
see all  
text

- Practise and learn weekly spelling lists – make it fun! Spelling Frame website
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems. Give them a real purpose.
- Write together – be a good role model for writing.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

chapter  
menu

next  
page

# How to Help Your Child with Maths

click to  
see all  
text

- Play times tables games on the way to school, use tablets to play maths games
- Play mental maths games including counting in different amounts, forwards and backwards
- Encourage opportunities for telling the time
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping
- Encourage your child to take home sheets from school and sit with them to support them (see the teacher if you are unsure about the methods)
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess
- MyMaths can help target specific areas

chapter  
menu

next  
page

# Further Information

click to  
see all  
text

- More information can be found on this video:  
<https://www.youtube.com/watch?v=532MUvA81tM>

chapter  
menu

next  
page