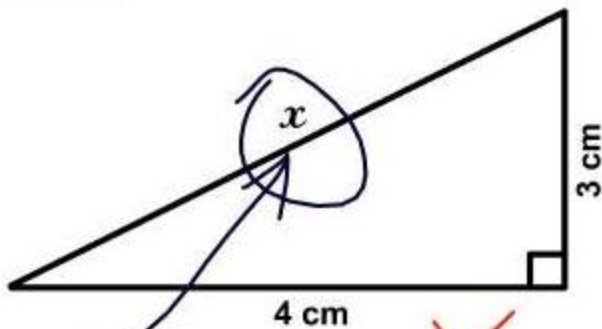


# Interesting answers ...

To change centimeters to meters  
you    ? .

take out centi

3. Find  $x$ .



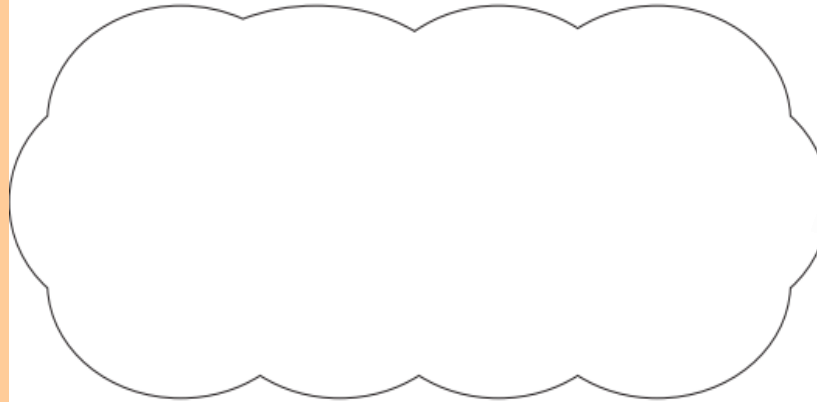
Here it is ~~X~~ O

Name six animals which live specifically in the Arctic.

Two polar bears  
~~Three~~ Four seals

# Explain how you know ...

Explain how you know.



6. Is this number even or odd? 68 even

7. How do you know? Because Tom  
ismar +, Because the number in  
the one's place is even. X

# Key Stage 2 test week May 2017

- Tests to be administered week beginning **8 May 2017**

The KS2 tests will consist of:

- English reading: reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1: short answer questions
- English grammar, punctuation and spelling Paper 2: spelling
- Mathematics Paper 1: arithmetic
- Mathematics Paper 2: reasoning
- Mathematics Paper 3: reasoning

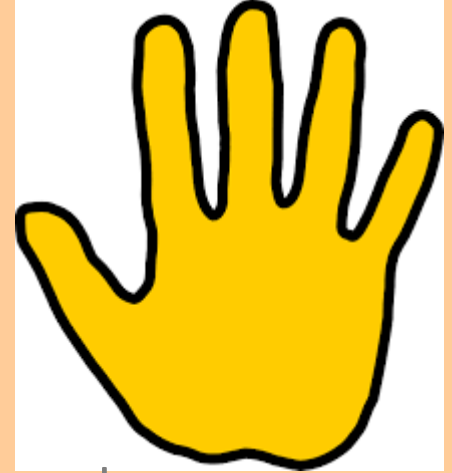
# Timetable for KS2 Test week

Monday	English Reading
Tuesday	English Grammar, Punctuation and Spelling Paper 1 - Questions
	English Grammar, Punctuation and Spelling Paper 2 – Spellings
Wednesday	Mathematics Paper 1 – Arithmetic
	Mathematics Paper 2 – Reasoning 1
Thursday	Mathematics Paper 3 – Reasoning 2

## Note:

- The tests must be taken on the scheduled day.
- The dates may be subject to change.

