



Preparing for KS2 Tests & Assessments

Monday 11th May 2020- Thursday 14th May 2020



St Philip Westbrook
C of E Primary School

"Together we aim high and with God's love we can fly"



Statutory Assessments

By law, schools are required to complete statutory assessments at key points during a child's education.

National frameworks must be adhered to and schools need to report and publish the results of these assessments to parents.

End of key stage data is reported nationally in league tables.

At end of Key Stage 2:

- **Reading:**
 - Test
- **Writing:** Teacher Assessment (based on class work)
- **Spelling, Grammar and Punctuation:**
 - Tests
- **Maths:**
 - Tests
- **Science:** Teacher Assessment (based on class work)

Teacher Assessments will be reported based on judgements from work in lessons. This will be supported by the results of half-termly assessments.

Test Week Timetable

Monday 11th May:

SPaG Test - Grammar & Punctuation (45mins)

SPaG Test - Spelling (20 mins)

Tuesday 12th May:

Reading (60 mins)

Wednesday 13th May:

Maths 1: Arithmetic (30mins)

Maths 2: Reasoning (40mins)

Thursday 14th May:

Maths 3: Reasoning (40mins)

SPaG

Spelling, Punctuation and Grammar

Monday 11th May:

Grammar and Punctuation (GaP) Test – 45 minutes

Spelling test – 20 minutes



Example of Grammar Test: 45 Minutes

1

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

Word

manage

harm

self

Suffix

ish

able

ful

1 mark

Example of Grammar Test: 45 Minutes

Which sentence uses the **colon** correctly?

Tick **one**.

I bought several beach toys a bucket: a spade a ball and a kite.

I bought several beach toys a: bucket, a spade, a ball and a kite.

I bought several beach toys: a bucket, a spade, a ball and a kite.

I bought several: beach toys, a bucket, a spade, a ball and a kite.

1 mark

Example of Grammar Test: 45 Minutes

10

Tick one box in each row to show if the sentence is in the **present progressive** or the **past progressive**.

Sentence	Present progressive	Past progressive
Joey was playing football in the park after school.		
Joey's football skills are improving all the time.		
Joey is hoping to be a professional footballer.		

1 mark

Example of Grammar Test: 45 Minutes

14

Draw a line to match each sentence to its correct **function**.
Use each function box only **once**.

Sentence

I expect the weather to be fine
at the weekend

Are we likely to have good
weather this weekend

Check the weather before
deciding where to go

What fantastic weather we
have had this year

Function

question

command

statement

exclamation

1 mark

Grammar: How to help...

- Research answers to unknown questions using websites e.g. bbc.co.uk/bitesize/ks2/English
- Look up unknown technical words in a dictionary to aid understanding of what is to be done
- Revision guides
- Have a go! Answers are often common sense!

Spelling



Example of Spelling Test: Approx. 20 Minutes

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.
11. The tiger stalked its _____ through the jungle.
12. Compared with _____ years, the team did well.
13. My _____ Ryan has red hair.
14. My brother has a _____ for music.
15. Jasmine's _____ expression showed how happy she felt.
16. The children needed _____ rucksacks for the visit.
17. I needed to fill in my _____ on the form.
18. My mum painted the _____ blue.
19. There is a great _____ in accents across Britain.
20. The mother swan _____ guarded her nest.

END OF TEST



Words that appeared on previous years' Spelling Test

likely
straight
sensation
nervous
crumb
probable
inspiring
substance
operation
toughest

bruise
sensibly
violence
disobeyed
thorough
monarch
sympathetic
originally
percussion
coarse

How to help:

- Spelling practice – weekly spellings, and revise prior lists from KS2.
- Children need to check and correct their work, applying known rules, root words, mnemonics etc.
- Pick up on commonly mis-spelt words e.g. whent, witch, homophone errors – there, their, they're etc.
- Spellingframe website

Year 5 and 6

Spelling Rule 37 - Endings which sound like /ʃəs/ spelt -cious or -tious

[play](#) - [view words](#) - [print word list](#)

Spelling Rule 38 - Endings which sound like /ʃəl/ (e.g. social, crucial... etc.)

