Key Stage Two SATs

Standard Assessment Tests

Testing at Key Stage 2

Key Stage 2 tests cover:

- Reading
- Grammar, Punctuation and Spelling
- Maths

As in Key Stage 1, the national expectation is a scale score of 100.

Reading

The reading test will be 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.’

Reading

Be a space tourist at home

While space travel is an impossibility for most of us, you can still be a tourist from here on Earth by spotting shooting stars!

Space is full of huge and tiny pieces of rock, which burn up in a flash when they enter the Earth's atmosphere. The flash of burning rock is called a meteor. As it moves through the night sky, you can see the trail it leaves behind – which is what we know as a shooting star.

On most clear nights, you should be able to see up to 10 meteors every hour. But, at certain times of the year, many more meteors appear than usual. When this happens, we call it a meteor shower.

Star spotters' guide to seeing shooting stars

1. Find out when a meteor shower is due and arrange to go star spotting with an adult (they don't have to be an expert!).
2. Wear warm clothes and equip yourself with a blanket, a pillow and a torch.
3. You do NOT need a telescope or binoculars.
4. Go outside and find somewhere that is far away from town lights.
5. When you have found your spot, lie down on your blanket, switch OFF your torch and stare up at the sky.
6. Allow some minutes to pass. The longer you look, the more stars you will see as your eyes get used to the darkness.
7. Wait for the shooting stars to appear!

11 Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

1 mark

12 *...in a flash...* (page 6)

What does this tell you about the burning of rocks in space?

1 mark

13 *Find out when a meteor shower is due and arrange to go star spotting with an adult...*

In this sentence, the word *arrange* is closest in meaning to...

Tick one.

- set out. ☐
- meet. ☐
- pack up. ☐
- plan. ☐

1 mark

Grammar, Punctuation and Spelling

The grammar, punctuation and spelling test will consist 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.’

Grammar, Punctuation and Spelling

It has increased in difficulty and complexity and now includes:

- Word classes (nouns, adjectives, verbs, adverbs, prepositions)
- Subordinating and coordinating conjunctions
- Verb tenses (past, present and perfect)
- Determiners and quantifiers
- Active and passive voice
- Subject/verb agreement
- Relative clauses and relative pronouns

Grammar, Punctuation and Spelling

37 Rewrite the sentence below so that it is written in the **passive voice**. Remember to punctuate your answer correctly.

The pouring rain drenched us.

_____

1 mark

38 Tick one box in each row to show whether the word <u>after</u> is used as a **subordinating conjunction** or as a **preposition**.

Sentence	<u>after</u> used as a **subordinating conjunction**	<u>after</u> used as a **preposition**
He moved here <u>after</u> the end of the war.		
Entry is free <u>after</u> 5pm in the evening.		
I went to the cinema <u>after</u> I had eaten my dinner.		

1 mark

Qu.	Spelling	Mark	Content domain coverage
1	discover	1	S41 – Prefixes
2	mission	1	S47 – Endings which sound like / ʃən /, spelt *–tion*, *–sion*, *–ssion*, *–cian*
3	loose	1	S61 – Homophones, near homophones and other words that are often confused
4	sign	1	S60 – Words with 'silent' letters
5	country	1	S40 – The / ʌ / sound spelt *ou*
6	gymnastics	1	S39 – The / *i* / sound spelt *y* other than at the end of words
7	edible	1	S56 – Words ending in *–able* and *–ible* Words ending in *–ably* and *–ibly*
8	posture	1	S44 – Words with endings sounding like / ʒə / or / ʧə /
9	sleigh	1	S52 – Words with the / eɪ / sound spelt *ei*, *eigh*, or *ey*
10	delicious	1	S46 – The suffix *–ous*
11	scent	1	S51 – Words with the / *s* / sound spelt *sc*
12	illusion	1	S45 – Endings which sound like / ʒən /
13	re-enter	1	S41– Prefixes
14	parachute	1	S49 – Words with the / ʃ / sound spelt *ch*
15	abundance	1	S55 – Words ending in *–ant*, *–ance*, *–ancy*, *–ent*, *–ence*, *–ency*
16	unavoidably	1	S56 – Words ending in *–ably* and *–ibly*
17	dissolve	1	S41 – Prefixes
18	ominous	1	S46 – The suffix *–ous*
19	drawer	1	S61 – Homophones, near homophones and other words that are often confused
20	possession	1	S47 – Endings which sound like / ʃən /, spelt *–tion*, *–sion*, *–ssion*, *–cian*
Total marks		20	

Maths

Children will 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

Maths

The areas of mathematics covered are:

All tests examine all knowledge and skills

- Number
  - Four operations
  - Place value
  - Fractions, decimals and Percentages
  - Algebra
- Geometry
  - Angles
  - Co-ordinates
  - 2D and 3D Shapes
  - Symmetry and Transformation
- Measurement
  - Length
  - Weight
  - Capacity
  - Volume
  - Area and Perimeter
  - Time
  - Conversions
  - Scales
- Statistics
  - Interpreting Data
  - Representing Data
- Using and Applying
  - Communicating
  - Reasoning

