

Welcome to West Moors Middle School

Key Stage 2
SATs Presentation



2025 Test Timetable

Mon 12 th May	Tues 13 th May	Weds 14 th May	Thurs 15 th May
GPS test (1) Grammar & Punctuation Questions <i>45 mins</i>	Reading <i>1 hour</i>	Maths (1) Arithmetic <i>30 mins</i>	Maths (3) Reasoning <i>40 mins</i>
GPS test (2) Spelling <i>20 mins</i>		Maths (2) Reasoning <i>40mins</i>	

The purpose of the tests

- The end of Key Stage 2 statutory tests are designed to test children's knowledge and understanding of the Key Stage 2 curriculum.
- They assess knowledge, skills and understanding that has been taught from Yr3 to Yr6.
- They provide a snapshot of a child's attainment at the end of Key Stage 2.
- Each child is awarded a scaled score for reading, maths and GPS. In writing, children will be told whether they meet age related expectations (based on teacher assessment)

What will be reported?

- Scaled scores and codes (Maths/Reading/GPS)
 - Below expected standard < 100 (HNM)
 - Expected standard is 100 - 110 (EXS)
 - Working at greater depth is 110+ (GDS)
- Teacher assessment of writing and science
 - PKG
 - WTS
 - EXS
 - GDS

Comparing statutory assessment

End of KS1

- Teacher assessment in mathematics and reading will be informed by externally-set, internally-marked tests. There will also be an externally-set test in grammar, punctuation and spelling which will help to inform the teacher assessment of writing.

End of KS2

- National tests at the end of key stage 2 in: mathematics (x3); English (x3).
- Plus a teacher assessment of writing.

What about science?

KS1

- Teacher assessed

KS2

- Teacher assessed

Reporting results

- All test papers (except writing) are marked externally
- Test papers and results should be returned to schools in the first week of July
- Some papers may need to be remarked
- All being well, results will be issued to parents with each child's end of year report.

Access arrangements

Some children qualify for exam concessions due to their identified educational needs. These can include:

- Additional time
- Scribes
- Transcription
- Reader (not reading exam)



English


How English is assessed

These will consist of:

- a reading exam which is externally set and marked.
- a spelling test
- a punctuation and grammar test
- Writing done in class throughout the year – there is an increasing requirement that examples are provided from all subjects where children do writing.

The Reading Exam

- The children are given a booklet to read and questions to answer about the text.
- They will have 1 hour to complete the exam.
- The exam will focus on several different types of text




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.



(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.

ran home to get help.

cried all the way home.

1 mark

13

Look at the first paragraph, beginning: *Dawn was casting...*

How do you know that Martine wanted to keep this ride a secret?

1 mark

14

What were Martine's grandmother's rules about riding the giraffe?

Tick **two**.

Ride only in daylight.

☐

Don't show off.

☐

Stay in the game reserve.

☐

Keep to a slow speed.

☐

No jumping.

☐

1 mark

15

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1. _____

2. _____

2 marks

(b) What evidence is there of Martine being determined when she met the warthogs?

1 mark

16

...milled around in bewilderment (page 8)

Explain what this description suggests about the baby warthogs.

20

Do you think that Martine will change her behaviour on future giraffe rides?

Tick **one**.

yes

☐

no

☐

maybe

☐

Explain your choice fully, using evidence from the text.

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

3 marks

21

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

Explain fully, referring to the text in your answer.

3 marks

The GPS test

The GPS test

Grammar, Punctuation and Spelling
Place a tick or cross in the relevant boxes depending
on where you see your own subject knowledge.
Print out or complete on screen by clicking in the relevant boxes.

Domains	Confident	Some idea	No idea	Need to teach it?
Grammar				
Word classes: nouns, pronouns, adjectives, verbs, adverbs, determiners, conjunctions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflexive pronouns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Possessive pronouns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relative pronouns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noun phrases,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Past tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Past progressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perfect form of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tense consistency (previously assessed as tense agreement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modal verbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adverbs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adverbials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determiners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conjunctions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Words functioning as more than one class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transforming words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Main clauses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subordinate clauses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relative clauses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statements (or declarative sentences)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question tags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exclamations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject, verb, object (SVO),	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard English verb inflections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Year 1

Year 2

Synonyms, and Antonyms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Passive and active voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepositions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subjunctive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Capital letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commas after fronted adverbials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commas to avoid ambiguity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Commas in a list	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Semicolon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation for parenthesis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Single dash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apostrophes for contracted forms (omission)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apostrophes for singular possession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apostrophes for plural possession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question marks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hyphens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullet points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prefixes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suffixes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