[play](#) - [view words](#) - [print word list](#)

Spelling Rule 39 - Words ending in -ant, -ance/-ancy, -ent, -ence/-ency (1 of 2)

[play](#) - [view words](#) - [print word list](#)

Spelling Rule 40 - Words ending in -ant, -ance/-ancy, -ent, -ence/-ency (2 of 2)

[play](#) - [view words](#) - [print word list](#)

Spelling Rule 41 - Words ending in -able and -ible Words ending in -ably and -ibly (1 of 2)

[play](#) - [view words](#) - [print word list](#)

Spelling Rule 42 - Words

Spelling Tiles

Choose from a range of activities to help you learn the spelling of your chosen words.

Practice / Test

Choose to practice spelling the words on your list or take a test with them. If you choose to take a test, your scores will be recorded and sent to your teacher (if you are logged in) or they can be downloaded and printed.

Play Games

You can play all the games below if you have an active subscription. You can register [here](#).



Reading



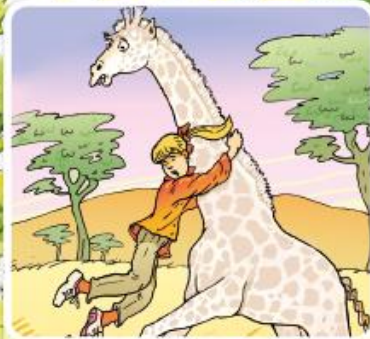
How will it be tested?

Reading comprehension test paper, on Tuesday 12th May 2020 (**60 Minutes**).

- Pupils will be presented with a range of unrelated texts, in a booklet, with a separate booklet containing questions which they must complete.



The Lost Queen



Wild Ride



The Way of the Dodo

Reading Booklet

2016 key stage 2 English reading booklet

Reading Booklet

Maria and Oliver are attending a party in the garden of a house that used to belong to Maria's family. They sneak away to explore the grounds.

The Lost Queen

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

"Come on," Maria said impatiently.

Oliver rowed while Maria stood barefoot in the boat, staring straight ahead. The oars made a click-clack sound in the hush and haze of the summer afternoon. Ripples of water fanned out behind them as they crossed the glassy surface of the lake.

The tiny island, thick with creeping vines and roots, looked as if it floated. At its centre, an ancient oak tree towered over it. The tree's branches were like bent fingers, twisting and stretching outwards, until the tips of its leaves touched the still water. Oliver carefully steered the boat through a narrow opening in the branches. Then they stepped out of the boat, and into a murky green space under an umbrella of leaves. The air was cool and damp.

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.

It was a name.

Maria's family name.

"You could have been a queen?" said Oliver, whispering.

Maria laughed gently in the gloom.

"We were the family of the lion," she said.

Oliver could still hear the shouts and laughter of the party, up on the sunny lawn near the big house. But now the noise seemed to be getting further and further away.

This story takes place in a huge grassland area in southern Africa. The grasslands there are called 'savannah'.

Wild Ride



Dawn was casting spun-gold threads across a rosy sky over Sawubona Game Reserve as Martine Allen took a last look around to ensure there weren't any witnesses. She leaned forward like a jockey on the track, wound her fingers through a silver mane, and cried, 'Go, Jemmy, go.'

The white giraffe sprang forward so suddenly that she was almost unseated, but she recovered and, wrapping her arms around his neck, quickly adjusted to the familiar rhythm of Jemmy's rocking-horse stride. They swept past the dam and a herd of bubble-blowing hippos, past a flock of startled egrets lifting from the trees like white glitter, and out onto the open savannah plain. An early morning African chorus of doves, crickets and go-away birds provided a soundtrack.

For a long time Martine had only ever ridden Jemmy at night and in secret, but when her grandmother had found out about their nocturnal adventures she'd promptly banned them, on the grounds that the game reserve's deadliest animals were all in search of dinner after dark and there was nothing they'd like more than to feast on a giraffe-riding eleven-year-old. For a while Martine had defied her, but after several close calls and one terrible row with her grandmother, she had come to accept that the old lady was right. When lions were on the hunt, the game reserve was best avoided.