# Mathematics:



1. New national curriculum content will now be assessed
2. No mental mathematics test
3. An arithmetic paper [40 marks – 30 minutes]
4. Reasoning papers [now worth 35 marks each – 40 minutes]
5. Tracing paper no longer allowed as a resource

# Mathematics:

## Selected and constructed response

### Paper 1:

- All questions will be **constructed responses**
- 1 mark for the majority of questions
- 2 marks for long multiplication and division

<b>5</b>	$1,034 + 586 =$	<input type="checkbox"/> 1 mark

### Papers 2 and 3 :

- Will include **both** constructed and selected responses.

# Mathematics:

## Selected response

4

Here are some shapes made of squares.

A fraction of each shape is shaded.

Match each shape to its equivalent fraction.

One has been done for you.



$$\frac{7}{10}$$



$$\frac{3}{5}$$



$$\frac{1}{2}$$



$$\frac{4}{5}$$



$$\frac{3}{10}$$

# Mathematics:

## Constructed responses

### Papers 2 and 3:

- Papers will include constrained and **less constrained** constructed responses.

1

Here is a diagram for sorting numbers.

Write **one number** in each box.

One is done for you.

	multiple of 5	not a multiple of 5
multiple of 3	30	
not a multiple of 3		

2 marks



# Mathematics: Constructed responses

## Papers 2 and 3:

- Papers will include **constrained** and **less constrained** constructed responses.

These two pie charts show the results.

Group	plain chocolate	white chocolate	milk chocolate
100 girls	33%	33%	34%
50 boys	16%	16%	68%

Dev says,

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

Dev is correct.

Explain how you know.

# Mathematics:

## Long multiplication marking guidance

- Award **TWO** marks for the correct answer of 15,648
- If the answer is incorrect, award **ONE** mark for the formal method of long multiplication which contains no more than **ONE** arithmetical error, e.g

			3	2	6		
	x			4	8		
			<hr/>				
		2	6	0	8		
	1	3	0	4	0		
		<hr/>					
		wrong answer					

**Note:** Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens, i.e

			3	2	6		
	x			4	8		
			<hr/>				
		2	6	0	8		
		1	3	0	4		
		<hr/>					
		wrong answer					

# Mathematics:

## Long division marking guidance

- Award **TWO** marks for the correct answer of 52
- If the answer is incorrect, award ONE mark for the **formal methods** of division which contains no more than ONE arithmetical error, e.g.

		wrong answer					
5	2	2	4	9	6		
	-	2	0	8			
			4	1	6		
		-	4	1	6		
					0		

		wrong answer					
2	8	1	4	5	<sup>5</sup> 6		

# Reading – The test

- 1 hour
- 3 different text, 3 different genre
- 50 marks
- Progressively more difficult where possible
- Explicitly teach response to poetry



## Giants

How would you like it –  
Supposing that you were a snail,  
And your eyes grew out on threads,  
Gentle, and small, and frail –  
If an enormous creature,  
Reaching almost up to the distant skies,  
Leaned down, and with his great finger touched  
Your eyes  
Just for the fun  
Of seeing you snatch them suddenly in  
And cower, quivering back  
Into your pitiful shell, so brittle and thin?  
Would you think it was fun then?  
Would you think it was fun?

And how would you like it,  
Supposing you were a frog,  
An emerald scrap with a pale, trembling throat  
In a cool and shadowed bog,  
If a tremendous monster,  
Tall, tall, so that his head seemed lost in the mist,  
Leaned over, and clutched you up in his great fist  
Just for the joy  
Of watching you jump, scramble, tumble, fall,  
In graceless, shivering dread,  
Back into the trampled reeds that were grown so tall?  
Would you think it a joy then?  
Would you think it a joy?

*Lydia Pender*

# Reading Key Changes

## Unfamiliar question types

### 1. Predict what might happen from details stated and implied

This area requires pupils to use the text to predict what they think will happen next. Pupils would benefit from explicit work on using the text to think about any next steps.