Arithmetic Test

7 $472 - 9 =$

1 mark

8 $2.5 + 0.05 =$

1 mark

9 $5 \times 4 \times 7 =$

1 mark

26 $\frac{1}{4} \times \frac{1}{8} =$

1 mark

27 95% of 240 =

1 mark

28 234,897 – 45,996 =

1 mark

Reasoning Papers

5 What is 444 minutes in hours and minutes?

hours	minutes

1 mark

6 Stefan's watch shows five minutes past nine.

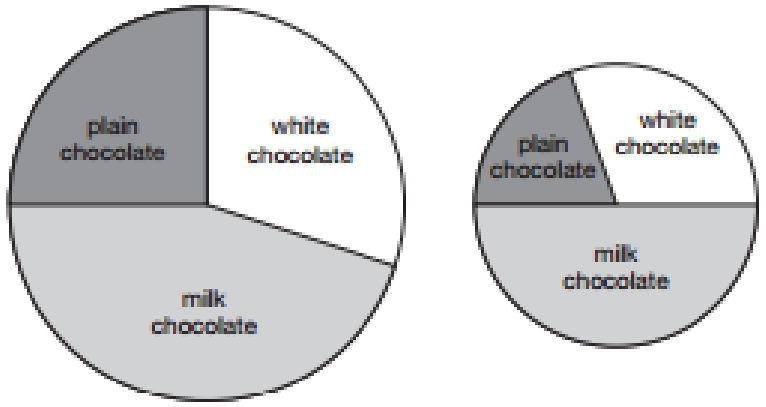
The watch is twelve minutes fast.

What is the correct time?

1 mark

18 100 girls and 50 boys were asked which kind of chocolate they like best.

These two pie charts show the results.



100 girls 50 boys

Dev says,

"The pie charts show that more girls than boys liked milk chocolate best."

Dev is correct.

Explain how you know.

Writing

- This is based on teacher assessment that is ongoing throughout the year. It is an assessment of the children's everyday standard in class.
- It covers all genres of writing.
- It will be judged against the Interim Assessment Framework.

Handwriting

There is no handwriting test.

- Teachers assess handwriting in the normal class work.
- Pupils MUST consistently join their letters and write in an even script to achieve the national standard.

Key Stage 2 SATs Timetable

Date	Monday 9th May	Tuesday 10th May	Wednesday 11th May	Thursday 12th May	Friday 13th May
	English Reading Test	Grammar, Punctuation and Spelling Paper 1 and 2	Maths Arithmetic Maths Reasoning Paper 1	Maths Reasoning Paper 2	

Science

Teacher assessment as in KS1

There is another Assessment Framework for Key Stage 2 to assess against.

Science

Interim teacher assessment framework at the end of key stage 2 - science

Working at the expected standard

Working scientifically: this must be taught through, and clearly related to, the teaching of substantive science content in the programme of study.

- The pupil can describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.
- The pupil can ask their own questions about the scientific phenomena they are studying, and select and plan the most appropriate ways to answer these questions, or those of others, recognising and controlling variables where necessary - including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources of information.
- The pupil can use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate.
- The pupil can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- The pupil can present findings and draw conclusions in different forms, and raise further questions that could be investigated, based on their data and observations.
- The pupil can use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate their methods and findings.

Science content:

- The pupil can name, locate and describe the functions of the main parts of the digestive, musculoskeletal, and circulatory systems, and can describe and compare different reproductive processes and life cycles, in animals.
- The pupil can describe the effects of diet, exercise, drugs and lifestyle on how their bodies function.
- The pupil can name, locate and describe the functions of the main parts of plants, including those involved in reproduction and transporting water and nutrients.
- The pupil can use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or in other ways.
- The pupil can construct and interpret food chains.
- The pupil can explain how environmental changes may have an impact on living things.
- The pupil can use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved; and describe how fossils are formed and provide evidence for evolution.
- The pupil can group and identify materials, including rocks, in different ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties.
- The pupil can describe the characteristics of different states of matter and group materials on this basis; and can describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle.

Continued on the next page

Interim teacher assessment framework at the end of key stage 2 - science

Working at the expected standard

- The pupil can identify, and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components.
- The pupil can identify, with reasons, whether changes in materials are reversible or not.
- The pupil can use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects, and the formation, shape and size of shadows.
- The pupil can use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard.
- The pupil can describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source.
- The pupil can describe the effects of simple forces that involve contact (air and water resistance, friction), and others that act at a distance (magnetic forces, including those between like and unlike magnetic poles; and gravity).
- The pupil can identify simple mechanisms, including levers, gears and pulleys that increase the effect of a force.
- The pupil can use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it; and use recognised symbols to represent simple series circuit diagrams.
- The pupil can describe the shapes and relative movements of the sun, moon, earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the earth's rotation and that this results in day and night.

Be positive!

- Help your child to work consistently hard throughout the year
- Preparation starts now
- Support revision
- Early nights & no sleepovers!
- Hearty breakfasts!
- Avoid absence
- Reward for working hard
- Tell us any problems
- SATs are important for pupils, not just the school.