Another of her grandmother's rules was that Martine ride sedately at all times. 'No faster than a trot and, in fact, I'd rather you stuck to a walk,' she'd counselled sternly.

Martine had paid almost no attention. The way she saw it, Jemmy was a wild animal and it was only fair that he should have the freedom to do what came naturally, and if that meant tearing across the savannah at a giraffe's top speed of thirty-five kilometres per hour, well, there wasn't a lot she could do about it. It wasn't as if she had reins to stop him. Besides, what was the point of riding a giraffe if the most he was permitted to do was plod along like some arthritic pony from the local stables?

Jemmy clearly agreed. They flew across the grassy plain with the spring breeze singing in Martine's ears. 'Faster, Jemmy!' she yelled. 'Run for your life.' And she laughed out loud at the heart-pounding thrill of it, of racing a wild giraffe.

Continued on the next page

A streak of grey cut across her vision, accompanied by a furious, nasal squeal: 'Mmwheeeh!'. Jemmy swerved. In the instant before her body parted company with the white giraffe's, Martine caught a glimpse of a warthog charging from its burrow, yellow tusks thrust forward. Had her arms not been wrapped so tightly around the giraffe's neck, she would have crashed ten feet to the ground. As it was, she just sort of swung under his chest like a human necklace. There she dangled while Jemmy pranced skittishly and the warthog, intent on defending her young, let out enraged squeals from below. Five baby warthogs milled around in bewilderment, spindly tails pointing heavenwards.



The pain in Martine's arms was nearly unbearable, but she didn't let go. She adored warthogs – warts, rough skin, ugly ears and all – but their Hollywood movie star eyelashes didn't fool her. In a blink of those lashes, their tusks could reduce her limbs to bloody ribbons.

'Jemmy,' she said through gritted teeth, 'walk on. Good boy.'

Confused, the white giraffe started to lower his neck as he backed away from the warthog.

'No, Jemmy!' shrieked Martine as the warthog nipped at the toe of one of her boots. 'Walk! Walk on!'

Jemmy snatched his head up to evade the warthog's sharp tusks, and Martine was able to use the momentum to hook her legs around his neck. From there, she was able to haul herself onto his back and urge him into a sprint. Soon the warthog family was a grey blur in the distance, although the mother's grunts of triumph took longer to fade.

Martine rode the rest of the way home at a gentle walk, a thoughtful smile on her lips. That would teach her to show off – even if it was only to an audience of hippos. At the game reserve gate, Jemmy dipped his head and Martine slid down his silvery neck as though she was shooting down a waterslide. That, too, wasn't the safest way of dismounting, but it was fun. She gave the white giraffe a parting hug, and strolled through the mango trees to the thatched house.

Two texts done, one to go!

This is an article about the dodo, a bird that is now extinct.

An artist's impression of the dodo from 300 years ago.



The Way of the Dodo

The dodo was first sighted around 1600 on an island in the Indian Ocean. It was extinct by 1680. Since then the phrase 'dead as a dodo' has been used to describe something which is lifeless or has disappeared from the world completely. Because of its rapid disappearance, a number of myths developed about the dodo, for example that it was a fat, silly creature that brought its fate upon itself.

But what is the **truth** about the dodo?

For thousands of years the island of Mauritius was a paradise. It was spat out of the ocean floor by an underwater volcano 8 million years ago. With warm sun, plentiful food and no predators to speak of, the isolated island became a haven for a variety of unusual species, including reptiles and flightless birds.

Then, in 1598, humans descended on this paradise, accompanied by their own animals – dogs, goats, cats (and a fair number of rats!). Curious and unafraid, the animals of Mauritius offered themselves up for slaughter and, within just a few decades, much of the island's unique wildlife had been wiped out forever.

One of the victims was a large, flightless relative of the pigeon. The island invaders started to call the bird a 'dodo', which meant 'silly bird'.