Example questions:

**KS1:** *What do you think will happen next in the story? (Illustrative example.)*

**KS2:** *Q36 Based on what you have read, what does the last paragraph suggest might happen next? Use evidence from this paragraph to support your prediction.*

### 2. Explaining and understanding vocabulary in context

With a greater focus on understanding vocabulary in context, pupils would benefit from word games that extend their vocabulary. They should be encouraged to look up the meaning of unfamiliar words and use these in their own writing. Pupils could also create their own word lists that they have collected from their own reading.

### 3. Make comparisons within texts – Key Stage 2 only

These types of questions require pupils to identify the difference between events, e.g. *Q35b How does Lord John's mood change?* – on the sample 2016 paper, pupils are required to give **both** his mood at the start and at the end of the extract. Encourage pupils to use key words like 'but' or 'however', e.g. at the start of the text he was excited but at the end of the text he was scared.

# Example Questions:

**36** Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

---

---

---

---

---

2 marks

**30** Look at the paragraph beginning: *I do not know how long...*

The word *unwieldy* in this paragraph is closest in meaning to...

Tick **one**.

fast.

violent.

clumsy.

gentle.

1 mark

**31** Find and **copy one** word on page 9 that suggests Malone feels part of the team of explorers.

---

1 mark

**35** The mood of the characters changes throughout the extract.

(a) **Find and copy** the group of words on page 9 where Lord John's mood changes.

---

1 mark

(b) How does Lord John's mood change?

---

---

1 mark

# GPS (SPAG) – The Tests

- 2 Tests
- X1 45 minute grammar and punctuation test – 50 marks
- X1 20 question spelling test – 15 minutes (but not strictly timed) - 20 marks

**Spelling**

1. Sara wanted to be an explorer and \_\_\_\_\_ new lands.
2. The spy was sent on a secret \_\_\_\_\_.
3. For PE lessons, your clothes should be \_\_\_\_\_ and comfortable.
4. The \_\_\_\_\_ showed which way to go.
5. China is a large \_\_\_\_\_.
6. Laura won a medal for \_\_\_\_\_.
7. Not all berries are \_\_\_\_\_.
8. Sit up straight to improve your \_\_\_\_\_.
9. Karen went on a \_\_\_\_\_ ride in Lapland.
10. Misha ate a \_\_\_\_\_ chocolate pudding.

**3** Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix	Word
re	mature
de	understood
mis	legible
im	frost
il	do

1 mark

**4** 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.

1 mark

# Key Changes

## Key Stage 2 – Content

Listed below are the key areas that have not been 'explicitly' tested in the 2013, 2014 or 2015 GPS tests or are new areas. Many of these areas appeared previously in the level 6 test (e.g. *semi-colon* and *passive voice*) but are now a part of the KS2 test. Therefore, this test is more challenging and teaching of these areas might be required if the pupils are not already familiar with them.

- Conjunctions (pupils might be familiar with 'connectives' but the term 'conjunction' is new terminology for the test)
- Adverbials
- Determiners
- Subject and object
- Relative clauses
- Noun phrases
- Modal verbs
- Present and past progressive tenses
- Subjunctive verb forms
- Passive and active forms
- Semi-colons
- Hyphens to avoid ambiguity
- Possessive and relative pronouns
- Present and past perfect form



### IMPORTANT NOTE

Articles (*a, an, the*) will still be included in the test. However, articles now fall under the umbrella term of 'determiners' and pupils will need to learn the full range of determiners. See examples of determiners below:

- articles: *a, an, the*
- demonstratives: *this, that, these, those*
- possessives: *its, our, their, my, your, his, her*
- quantifiers: *all, enough, some, any, no, much, few, little, both, many, either, each, every, another, other*
- numerals (symbol or name): *one (1), two (2), three (3), four (4), five (5)*



