

KS2 Assessment Information Sharing Session



Thursday 18th April 2024 11am
Click [here](#) to watch the recorded meeting

Test Week

Date	Subject	Test papers
Monday 13 May	English grammar, punctuation and spelling	Paper 1: Questions Paper 1: Spelling
Tuesday 14 May	English reading	English reading
Wednesday 15 May	Mathematics	Paper 1: Arithmetic Paper 2: Reasoning
Thursday 16 May	Mathematics	Paper 3: Reasoning

Monday: Grammar, punctuation & vocabulary

🕒 45 minutes

✅ 50 marks

National curriculum tests

Key stage 2

English grammar,
punctuation and spelling

Paper 1: questions

First name					
Middle name					
Last name					
Date of birth	Day		Month		Year
School name					

Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016.
Further information is available on GOV.UK at www.gov.uk/hta.



1Which sentence is a **command**?Tick **one**.

The relay race will be next.

I hope I don't drop the baton.

Run as fast as you can.

I know you can win this race.

4Insert a **comma** in the correct place in

We will be planting seeds
looking for snails.

3

Draw a line to match each word to a **suffix** to make four different words.
Use each suffix only once.

Word

social

relation

child

Suffix

ish

al

ise

42Circle the **relative pronoun** in each sentence below.

A large collection of gold and silver, which is known as the Staffordshire Hoard, was discovered in 2009.

Mr Herbert, who made the discovery using his metal detector, received a reward for finding it.

Some of the artefacts that he found are on display in

Monday: Spelling test

🕒 15 minutes

☑️ 20 marks

National curriculum tests

Key stage 2

English grammar, punctuation and spelling Paper 2: spelling

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Middle name					
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1. There was a _____ in the field.

2. I kept in _____ with my old friends when we moved.

19. The _____ recommended a pair of glasses.

20. A _____ is a type of dried fruit.

Tuesday: Reading test

🕒 60 minutes

☑️ 50 marks



Space Tourism



Giants



The Lost World

Reading Booklet

Sample 2014 key stage 2 English reading booklet



A Noise in the Night



Bats Under the Bridge



A Howl at Dusk

Reading Booklet

Priya and her friends are camping near a farm owned by Mr Jones. Earlier in the day, Mr Jones had told the group that sheep thieves had been seen in the area.

A Noise in the Night

Priya woke with a start, her heart beating fast. Something had disturbed her but she wasn't sure what. Abby was still sleeping quietly beside her, and the night-light glowed, but now she could see things inside the tent, and she realised that the moon must have risen. She took a deep breath, trying to calm herself, but then she heard something rustling outside. *It's nothing, she told herself strictly. It's a hedgehog, or a mole. It's something nice and harmless.*



The sound died away, and everything was quiet once more. But not completely. There was Abby's gentle breathing. Someone coughed in one of the other tents. It sounded like Toby. And then there was another sound – a deep throbbing that was growing steadily louder. Just for a second a bright light flashed across the tent as a car drove past the campsite, followed by another.

Priya was surprised, and now she was completely awake. They had only seen a couple of cars all day, and now two had come past together. Although, now she thought about it, one of them must have been a truck, or a tractor, because its engine had sounded much too deep for a car.

She looked at the dark hump beside her that was Abby, fast asleep. The noise didn't seem to have woken anyone else. She could still hear it, and she imagined the two cars, or whatever they were, reaching the foot of the hill and crossing the bridge by Greystone Farm. She heard the rattle as they crossed the cattle grid on the far side, so now they must be going along the other side of the valley.

For a while the sound didn't change and then, quite suddenly, it stopped. Priya wondered about that. Maybe they had stopped at the Jones's farm. Maybe the farmer had been out visiting someone in the other valley. Whatever it was, she was going to take a look.

Bats Under the Bridge

By day, the Congress Avenue Bridge in the city of Austin could hardly look more normal: a grey, dreary city-centre road bridge. By night, it plays host to one of the most amazing shows nature has to offer. The underside of the bridge is home to more than a million bats, and every evening in summer they all come swarming out at once, rising up into the city sky like a tornado before spreading out in all directions like plumes of smoke. Standing on the bridge, you might even feel the wind from their wings as they pass by.

Austin is the capital city of the state of Texas in the USA, but it is also the bat capital of North America. The bats under the bridge attract thousands of visitors every year, and every August bat lovers celebrate Bat Fest on the bridge in their honour.

We interviewed Harriet Lopez, a bat expert, to find out more.



Q This ordinary bridge is popular with bats. What makes it such a hotspot?