Although the dodo was hunted for food, this was not the main reason it died out. It is more likely that having never faced predators before, and unable to fly away, the adult birds fell prey to dogs and cats. Meanwhile, their eggs and chicks, defenceless in their nests on the ground, were easy pickings for rats.

Less than 100 years after man's arrival, the dodo, which had once numbered in the hundreds of thousands, slipped into the pages of folklore.



A drawing of a dodo from around 1646.

Until a few years ago, all knowledge of the dodo came from secondary reports from the time that were not always reliable, a handful of remains and just one complete skeleton. Nobody knew what the dodo really looked like. Before cameras, newly discovered animals could only be drawn or painted. However, many of the artists had no knowledge of natural history and were more interested in producing colourful paintings of animals than recording their true likeness.

Then, in 2005, a team of scientists unearthed thousands of dodo bones in some mud flats in Mauritius. The remains date back to over 4,000 years ago, when the island was suffering from a lengthy drought. The mud flats would have formed a freshwater oasis in an otherwise parched environment. It is thought that most of the animals, while trying to reach the slowly receding waters of the lake, became stuck and died of thirst or suffocation. However, clearly some dodos survived as they did not become extinct until much later.

This discovery is helping to rehabilitate the image of this much-ridiculed bird. The very fact that the dodo was still alive and well on Mauritius 4,000 years after a drought that claimed the lives of thousands of animals is an indication of the bird's ability to survive. The remains are also helping scientists to find out more about the anatomy of the dodo, for example that it was a much slimmer bird than any pictures suggest.

As scientists learn more about the dodo, and begin to see the bird in a new light, we are reminded that the dodo was badly misjudged. Maybe it is humans who should be judged, as we can have a devastating impact on the natural world. No other creature should be allowed to go the way of the dodo.



A modern reconstruction of a dodo.

1

Look at the paragraph beginning: *Glancing nervously...*

Find and copy one word meaning relatives from long ago.

1 mark

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

1 mark

3

Look at page 4.

How can you tell that Maria was very keen to get to the island?

4

Look at the paragraph beginning: *Oliver rowed...*

Find and copy one word that suggests that the summer afternoon was quiet.

1 mark

5

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

Give two impressions this gives you of the water.

1. _____

2. _____

2 marks

6

Look at the paragraph beginning: *The tiny island...* to the paragraph ending: *...were cut into it.*

What impressions of the island do you get from these two paragraphs?

Give two.

1. _____

2. _____

2 marks

11

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Two families fought for the throne.		
Maria's family symbol was the lion.		
The monument was for a prince.		
It was hot on the island.		

1 mark

Circle the correct option to complete each sentence below.

12

(a) The text begins with Martine going out to ride her giraffe...

in the early morning.

at midday.

in the late afternoon.

at night.

1 mark

(b) Martine rode her giraffe...

slowly.

speedily.

safely.

fearfully.

1 mark

(c) Everything was fine on that day until...

her grandmother saw her.

they came across lions on the hunt.

they disturbed a warthog family.

they met a herd of hippos.

1 mark

(d) At the end of the text, Martine...

