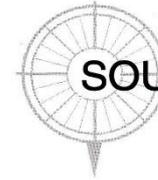


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**Year 6**  
**KS2 tests**

**2019**



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## **Overview of 2019 tests**

2019 KS2 national curriculum tests:

English grammar, punctuation and spelling Paper 1: short answer questions

English grammar, punctuation and spelling Paper 2: spelling

English reading : reading booklet and associated answer booklet

Mathematics Paper 1: arithmetic

Mathematics Paper 2: reasoning

Mathematics Paper 3: reasoning

There are no longer any extension papers e.g. level 6.

Tests are all externally marked.

**A short 5 minute video about the KS2 test**

**Click [here](#) to watch**

## **KS2 English grammar, punctuation and spelling test**

The grammar, punctuation and spelling test has a greater focus on knowing and applying grammatical terminology with the full range of punctuation tested.

The new national curriculum sets out clearly which technical terms in grammar are to be learnt by pupils and these are explicitly included in the test and detailed in the new test framework.

It also defines precise spelling patterns and methodologies to be taught, and these are the basis of spellings in the test.

There will be no contextual items in the test.

As in previous years, there are two papers, Paper 1: questions and Paper 2: spelling.

Paper 1: questions consists of a single test paper. Pupils will have 45 minutes to complete the test, answering the questions in the test paper. The questions are worth 50 marks in total.

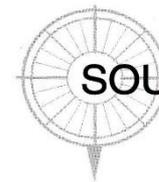
Paper 2: Spelling consists of an answer booklet for pupils to complete and a test transcript to be read aloud. Pupils will have approximately 15 minutes to complete the test, but it is not strictly timed, by writing the 20 missing words in the answer booklet. The questions are worth 20 marks in total.

## **KS2 English reading test**

The test consists of a reading booklet and a separate answer 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. There will be a mixture of genres of text. The least-demanding text will come first with the following texts increasing in level of difficulty.

Pupils can approach the test as they choose: e.g. working through one text and answering the questions before moving on to the next. The questions are worth a total of 50 marks.



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There will be a selection of question types, including:

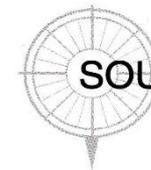
**Ranking/ordering**, e.g. ‘Number the events below to show the order in which they happen in the story’

**Labelling**, e.g. ‘Label the text to show the title of the story’

**Find and copy**, e.g. ‘Find and copy one word that suggests what the weather is like in the story’

**Short constructed response**, e.g. ‘What does the bear eat?’

**Open-ended response**, e.g. ‘Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.’

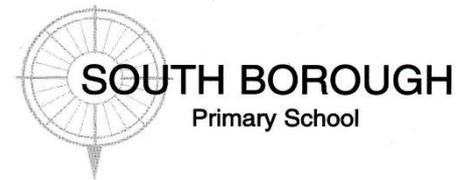


## **KS2 mathematics test**

There are 3 papers; Paper 1: arithmetic; Paper 2: reasoning; and Paper 3: reasoning.

### Paper 1: arithmetic

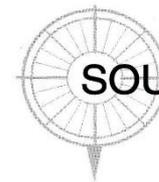
The arithmetic test assesses basic mathematical calculations. The test consists of a single test paper. Pupils will have 30 minutes to complete the test, answering the questions in the test paper. The paper consists of 36 questions which are worth a total of 40 marks.



The questions will cover straightforward addition and subtraction and more complex calculations with fractions worth 1 mark each, and long divisions and long multiplications worth 2 marks each.

Papers 2 and 3 each consist of a single test paper. Pupils will have 40 minutes to complete each test, answering the questions in the test paper. Each paper will have questions worth a total of 35 marks.

In some answer spaces, where pupils need to show their method, square grids are provided for the questions on the arithmetic paper and some of the questions on Paper 2



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# Additional Support and Access Arrangements

Some pupils with specific needs may need additional arrangements so that they can take part in the tests.

Access arrangements are adjustments that can be made to support pupils. We must ensure any arrangements used don't advantage or disadvantage individual pupils.



## **What your child may see or hear happening during the tests:**

**Reading-** questions can be read to a child- not the reading paper though.

**Transcribing-** some children's writing can be difficult to read so an adult will write above some words that may be difficult for a marker to read.

**Scribing-** some children may have a scribe.

**Time-** Some children qualify for extra time (25%)

**Rest Break**

**Enlarged Papers**

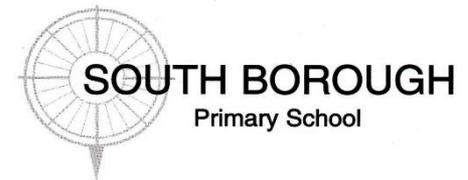
**Prompter**



# So, how will the marks be reported?

## what is a scaled score?

- Using scaled scores enables test results to be reported consistently from one year to the next. Though national tests are designed to be as similar as possible every year in terms of demand, slight differences do occur. Scaled scores, however, maintain their meaning over time, so if two children achieve the same scaled score on two different tests, they will have demonstrated the same attainment.
- In the new scaled score for the national tests, 100 will always represent the 'national standard', but the 'raw score' (the total number of correct answers) that equates to it may be slightly different each year.