A It's actually very appropriate that you call it a 'hotspot'. The gaps underneath the bridge are a perfect place for mother bats to raise their young. Baby bats are born hairless and have only a few months to develop before travelling south in autumn. They need somewhere warm and safe and the gaps under the bridge are just the right width to trap warmth nicely. These bat pups need to spend their energy on growth, not on keeping themselves warm.

Texas in general is a paradise for bats because of all its tasty insects. A mother bat will go out hunting every evening and consume about two-thirds of her body weight in insects every single night to meet her energy needs. The feeding frenzy can last all night.

Innis Munro is a boy who lives on the island of Nin.

A Howl at Dusk

The howl pierced the darkening sky and made Innis Munro stop dead in his tracks. He pulled his hood down, listened intently. The only sound was his beating heart.

That was a wolf, he thought.

But it couldn't have been. There were no wolves on the island of Nin, no wolves in Scotland any more, not for almost three hundred years. It was just a trick of the wind.

He pressed on but kept his hood down. The afternoon light of early March was fading fast, snow was falling, and he was still a good half-mile from home.

Innis walked faster, told himself it was not the howl that made him hurry but the gloomy sky and gathering snow. He was crossing 'the Barrens' – the middle of the island where the land was bumpy and boggy.

To a stranger, a mainlander, it would have seemed he was lost in the middle of bleak nowhere, but Innis knew this ground, knew every rise and dip.

Another howl came; long, bloodcurdling, wolf-like.

Innis stopped again, caught his breath and held it. He turned full circle, scanning the landscape, peering through the snow and the gloom. Closer this time.

It was someone playing a trick, trying to frighten him. It was pretty ridiculous, actually. There were no wolves on Nin.

Innis cupped a hand to his mouth and returned the best horror movie wolf howl he could muster. There was an immediate response but away this time, in the distance up by the mountain. And then much closer, a sound that no boy could make.

Questions 1–12 are about *A Noise in the Night*
(pages 4–5)

1 Look at the first paragraph.

How can you tell

12

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

Write **two** ways.

1. _____

2. _____

	True	False
At the beginning of the story, Priya knew what had woken her up.		
The binoculars belonged to Priya.		

2 Loc
Wh

18

Look at Harriet's answer to the question: ***Have there always been so many bats here?***

Find and copy one word which means 'a group of bats living together'.

1 mark



Wednesday: Arithmetic test

🕒 30 minutes

✅ 40 marks

National curriculum tests

Key stage 2

Mathematics

Paper 1: arithmetic

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

Published July 2015

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Further information is available on GOV.UK at www.gov.uk/1616



1

$707 - 10 =$

2

$6138 + 456 =$

5

$2 \times 4 \times 30 =$

14

$\frac{2}{7} \times \frac{5}{9} =$

1 mark

20

$$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$$

25

$$47 \overline{) 611}$$

Show
your
method

Show
your
method



2 marks

Wednesday & Thursday: Maths Reasoning

🕒 40 minutes

✅ 35 marks

National curriculum tests


Key stage 2

Mathematics
Paper 2: reasoning

First name					
Middle name					
Last name					
Date of birth	Day		Month		Year
School name					

SAMPLE BOOKLET
Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016. Further information is available on GOV.UK at www.gov.uk/ks2.



2

Write these temperatures in order, starting with the **lowest**.

6°C

-4°C

1°C

-10°C

3°C

°C	°C	°C	°C	°C
----	----	----	----	----

lowest

5

Cars and motorbikes are parked in a street.



car
4 wheels

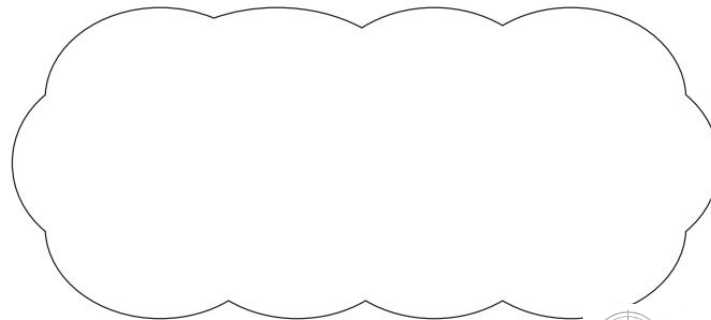


motorbike
2 wheels

Stefan counts 3 motorbikes and 5 cars.

He counts **28 wheels** altogether.

Explain why Stefan **cannot** be correct.