40% of the above
'domains' are taught by
the end of Year 2

Analysis of KS2 GPS test

Notice how many questions
assessed Y6 objectives:

8 out of 46 questions –
17%

From Y1 objectives 5

From Y2 objectives 15

From Y3 objectives 7

From Y4 objectives 5

From Y5 objectives 6

	Grammatical terms and word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms and consistency	Punctuation	Vocabulary	Standard English and formality
Multiple choice	37 whom/ whose/ who's (Y4)	45 functions of sentences (Y2)	43 noun phrase (Y2)	13 modal verbs (Y5) 44 subjunctive (Y6) 46 present perfect (Y3)	5 question mark (Y1) 6 colon (Y6) 12 hyphen (Y6) 18 exclamation marks (Y1) 19 (capital letters) (Y1)	21 root words (Y3)	15 standard English, verbs (Y4)
Circle/ underline	3 object (Y6) 24 preposition (Y3) 28 & 32 conjunctions (Y2) 42 adverbs (Y2)		27 subordinate clause (Y3) 39 relative clause (Y5)	26 tenses (Y2)	8 inverted commas (Y3) 22 apostrophe for possession (Y2)		
Insert word or words Punctuation	7 adverb (Y2) 11 & 33 pronouns (Y4) 36 adjectives from nouns (Y5)		2 conjunctions (Y2)	35 simple past tense (Y2)	9 & 30* commas (Y2) 17 contractions (Y2) 20 semicolon (Y6)		
Complete/ match lines/ table	4 Determiners (Y4)	14 sentence forms (Y2)	29 main and subordinate clauses (Y3)	10 past/ present progressive (Y2) 40 active and passive (Y6)	23 commas for clauses (Y3)	1 add a suffix to form an adjective (Y5)	
Constructed response sentence or explanation	38 noun/ verb* (Y5)	25 question (Y1)		41 imperative voice (Y6)	16 parenthetical punctuation* (Y5)	31 prefixes (Y1) 34 acronym* (Y6)	
Total marks	12	3	5	8	13	4	1

* = 2 mark questions

GPS paper 1 - Punctuation and grammar

Questions and answers

You have 45 minutes to complete this test. There are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed. Write your answer in the space provided. Do not write over any barcodes.

Multiple-choice answers

For some questions, you do not need to do any writing. Read the instructions carefully so that you know how to answer each question.

Short answers

Some questions are followed by a line or a box. This shows that you need to write a word, a few words or a sentence.

2

Which **pair of verbs** correctly completes the sentence below?

Pluto _____ now called a dwarf planet, but once it _____ classified as a planet.

Tick **one**.

was

is

☐

was

was

☐

is

is

☐

is

was

☐

The GPS test

1. Which sentence is punctuated correctly?

Tick one.

Nevertheless we, are going on Saturday.

☐

Finally, I think I understand what you mean.

☐

Considering, all his efforts the result was disappointing.

☐

At the last, count there were twenty people coming.

☐

1 mark

2. Circle all the adverbs in the sentences below.

Excitedly, Dan opened the heavy lid. He paused briefly and looked at the treasure.

1 mark

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

↑	↑	↑	↑
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GPS paper 2 - Spelling

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.

How to help your child with English revision

- Read with your child and then discuss what you have read
- Discuss unknown vocabulary and terms.
- Discuss the writer's choice of language – what are they trying to suggest about a character or a situation?
- Provide a quiet working area at home where your child can work.
- Share items of interest (newspaper articles or texts you find interesting) with your child.
- Spellzone

Mathematics

Mathematics

Paper 1 – Arithmetic (30 mins)

Paper 2 – Reasoning (40 mins)

Paper 3 – Reasoning (40 mins)

No calculators allowed in any test

KS2 Maths curriculum

- Number and Place value
- Written methods (+ - ÷ x)
- Fractions, decimals & percentages
- Problem solving with shapes & angles
- Describe position, direction and movement
- Taking measurements and working with data
- Using algebra in practical way

Arithmetic

You **may not** use a calculator to answer any questions in this test.

Questions and answers

You have **30 minutes** to complete this test.

Work as quickly and as carefully as you can.

Put your answer in the box for each question.

For questions expressed as common fractions, you should give your answers as common fractions.