# When will we know what raw score will 'achieve 100'?

- The scaled score cannot be set in advance; the national standard and the rest of the scale will be set once pupils have taken the tests and they have been marked.
- Last year (2018), to 'achieve 100', the minimum children needed to score were:

Reading 28/50

SPaG 38/70

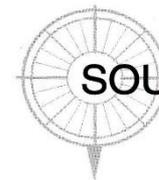
Maths 61/110

Greater Depth: 40/50

Greater Depth: 56/70

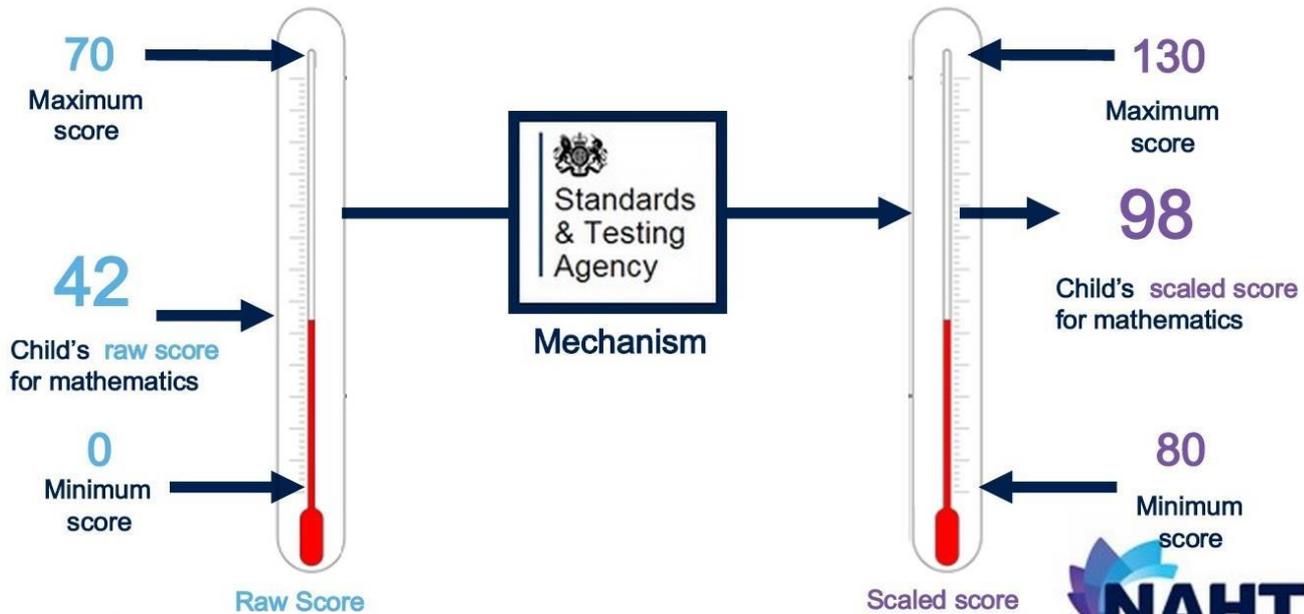
Greater Depth: 96/110

- This is just a guide!



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This useful diagram from the NAHT's *Scaled Scoring* presentation neatly shows how a raw score can be converted into a scaled score:



## What can you do to support your child?

**Give them a good start.** Prepare a good breakfast every morning and be there to give them a positive send off. Ensure they have had an early night so they are ready for the day ahead.

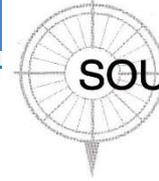
**Offer encouragement.** Be calm, positive and encouraging. Let your child know that you love them, respect their efforts, and will be there to support them regardless of their results.

**Make time for fun.**

**Be there.** Please make sure your child is in school for the tests on time.



# Test week timetable 2019



**SOUTH BOROUGH**  
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**Monday 13<sup>th</sup> May 2019**

Key stage 2 English grammar, punctuation and spelling test, Paper 1, short answer questions. Key stage 2 English grammar, punctuation and spelling test, Paper 2, spelling.

**Tuesday 14<sup>th</sup> May 2019**

Key stage 2 English reading test, reading booklet and associated answer booklet.

**Wednesday 15<sup>th</sup> May 2019**

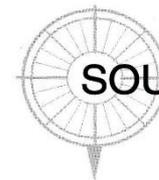
Key stage 2 mathematics, Paper 1 arithmetic test. Key stage 2 mathematics, Paper 2 reasoning.

**Thursday 16<sup>th</sup> May 2019**

Key stage 2 mathematics, Paper 3, reasoning.

# Link to sample papers

<https://www.gov.uk/government/collections/national-curriculum-assessments-2016-sample-materials>



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