# Key Changes

## Key Stage 2 – Changes to Terminology

Terminology not used in the test	Terminology used in the test
Speech marks	Inverted commas
Connectives (e.g. <i>and, but, so, because, when</i> )	Co-ordinating conjunctions (e.g. <i>or, and, but, so</i> ) Subordinating conjunctions (e.g. <i>when, if, because</i> )
Connectives (e.g. <i>on the other hand, in addition, furthermore, therefore</i> )	Adverbs (words, e.g. <i>therefore</i> )/Adverbials (words or groups of words, e.g. <i>on the other hand</i> )
Time connectives (e.g. <i>next, then, first, second</i> )	Adverbs (of time)
Connectives (e.g. <i>after, before</i> )	Subordinating conjunctions, e.g. <i>I went to the cinema after I had eaten my dinner</i> (used to introduce a subordinate clause). Prepositions (of time), e.g. <i>Entry is free after 5pm in the evening.</i>
Embedded clause/'Dropped in' clause	Subordinate clause

# Sample questions:

22

What does the root struct mean in the word family below?

**destruction    structure    reconstruct**

Tick **one**.

- break
- build
- carry
- touch

27

Which sentence is written in the **active voice**?

Tick **one**.

- The book was returned to the library yesterday.
- The assembly was held in the hall.
- The bad weather led to the cancellation.
- The floods were caused by the heavy rain.

1 mark

28

Which sentence is punctuated correctly?

Tick **one**.

- The wind was blowing howling, actually, so we headed – for home.
- The wind was blowing – howling, actually – so we headed for home.
- The wind was blowing, howling – actually – so we headed for home.
- The wind was blowing howling actually – so we headed for home.

1 mark

30

Tick to show which sentence uses the **past progressive**.

Tick **one**.

- After Ali finished his homework, he went out to play.
- Gemma was doing her science homework.
- Jamie learnt his spellings every night.
- Anna found her history homework difficult.

1 mark

# GPS Content Domain

## Key Stage 2 – Profile of marks by content domain

Paper	Element of the content domain	Number of marks	Percentage of total mark
Paper 1: Grammar, punctuation and vocabulary	Grammar	25-35	36%-50%
	Punctuation	10-20	14%-29%
	Vocabulary	3-7	4%-10%
Paper 2: Spelling	Spelling	20	29%
	<b>Total</b>	<b>70</b>	

### KEY POINTS

- In Paper 1, grammar carries the most weighting.

# Writing Descriptors

## Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly\* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

# Writing Descriptors

## **Working at greater depth within the expected standard**

The pupil can write for a range of purposes and audiences:

- managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- selecting verb forms for meaning and effect
- using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

# More Able Pupils

- There are no longer any Level 6 papers
- More able are catered for within each paper
- KS2 2016 ARA p.4 *'The tests will include a small number of questions designed to assess the most able pupils so separate tests, such as the previous level 6 tests, are no longer required.'*

# What will your Year 6 child receive?

KS2 test results will be published on the NCA tools website in July 2017. Each pupil registered for the tests will receive:

- a raw score (number of raw marks awarded)
- **a scaled score**
- confirmation of whether or not they attained the national standard

