



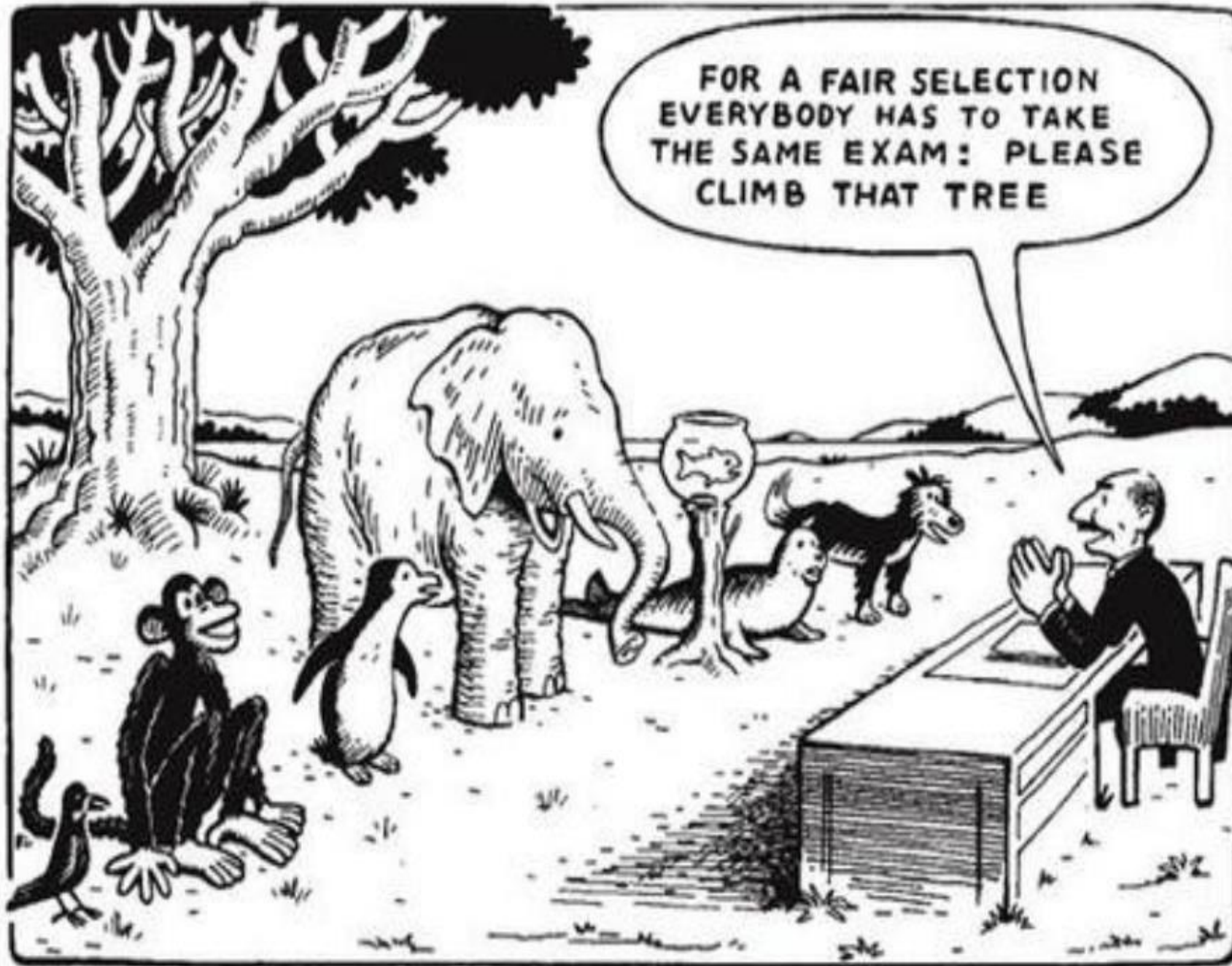
# **KS2 SATS**

# **MAY 2020**

***The Olive School Hackney***

***‘Nurturing Today’s Young People, inspiring tomorrow leaders’***

***KS2 SATS Guidance for Parents***  
***2020***



Yes, all  
children will  
be sitting the  
same exam.  
There are no  
differentiated  
papers!

# KEY POINTS

The 'new' curriculum is more challenging and has an increased focus on developing children's subject knowledge and skills.

The new National Curriculum does not have levels of attainment, but instead has 'expectations' children are required to meet at each banding (**EXPECTED STANDARD**).

No  
levels

Scaled  
Scores

The 2020 tests will include reading, grammar, punctuation and spelling, arithmetic and reasoning.

## Scaled Scores

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

*Parents and teachers working together for the benefit of the children.*

# WHAT WILL BE ASSESSED?

ASSESSED BY TESTS *(marked externally)*

## READING

ONE PAPER

Reading booklet and  
associated answer  
booklet.

## SPaG

Paper 1, short answer  
questions.

Paper 2, spelling.

## MATHS

Paper 1, arithmetic

Paper 2, reasoning

Paper 3, reasoning

*\* No Calculator Paper*

CONTINUOUS TEACHER  
ASSESSMENT

WRITING

# READING 2020

## PAPER 1

60 minutes

It is crucial that ALL children are working on their reading fluency. As parents, you can help to support them by setting them a time limit to read a number of pages. This will enable them to read quicker.

- This test consists of a reading answer booklet and a separate reading booklet.

- Pupils will have a total of 1 hour to read the 3 texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose: e.g. working through one text and answering the questions before moving on to the next.