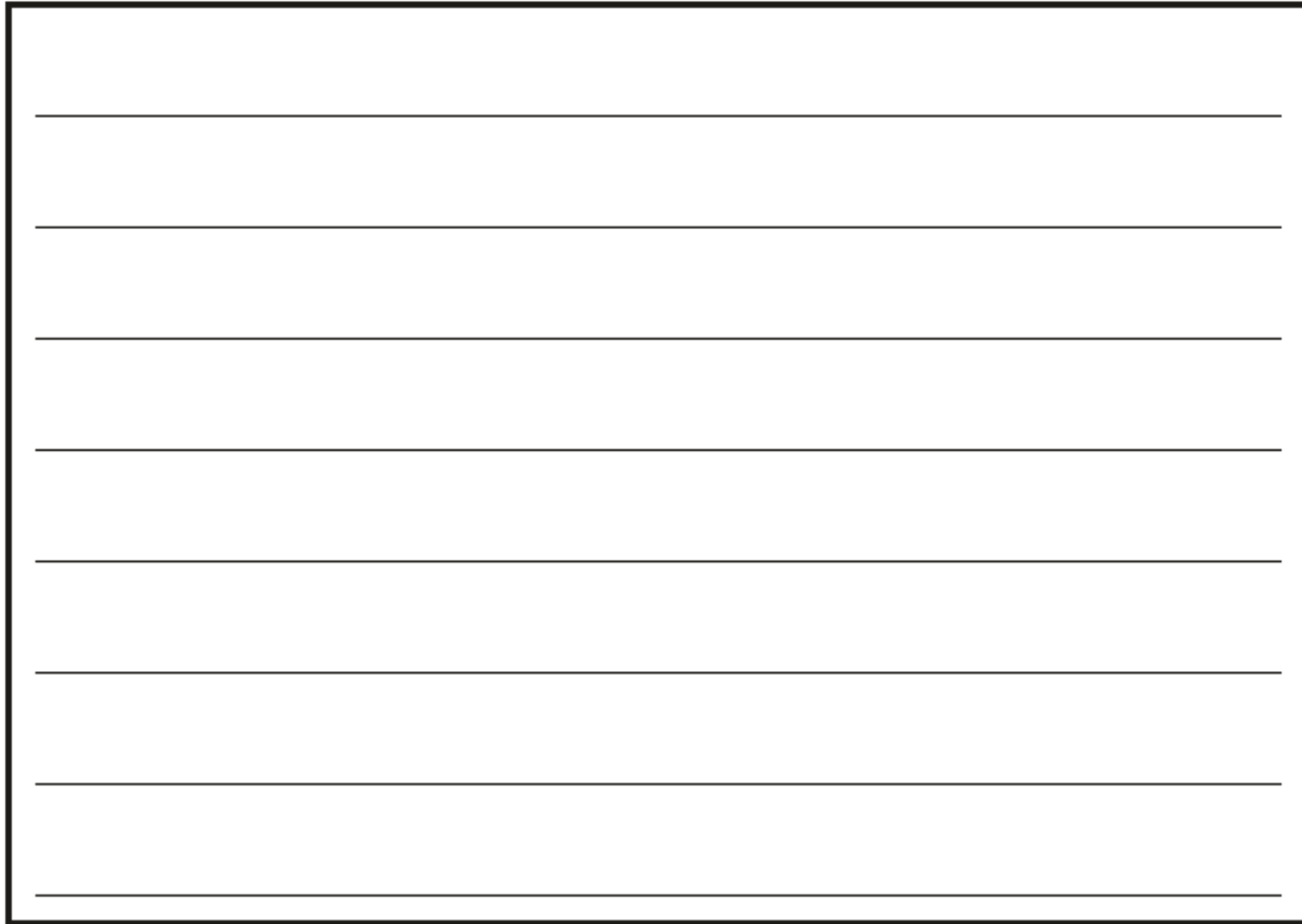
went back home unharmed.

carried on riding for hours.

21

In what ways might Martine's character appeal to many readers?

Explain fully, referring to the text in your answer.



3 marks

Does reading speed matter?



Year	Text 1	Text 2	Text 3	Total	Pass mark (out of 50)
2014	627 (The Humble Potato)	576 (The Octopus)	652 (White Fang)	1,855	19
2015	505 (Charlie Small)	708 (Guide Dogs)	658 (California's Unlikely Warriors)	1,871	18
2016 sample	765 (Space Tourism)	169 (Giants poem)	725 (The Lost World)	1,659	N/A
2016	384 (The Lost Queen)	768 (Wild Ride)	635 (The Way of the Dodo)	1,787	21
2017	602 (Gaby to the Rescue)	709 (Swimming the English Channel)	626 (An Encounter at Sea)	1,937	26
2018	560 (The Giant Panda Bear)	214 (Grannie poem)	714 (Albion's Dream)	1,488	28
2019	633 (The Park)	632 (Fact Sheet: About Bumblebees)	903 (Music Box)	2,168	28

Reading: How to help...