Access Arrangements

- Should neither advantage or disadvantage a child.
- Scribes
- Transcribes
- Readers - not for the English reading paper and there is clear guidance for the punctuation and grammar paper for readers.
- Rest breaks
- Keeping pupils focused

Illness or injury prior to the start of the tests

Please notify the school as soon as possible if your child is unable to attend school. We will contact you and speak with you as we may or may not have to apply for a timetable variation. We would try our best to avoid this by exploring other possibilities first.

Other Assessments - Writing

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

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

Other Assessments - Writing

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, showing good awareness of the reader (e.g. direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and events
- integrate dialogue in narratives to convey information
- select vocabulary and grammatical structures, using them mostly appropriately (e.g. using the passive to affect how information is presented, using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. repetition, place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly
- 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.[^]
- spell correctly most words from the year 5 list and use a dictionary to check the spelling of uncommon or more difficult words
- 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]

Other Assessments - Science

Working at the expected standard

Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

- describe and evaluate their own and others' scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources
- ask their own questions about the scientific phenomena that they are studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary (i.e. 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)
- use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate
- record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- draw conclusions, explain and evaluate their methods and findings, communicating these in a variety of ways
- raise further questions that could be investigated, based on their data and observations.

Science content The pupil can:

- name and describe the functions of the main parts of the digestive [year 4], musculoskeletal [year 3] and circulatory systems [year 6]; and describe and compare different reproductive processes and life cycles in animals [year 5]
- describe the effects of diet, exercise, drugs and lifestyle on how the body functions [year 6]
- name, locate and describe the functions of the main parts of plants, including those involved in reproduction [year 5] and transporting water and nutrients [year 3]

Continued on the next page

- use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods [year 6]
- construct and interpret food chains [year 4]
- describe the requirements of plants for life and growth [year 3]; and explain how environmental changes may have an impact on living things [year 4]
- use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved [year 6]; and describe how fossils are formed [year 3] and provide evidence for evolution [year 6]
- group and identify materials [year 5], including rocks [year 3], 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 [year 5]
- describe the characteristics of different states of matter and group materials on this basis; and describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle [year 4]
- identify and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components [year 5]
- identify, with reasons, whether changes in materials are reversible or not [year 5]
- 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 [year 6], and the formation [year 3], shape [year 6] and size of shadows [year 3]
- 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 [year 4]
- 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 [year 4]
- describe the effects of simple forces that involve contact (air and water resistance, friction) [year 5], that act at a distance (magnetic forces, including those between like and unlike magnetic poles) [year 3], and gravity [year 5]
- identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force [year 5]
- 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 [year 6]
- describe the shapes and relative movements of the Sun, Moon, and the planets in the solar system; and explain the apparent movement of the sun and the Earth's rotation and that this results in day and night [year 5].

Results explained

What is a scaled score?

Tests are developed to the same specification each year. However, because the questions must be different, the difficulty of tests may vary. This means we need to convert the total number of marks a pupil gets in a test (their 'raw' score) into a scaled score, to ensure we can make accurate comparisons of performance over time.

Pupils scoring at least 100 will have met the expected standard on the test. However, given that the difficulty of the tests may vary each year, the number of raw score marks needed to achieve a scaled score of 100 may also change. For example, if the overall difficulty of a test decreases compared to previous years, the raw score required to meet the expected standard will increase. Similarly, if the test is more difficult, the raw score required to meet the expected standard will decrease.

In 2016, [panels of teachers](#) set the raw score required to meet the expected standard. We have used data from trialling to maintain that standard for the tests from 2017 onwards.

Calculating raw scores

The raw scores for each test are calculated by adding the scores from each paper for a subject.

Test	Number of marks available in the paper	Total number of marks available for the test – highest raw score
English grammar, punctuation and spelling Paper 1: questions	50 marks	70 marks
English grammar, punctuation and spelling Paper 2: spelling	20 marks	
English reading	50 marks	50 marks
Mathematics Paper 1: arithmetic	40 marks	110 marks
Mathematics Paper 2: reasoning	35 marks	
Mathematics Paper 3: reasoning	35 marks	

What can you do to support your child?

- Give them the best start possible - breakfast
- Good bedtime routine - limit devices before sleep
- Encouragement
- Remain calm and positive - inevitably there will be questions they can answer easily, some they will have to work at and some which they may just not know. They do not need to get 100% to pass but they should try as hard as they can.
- They are more than ready for the papers
- Ensure your child arrives at school promptly for the Year 6 breakfast - more information to follow.

Questions and Clarification