- The least-demanding text will come first with the following texts increasing in level of difficulty.

*(marked externally)*

## READING SKILLS ASSESSED

The most crucial aspects of reading at the end of Key Stage 2 are:-

- Accuracy (decoding familiar and unfamiliar words correctly)
- Fluency (speed and confidence)
- Comprehension (drawing meaning from text)

- Understanding, describing, selecting or retrieving information, events or ideas from texts and using quotation and reference to text.
- Deducing, inferring or interpreting information, events or ideas from texts.
- Identifying and commenting on the structure and organisation of texts, including grammatical and presentational features at text level.
- Explaining and commenting on the writers' use of language, including grammatical and literary features at word and sentence level.
- Identifying and commenting on writers' purposes and viewpoints, and the overall effect of the text on the reader.



# What is Comprehension?

Comprehension is the ability to understand something. If your child can tell you about what they have read or is able to answer questions using the text (and gets them right), it is clear that they have developed an understanding of what they are reading.

To help develop comprehension you should:

- Listen to your child read (even if they are fluent readers!)
- Ask them questions as they are reading and after they have read
- Get them to show you their evidence to their answers (working on their retrieval skills ; skimming and scanning too)
- Take turns reading! Let your child be the teacher and allow them to ask you questions on the text. This gives you the opportunity to model your thought process out loud to them.

# Some test style examples:

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

Maria and Oliver are attending a party at a house that used to belong to Maria's grandfather. They sneak away to explore the grounds.

Oliver rowed while Maria stood on the shore, staring straight ahead. The sun shone in the hush and haze of the savannah. The water fanned out behind them on the surface of the lake.

## Wild Ride

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

An artist's dodo fan

### The Way of the Dodo

The dodo was first sighted around 1600 on an island in the Indian Ocean. Since then the phrase 'dead as a dodo' has become something which is lifeless or has disappeared from the world. Its rapid disappearance, a number of myths developed about 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 a lush green island with a warm climate, no predators to speak of, the isolated island became a home for unusual species, including reptiles and flightless birds.

Then, in 1598, humans descended on this paradise, accompanied by dogs, goats, cats (and a fair number of rats!). Curious animals of Mauritius offered themselves up for slaughter and, over the decades, much of the island's unique wildlife had been wiped out. One of the victims was a large, flightless relative of the pigeon. The people 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 was more likely that having never faced predators before, and unlike other birds that fell prey to dogs and cats. Meanwhile, their eggs and chicks on the ground, were easy pickings for rats.

Less than 100 years after man's arrival, the dodo, which had been a part of the island's folklore, slipped into the pages of history.

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-misunderstood 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 drawing of a dodo from around 1646.

A modern reconstruction of a dodo.

her vision, nasal squeal. In the arted company Martine caught arguing from its t forward. Had id so tightly she would have und. As it was, fer his chest like she dangled tishly and the ing her young, let below. Five baby bewilderment, enwards.

s was nearly unbearable, but she didn't let go. She rough skin, ugly ears and all – but their Hollywood 't fool her. In a blink of those lashes, their tusks bloody ribbons.

gritted teeth, 'walk on. Good boy.'

e started to lower his neck as he backed away from

rtine as the warthog nipped at the toe of one of her

up to evade the warthog's sharp tusks, and e momentum to hook her legs around his neck. to haul herself onto his back and urge him into a amily was a grey blur in the distance, although the n took longer to fade.

e way home at a gentle walk, a thoughtful smile on her to show off – even if it was only to an audience erve gate. Jimmy dipped his head and Martine slid ough she was shooting down a waterslide. That, too, smounting, but it was fun. She gave the white giraffe l through the mango trees to the thatched house.

10

11

An example of a Fiction text from the 2016 Reading paper

An example of a Non-Fiction text from the 2016 Reading paper



## Some test style examples:

	<p><b>3</b> Look at page 4.</p> <p>How can you tell that Maria was very keen to get to the island?</p> <hr/> <hr/>	1 mark
3	<p>Look at page 4.</p> <p>How can you tell that Maria was very keen to get to the island?</p> <p><b>Content domain:</b> 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for answers referring to any of the following:</p> <ol style="list-style-type: none"><li>1. recognition that Maria speaks or behaves impatiently, e.g.<ul style="list-style-type: none"><li>• <i>“Come on,” Maria said</i></li><li>• <i>she was being impatient.</i></li></ul></li><li>2. recognition that she is rushing <u>Oliver</u>, e.g.<ul style="list-style-type: none"><li>• <i>she was telling him to hurry up.</i></li></ul></li></ol> <p><b>Also accept</b> reference to Maria giving an order.</p>	1m

This question is testing the children’s inference skills. It is worth 1 mark and from the marking scheme you can see the answers they are looking for a precise. If children do not have the inference skills (diving deeper into the text) they can easily lose a mark.

13

*Find out when a meteor shower is due and arrange to go star spotting with an adult...*

In this sentence, the word *arrange* is closest in meaning to...

Tick one.

set out. ☐

meet. ☐

pack up. ☐

plan. ☐

**Some questions are more simple and will require children to just tick or circle answers.**

**This is an example of a retrieval question.  
Children will be tested to see if they are able  
to locate relevant information from the text.**

**3**

Look at page 4.

According to the text, what could you do on your space holiday?

Give two examples:

1. \_\_\_\_\_

2. \_\_\_\_\_

2 marks

**Any  
questions?**