- Regular reading to build stamina (more than 185 words per minute)
- Explore a range of fiction and non-fiction texts, including poetry and classic literature
- Readtheory.org – excellent online comprehension quizzes
- Revision guides – should you wish to purchase them
- Readingplus.com – online comprehension lessons.

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

Previous Years' Domain Coverage:

Content Domain Total marks available	2a (words in context)	2b (retrieval)	2c (summarise across paragraphs)	2d (make and justify inferences)	2e (predict)	2f (meaning of whole text)	2g (enhanced meaning through word choice)	2h (comparisons within text)
2016 Sample	8	17	2	16	2	1	3	1
2016	10	15	1	18	3	1	2	0
2017	10	14	2	22	0	1	1	0
2018	10	13	3	22	0	0	0	2



Maths

The test is a **Key Stage Two** test, so not just areas taught in Y6 (we will revise the KS2 curriculum).

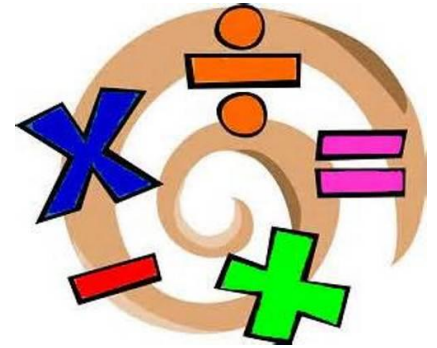
Wednesday 13th May:

Maths 1: Arithmetic

Maths 2: Reasoning

Thursday 14th May:

Maths 3: Reasoning



No Calculators
for any paper.

Example of Maths 1- Arithmetic: 30 Minutes

10 $\frac{4}{5} - \frac{1}{5} =$

1 mark

16 $1,440 \div 12 =$

1 mark

11 $630 \div 9 =$

1 mark

17 20% of 1,500 =

1 mark

12 $1.28 \times 100 =$

1 mark

18 $1.52 \times 6 =$

1 mark

Example of Maths 2 – Reasoning: 40 Minutes

6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

1 mark

Example of Maths 2 – Reasoning: 40 Minutes

8

Maria bakes cakes and sells them in bags.



She uses this formula to work out how much to charge for one bag of cakes.

$$\text{Cost} = \text{number of cakes} \times 20\text{p} + 15\text{p for the bag}$$

How much will a bag of 12 cakes cost?

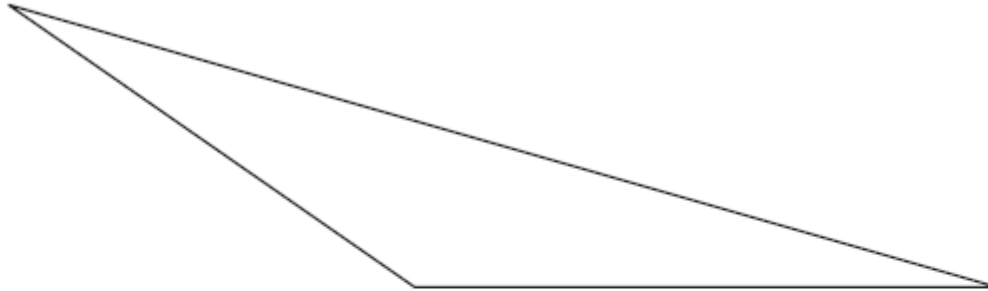
£

1 mark

Example of Maths 2 – Reasoning: 40 Minutes

9

Here is a triangle.



Measure the shortest side accurately, in centimetres.

cm

1 mark

Measure the largest angle.