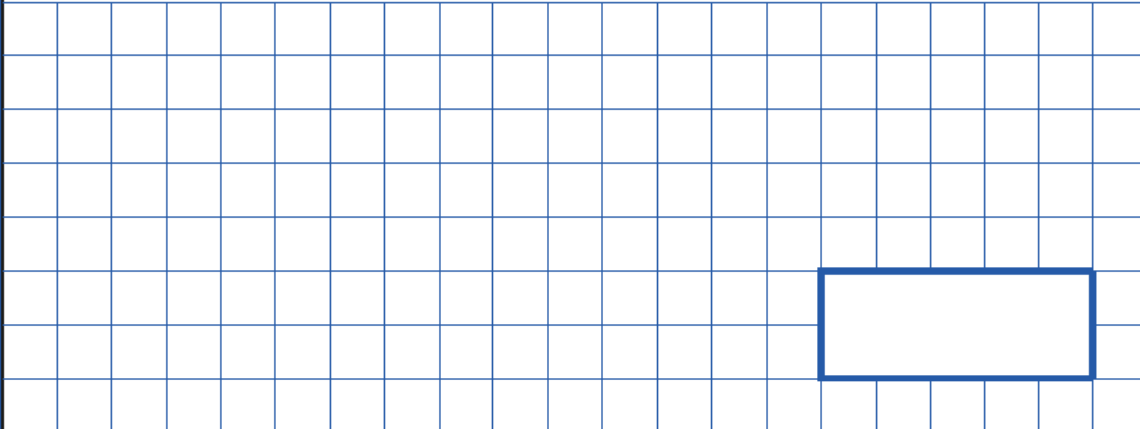
All other answers should be given as either whole or decimal numbers.

If you cannot do one of the questions, **go on to the next one**. You can come back to it later if you have time.

If you finish before the end, **go back and check your work**.

