

Key Stage 2 SATs and Expectations



The Grange Primary School

Information and Guidance on the Expectations for 2018/19

Assessment and Reporting

- Your child's test scores will be reported as 'scaled scores'.
- The curriculum is rigorous and sets high expectations which all schools have had to work hard to meet since it was introduced in September 2014.



2019 KS2 SATs Dates

Date	Exam
Monday 13 May 2019	Spelling, Punctuation & Grammar - Paper 1 Spelling, Punctuation & Grammar - Paper 2
Tuesday 14 May 2019	English Reading
Wednesday 15 May 2019	Maths Paper 1 (Arithmetic) Maths Paper 2 (Reasoning)
Thursday 16 May 2019	Maths Paper 3 (Reasoning)

The Tests

- Statutory tests are administered in the following subjects:
 - Reading (1 hour)
 - Spelling (no specific time)
 - Punctuation, Vocabulary and Grammar (45 minutes)
 - Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
- All tests are externally marked.
- Writing is 'Teacher Assessed' internally, as in recent years.



Scaled Scores

- After taking the tests, a child's raw score (total number of marks awarded) will be converted into a scaled score.
- Pupils who achieve a scaled score of 100 or above will be classed as working at Age Related Expectations.
- Pupils who fail to achieve a scale score of 100 or above will be classed as working Below Age Related Expectations.
- 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.



English Reading	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	81
6	82
7	83
8	84
9	85
10	86
11	87
12	88
13	89
14	90
15	90
16	91

English Reading	
Raw score	Scaled score
17	92
18	93
19	93
20	94
21	95
22	96
23	96
24	97
25	98
26	98
27	99
28	100
29	101
30	101
31	102
32	103
33	104

English Reading	
Raw score	Scaled score
34	105
35	106
36	107
37	107
38	108
39	109
40	110
41	112
42	113
43	114
44	115
45	117
46	118
47	120
48	120
49	120
50	120

Mathematics	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	80
6	80
7	81
8	81
9	82
10	83
11	83
12	84
13	84
14	85
15	86
16	86
17	86
18	87
19	87
20	88
21	88
22	89
23	89
24	89
25	90
26	90
27	90

Mathematics	
Raw score	Scaled score
28	91
29	91
30	91
31	92
32	92
33	92
34	93
35	93
36	93
37	94
38	94
39	94
40	94
41	95
42	95
43	95
44	96
45	96
46	96
47	96
48	97
49	97
50	97
51	97
52	98
53	98
54	98
55	98

Mathematics	
Raw score	Scaled score
56	99
57	99
58	99
59	99
60	99
61	100
62	100
63	100
64	100
65	101
66	101
67	101
68	101
69	102
70	102
71	102
72	102
73	103
74	103
75	103
76	103
77	104
78	104
79	104
80	104
81	105
82	105
83	105

Mathematics	
Raw score	Scaled score
84	105
85	106
86	106
87	106
88	107
89	107
90	107
91	108
92	108

Mathematics	
Raw score	Scaled score
93	108
94	109
95	109
96	110
97	110
98	110
99	111
100	111
101	112

Mathematics	
Raw score	Scaled score
102	113
103	113
104	114
105	115
106	116
107	117
108	118
109	120
110	120

English grammar, punctuation and spelling	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	80
6	81
7	82
8	83
9	84
10	84
11	85
12	86
13	87
14	87
15	88
16	88
17	89
18	90
19	90
20	91
21	91
22	92
23	92

English grammar, punctuation and spelling	
Raw score	Scaled score
24	93
25	93
26	94
27	94
28	95
29	95
30	96
31	96
32	97
33	97
34	98
35	98
36	99
37	99
38	100
39	100
40	101
41	101
42	102
43	102
44	103
45	103
46	104
47	104

English grammar, punctuation and spelling	
Raw score	Scaled score
48	105
49	106
50	106
51	107
52	107
53	108
54	109
55	109
56	110
57	111
58	111
59	112
60	113
61	114
62	115
63	116
64	117
65	118
66	120
67	120
68	120
69	120
70	120

Higher Attaining Pupils

- Previous Key Stage 2 tests were aimed at children achieving Levels 3-5 (with a national expectation to reach at least Level 4)
- In the past, additional Level 6 tests were produced for children who demonstrated higher than expected attainment, above Level 5.
- Since 2016, there hasn't been any separate tests for the most able children.
- Instead, each test will have scope for higher attaining pupils to show their strengths.