# How scores and standards are reported

## Scaled score:

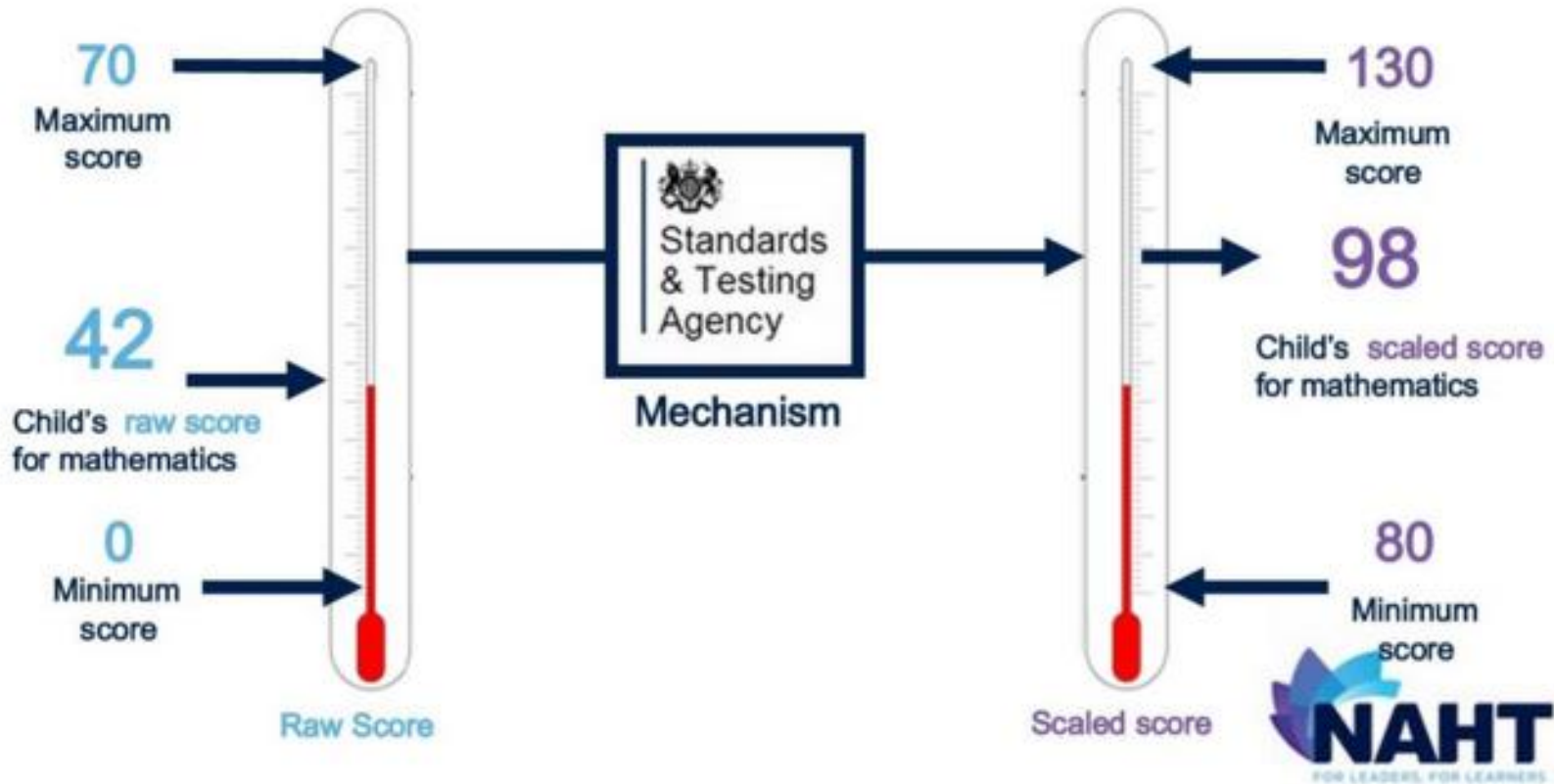
- For the KS2 and KS1 tests a scaled score of 100 will always represent the 'expected standard'.

## What is a scaled score?

- A pupil's scaled score will be based on their raw score. It is a magic number that will come out from analysing the raw scores from all children taking part in the tests.
- This analysis will create conversion tables, but these are likely to change each year



# Raw score to scaled score ...



# How to help

- Reading
  - Asking questions on all text types including signs/adverts/poetry
  - Asking for evidence to back up answers
  - Talking about unusual vocabulary and phrases e.g. Once in a blue moon
- Maths
  - Formal methods and times tables
  - Encourage children, even if you aren't confident!
- SPAG
  - Discuss any homework
  - Ask children to explain some of the features in your handouts weekly/fortnightly
  - Spellings – challenge children with difficult words/commonly misspelt words at different times, e.g. when in the car
- Writing
  - Lots of encouragement – they are doing very well!
  - Do they know what they need to work on (they do, even if they pretend they don't!)? Ask them to explain
- In all subjects – fun!
  - online games
  - apps
  - songs
  - challenges

# SATs week

- Will give a letter out before SATs week
- Plenty of rest – early nights
- Reassurance and encouragement
- Breakfast will be available in school
- Revision