1

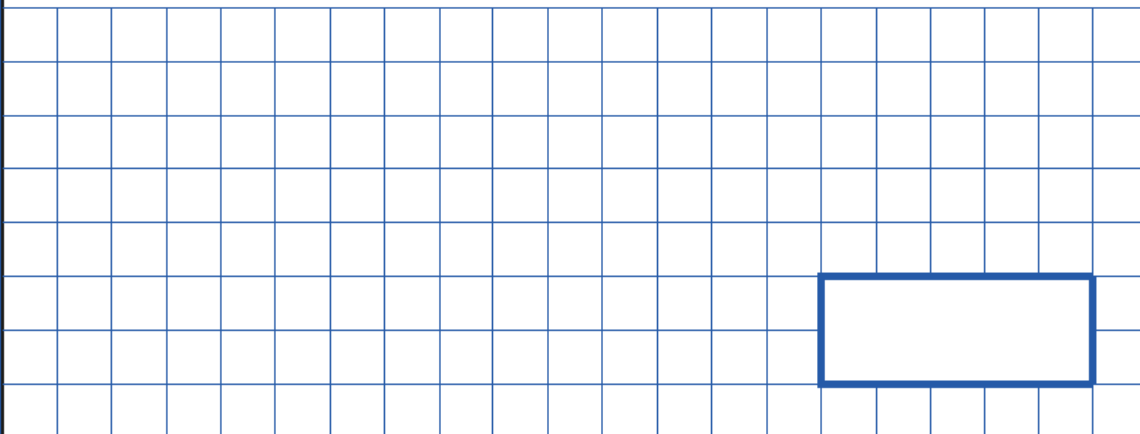
$$979 + 100 =$$



1 mark

2

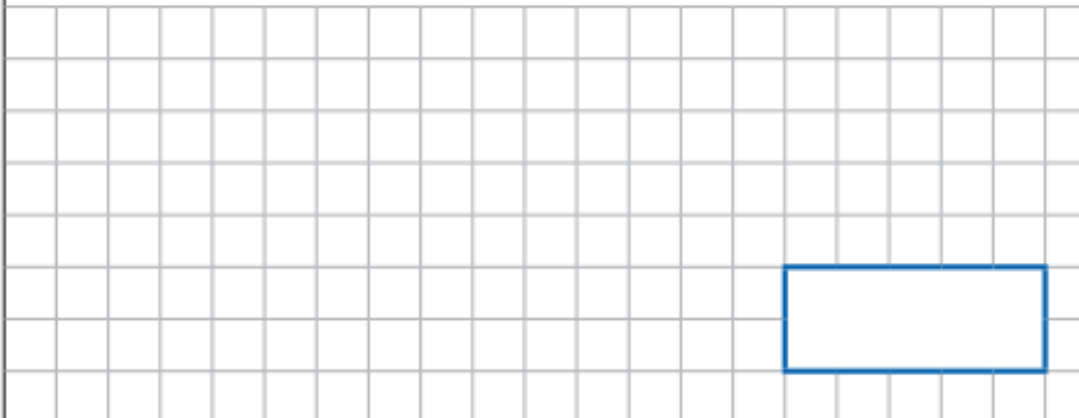
$$123 \times 2 =$$



1 mark

16

$$2.12 \div 10 =$$

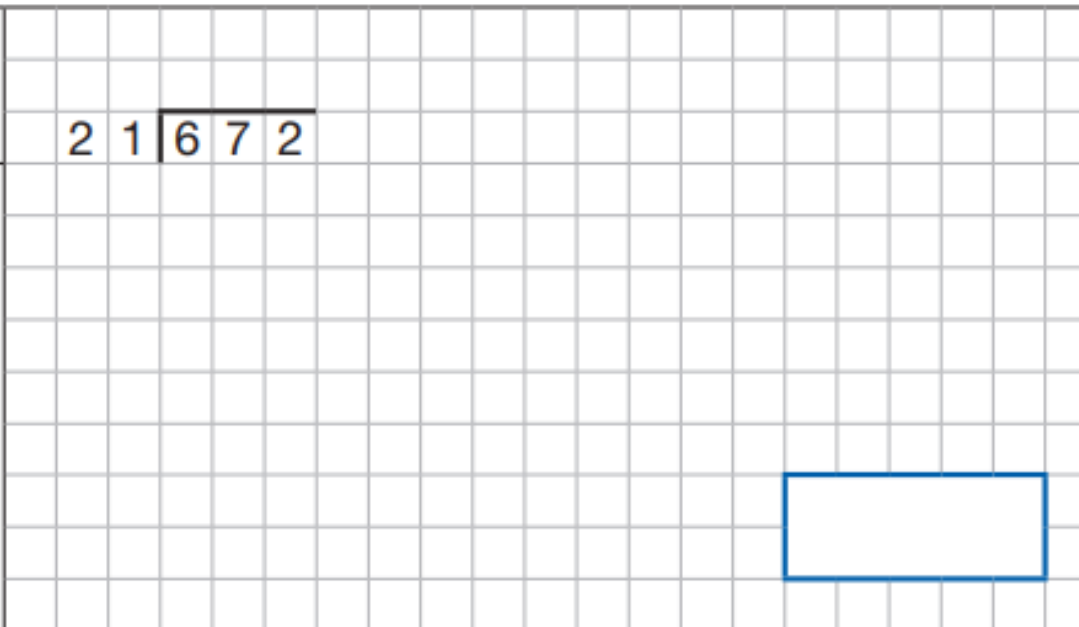


1 mark

17

$$21 \overline{) 672}$$

Show
your
method



2 marks

23

$8 - 5.123 =$

--

1 mark

24

$$\frac{1}{8} \div 2 =$$

--

1 mark


25

$$\frac{1}{2} + \frac{1}{3} =$$

30

$$80\% \text{ of } 115 =$$

--	--



31

$$\frac{2}{7} - \frac{1}{9} =$$

[illegible]

1 mark

Reasoning

Questions and answers

You have **40 minutes** to complete this test.

Follow the instructions for each question.

Work as quickly and as carefully as you can.

If you need to do working out, you can use the space around the question.

Do not write over any barcodes.

Some questions have a method box like this:

Diagram illustrating a method box for a question. The box is a large grid of 20 columns and 10 rows. To the left of the grid is a rounded rectangle containing the text "Show your method". To the right of the grid is a smaller rectangle, representing the answer box.

For these questions you may get a mark for showing your method.

If you cannot do one of the questions, **go on to the next one**.

You can come back to it later, if you have time.

If you finish before the end, **go back and check your work**.

1

Write the missing number.

One is done for you.