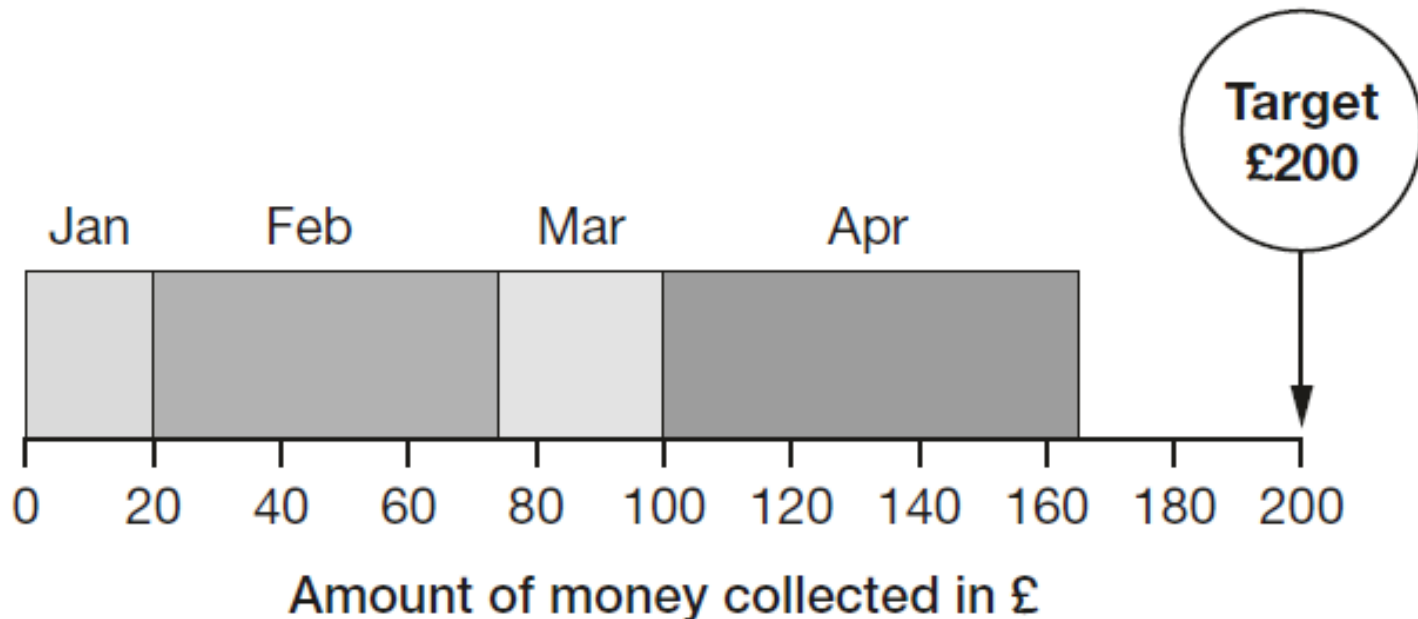
°

1 mark

Example of Maths 3 – Reasoning: 40 Minutes

4 A school plans to collect £200 between January and May.

This chart shows how much they collected by the end of April.