Reading

- 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.



Spelling, Punctuation and Grammar

- A Spelling test is administered containing 20 words. There is no set time for this test.
- The spelling test is marked out of 20.
- A separate test is given on Punctuation, Vocabulary and Grammar (some questions in this test require correct spelling for marks to be achieved).
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- The Spelling, Punctuation and Grammar test is marked out of 50.
- Marks for these two tests are added together to give a total out of 70 for Spelling, Punctuation and Grammar.



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

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

Mathematics

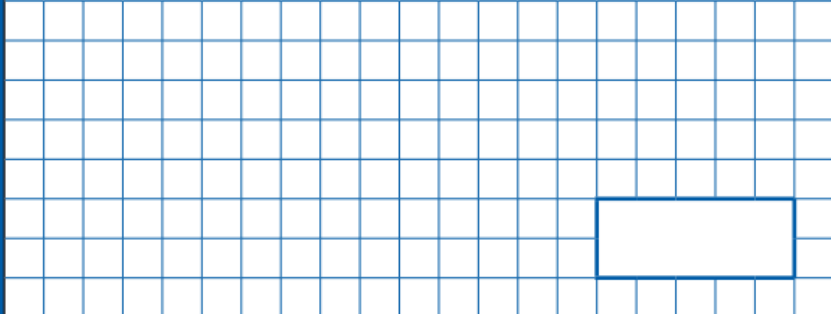
- The Mathematics tests have undergone the biggest change.
- Children will sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.
- There is no longer a recorded Mental Maths test or a calculator paper.



Sample Questions

Maths Paper 1: Arithmetic

24 $15.4 - 8.88 =$

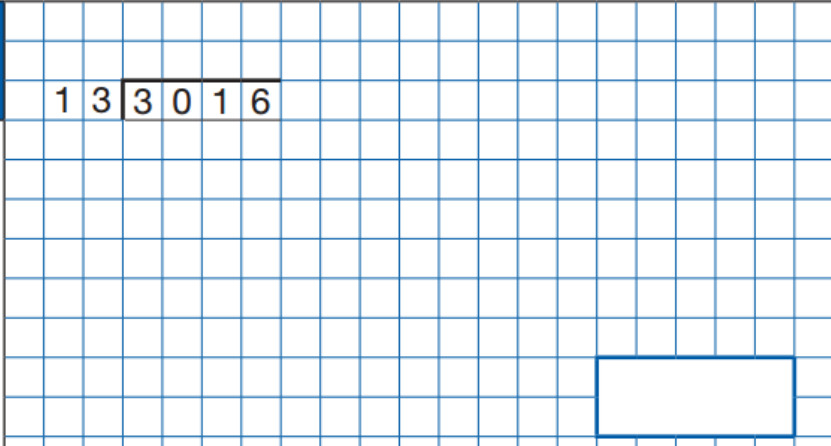


1 mark

25

1 3 | 3 0 1 6

Show your method



2 marks

Sample Questions

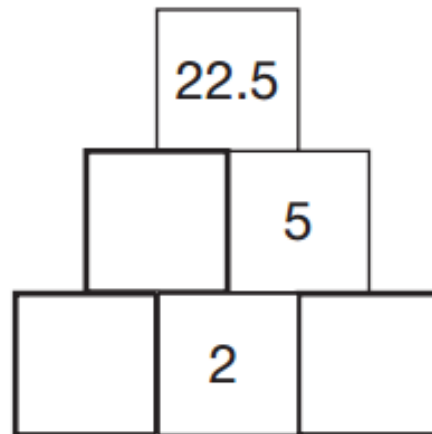
Maths Paper 2 / Paper 3 : Reasoning

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

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

Writing Exemplifications

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.¹

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[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

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 writing³ 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.^

[There are no additional statements for spelling or handwriting]

Access Arrangements

- Some children are eligible for specific arrangements to enable them to access the SATs papers.
- For example:
 - Additional time
 - Adapted papers e.g. enlarged text, braille



Access arrangements may be appropriate for pupils who:

- have a statement of special educational needs
- have a disability which significantly affects their ability to access the tests
- have a sensory impairment
- have behavioural, emotional or social difficulties
- have limited fluency in English