180 $\xrightarrow{\text{is 20 more than}}$ 160

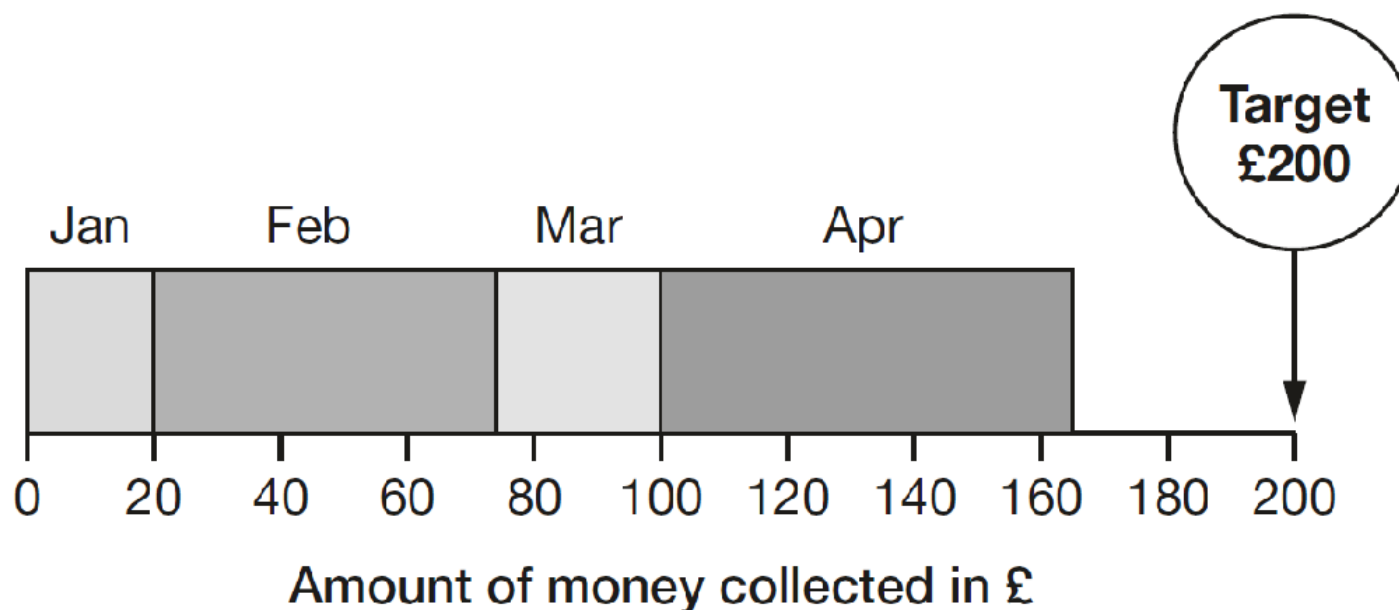
$\xrightarrow{\text{is 20 more than}}$ 237

1 mark

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

2

A pack of paper has 150 sheets.

4 children each take 7 sheets.

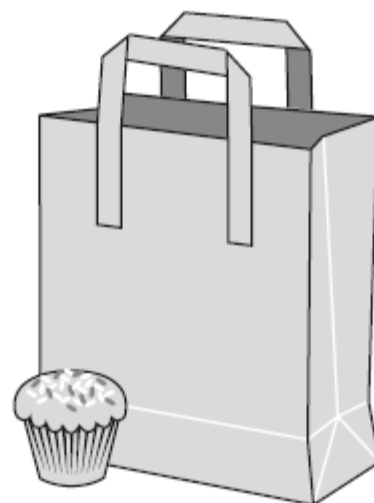
How many sheets of paper are left in the packet?

Show
your
method

A large grid for showing the method, consisting of 20 columns and 10 rows. A smaller rectangle is drawn inside the grid, spanning 10 columns and 2 rows, starting from the 12th column and the 7th row.

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?

£

How can you help your child with maths revision?

- Help your child practise and learn times-tables facts
- Practise mental maths with your child
- Encourage your child to read information sources such as charts, scales, timetables
- Practise converting metric weights and measures e.g.
 $17 \text{ kg} = 17,000 \text{ g}$, $2.05 \text{ l} = 2050 \text{ ml}$
- Practise drawing and measuring angles
- Revise names of 2-D and 3-D shapes
- Telling the time and discuss late/early. How long until?

What extra help is available?

- Spellzone
- Times Table Rock Stars
- Reading comprehension and maths Boosters with Mrs Crichton and Ms Ward
- Assembly time Boosters
- Revision books e.g. CGP

How can you help? (general)

- Doing homework with your child helps to consolidate their learning at school and is an opportunity to give your child some confidence.
- If you have any concerns or questions, please do not hesitate to ask your child's teacher. They will be happy to help.
- During SATs and the weeks before SATs, please do not book holidays or make appointments.

How can you help? (general)

- Every child needs a good night's sleep and healthy breakfast before coming to school and working hard.
- Although we want the children to take these tests seriously, we do not want to put unnecessary pressure on them, which could cause them unhappiness.
- Please help us by keeping a positive attitude towards their SATs.

Thank you and good luck to all our Yr6 pupils

If you have any
further questions,
please ask us before
you leave.