Write the name of **each** month where they collected more than £50

Example of Maths 3 – Reasoning: 40 Minutes

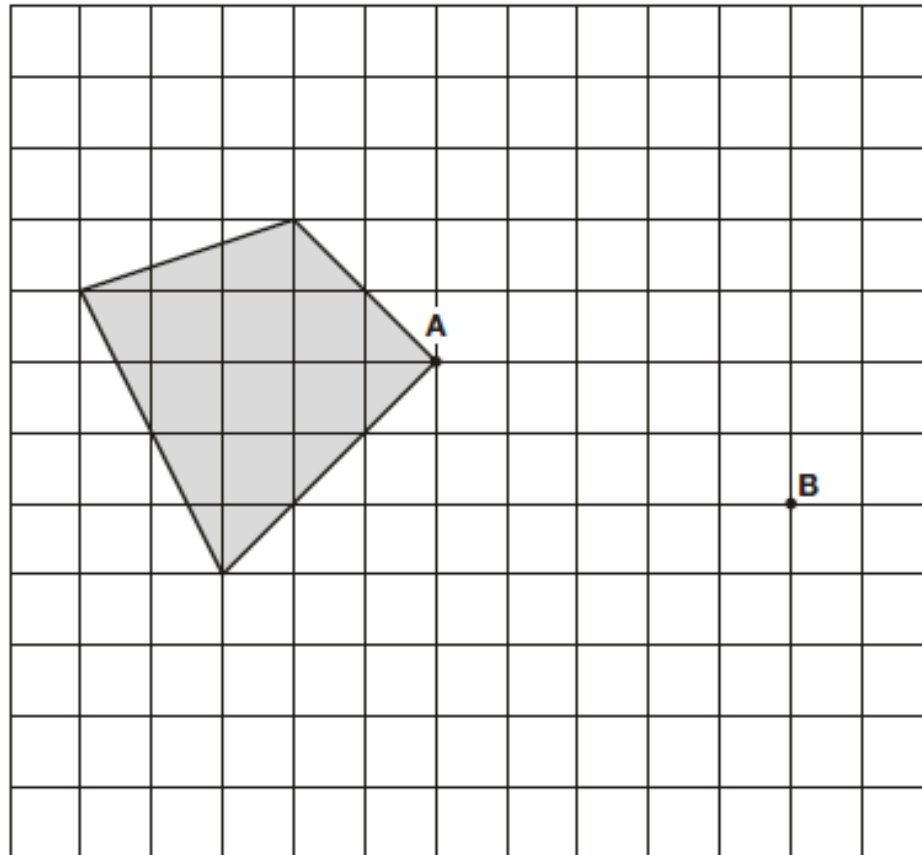
8

Here is a shaded shape on a grid.

The shape is translated so that point **A** moves to point **B**.

Draw the shape in its new position.

Use a ruler.



How to help:

- Read, write, order and compare numbers up to 10,000,000.
- Regular practice of mental and written calculations (+ - x ÷).
- Number bonds e.g. $7 + 3 = 10$, $70 + 30 = 100$, $700 + 300 = 1000$
- Times tables up to 12×12
- Square numbers and square roots
- Prime numbers
- Completion of maths homework – based on week's work/revision
- [mathsbot.com/starter](https://www.mathsbot.com/starter) [myminimaths](https://www.myminimaths.com)

Writing



How will it be tested?

- There will be no writing test. Day to day writing, across the curriculum, will be assessed for evidence of the ARE criteria. This will be moderated to ensure consistency within and between schools.
- Grammar, punctuation and spelling test

- 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)
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contractions correctly
- spelling correctly
- legible joined handwriting.

Must have evidence of
these before assessing to
A.R.E.

Age Related Expectation

- 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.

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 writing 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]

Handwriting...

Apostrophes for omission

Handwriting
must be
joined to
meet A.R.E.

didn't

couldn't

wouldn't

can't

they're

mustn't

Note the space / break for the apostrophe

Capital letters

Tom

Brooklyn Bridge

England

Sainsbury's

Note capitals aren't joined to the rest of the word

Writing: how to help...

- Read widely to gather ideas from authors
- Notice punctuation in reading, and how this is applied to writing e.g. speech marks, semi-colons, capitals for proper nouns etc.
- Practise handwriting – must be joined to meet A.R.E
- Spellings – Practise the weekly word lists and revise prior lists to ensure learning is embedded.
- 100 word challenges.



Reporting Arrangements

Test scores will be standardised so that the children working at the expected level score 100. Score bandings will be denoted as:

HNM: Has not met the expected standard

WTS: Working towards the expected standard

EXS: Expected standard

GDS: Greater depth **in the expected standard**

Revision Books

Rising Stars:

- Maths Revision and Maths Practice Questions
- Reading Revision and Reading Practice Questions

Please pick up one of the slips from the table, arrange to make the payment via bank transfer. Send the form back into school and we will order the books for you.

Tips for the Week:

- Early nights and lots of rest
- Encouragement and positivity
- A substantial breakfast.



Remember, the SATs are only testing Reading, SPaG and Maths, not how creative, sporty or kind they may be.



St Philip Westbrook
C of E Primary School

"Together we aim high and with God's love we can fly"

Questions...



Test Week Timetable

Monday 11th May:

SPaG Test - Grammar & Punctuation (45mins)

SPaG Test - Spelling (20 mins)

Tuesday 12th May:

Reading (60 mins)

Wednesday 13th May:

Maths 1: Arithmetic (30mins)

Maths 2: Reasoning (40mins)

Thursday 14th May:

Maths 3: Reasoning (40mins)