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Welcome to our Year Six...

SATs information evening





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How will children be assessed?

Through testing:

English:

Reading

Grammar, punctuation and spelling

Mathematics:

Arithmetic and reasoning



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How will children be assessed?

Through teacher assessment:

Reading

Writing

Mathematics

Teachers must see evidence of children meeting ALL of the set government TAF standards in each subject to achieve mastery (age related expectation) in that area.



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Test Dates:

| | |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monday 14 May 2018 | English grammar, punctuation and spelling test, Paper 1 (short answer questions). English grammar, punctuation and spelling test, Paper 2 (spelling). |
| Tuesday 15 May 2018 | English reading test (reading booklet and associated answer booklet). |
| Wednesday 16 May 2018 | Mathematics, Paper 1 (arithmetic test). Mathematics, Paper 2 (reasoning). |
| Thursday 17 May 2018 | Mathematics, Paper 3 (reasoning). |



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Grammar, punctuation and spelling:

- Focus on knowing and applying grammatical terminology
- Full range of punctuation tested
- Technical terms in grammar tested
- Spelling patterns and methodologies form the basis of spellings tested
- Most questions are short answers
- 1 short answer paper with 50 questions, 50 marks available
- 1 spelling test with 20 questions, 20 marks available (pupils complete sentences with a missing word)
- Punctuation and spelling must be correct in the GPS test!



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Grammar, Punctuation and Spelling Questions





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"/> |

1 mark

15

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

| Sentence | Modal verb indicates certainty | Modal verb indicates possibility |
|------------------------------------------------------|--------------------------------|----------------------------------|
| It will be very cold tomorrow. | | |
| John might have missed the train. | | |
| Ann can speak six languages. | | |
| You could finish your work by the end of the lesson. | | |

1 mark



18

Circle all the **conjunctions** in the sentences below.

Once Harry had checked the weather forecast, he set off on his walk.

Whilst climbing up the mountain, he was unaware of the dangers ahead.

He needed to turn back immediately since a storm was coming.

1 mark

20

Tick **all** the sentences that contain a **preposition**.

Ali locked the door before he left.

☐

The shops are beyond the main road.

☐

My brother is behind me in the race.

☐

Barry is below Andrew in the register.

☐

1 mark



23

Draw a line to match each word to its correct **antonym**.

Word

meandering

sympathetic

evade

plausible

Antonym

confront

unfeeling

unbelievable

straight

1 mark



27

Which sentence is written in the **active voice**?

Tick **one**.

The book was returned to the library yesterday.

☐

The assembly was held in the hall.

☐

The bad weather led to the cancellation.

☐

The floods were caused by the heavy rain.

☐

1 mark



28

Which sentence is punctuated correctly?

Tick **one**.

The wind was blowing howling, actually, so
we headed – for home.

☐

The wind was blowing – howling, actually – so
we headed for home.

☐

The wind was blowing, howling – actually – so
we headed for home.

☐

The wind was blowing howling actually – so
we headed for home.

☐

1 mark



30

Tick to show which sentence uses the **past progressive**.

Tick **one**.

After Ali finished his homework, he went out to play.

☐

Gemma was doing her science homework.

☐

Jamie learnt his spellings every night.

☐

Anna found her history homework difficult.

☐

1 mark

35

Explain how the use of **commas** changes the meaning in the two sentences.

Mangoes, which are grown in hot countries, taste delicious.

Mangoes which are grown in hot countries taste delicious.

1 mark



42

Circle all the **determiners** in the sentence below.

Two apple trees screened the open windows on one side.

1 mark

43

Underline the longest possible **noun phrase** in the sentence below.

That book about the Romans was interesting.

1 mark



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Reading test:

- 3-4 unrelated texts of mixed genres
- Text difficulty increases
- Greater focus upon fictional texts
- Retrieving information and making inference are key components
- Explain vocabulary meanings
- Summarise parts of a text



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Now let's look at...

Reading Questions



Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.



Who has already had a holiday in space?

In 2006, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

Anousheh's Space Blog

September 25th

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.





READING TEST

12

...in a flash... (page 6)

What does this tell you about the burning of rocks in space?

1 mark

While space travel is an impossibility for most of us, you can still be a tourist from here on Earth by spotting shooting stars!

Space is full of huge and tiny pieces of rock, which burn up in a flash when they enter the Earth's atmosphere. The flash of burning rock is called a meteor. As it moves through the night sky, you can see the trail it leaves behind – which is what we know as a shooting star.

On most clear nights, you should be able to see up to 10 meteors every hour. But, at certain times of the year, many more meteors appear than usual. When this happens, we call it a meteor shower.



READING TEST

8

Look at Anousheh's blog entry for September 25th.

Find and **copy** a group of words that shows that Anousheh wrote her blog for others to read.

1 mark

Anousheh's Space Blog

September 25th

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

Shooting Stars

Be a space tourist at home

While space travel is an impossibility for most of us, you can still be a tourist from here on Earth by spotting shooting stars!

Space is full of huge and tiny pieces of rock, which burn up in a flash when they enter the Earth's atmosphere. The flash of burning rock is called a meteor. As it moves through the night sky, you can see the trail it leaves behind – which is what we know as a shooting star.

On most clear nights, you should be able to see up to 10 meteors every hour. But, at certain times of the year, many more meteors appear than usual. When this happens, we call it a meteor shower.

Star spotters' guide to seeing shooting stars

1. Find out when a meteor shower is due and arrange to go star spotting with an adult (they don't have to be an expert!).
2. Wear warm clothes and equip yourself with a blanket, a pillow and a torch.
3. You do NOT need a telescope or binoculars.
4. Go outside and find somewhere that is far away from town lights.
5. When you have found your spot, lie down on your blanket, switch OFF your torch and stare up at the sky.
6. Allow some minutes to pass. The longer you look, the more stars you will see as your eyes get used to the darkness.
7. Wait for the shooting stars to appear!



Giants

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun
Of seeing you snatch them suddenly in
And cower, quivering back
Into your pitiful shell, so brittle and thin?
Would you think it was fun then?
Would you think it was fun?

And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scramble, tumble, fall,
In graceless, shivering dread,
Back into the trampled reeds that were grown so tall?
Would you think it a joy then?
Would you think it a joy?

Lydia Pender



READING TEST

21

Explain **two** things that the words *emerald scrap* suggest about the frog.

2 marks

And how would you like it,
Supposing you were a frog,
An emerald scrap with a pale, trembling throat
In a cool and shadowed bog,
If a tremendous monster,
Tall, tall, so that his head seemed lost in the mist,
Leaned over, and clutched you up in his great fist
Just for the joy
Of watching you jump, scramble, tumble, fall,
In graceless, shivering dread,
Back into the trampled reeds that were grown so tall?
Would you think it a joy then?
Would you think it a joy?

The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

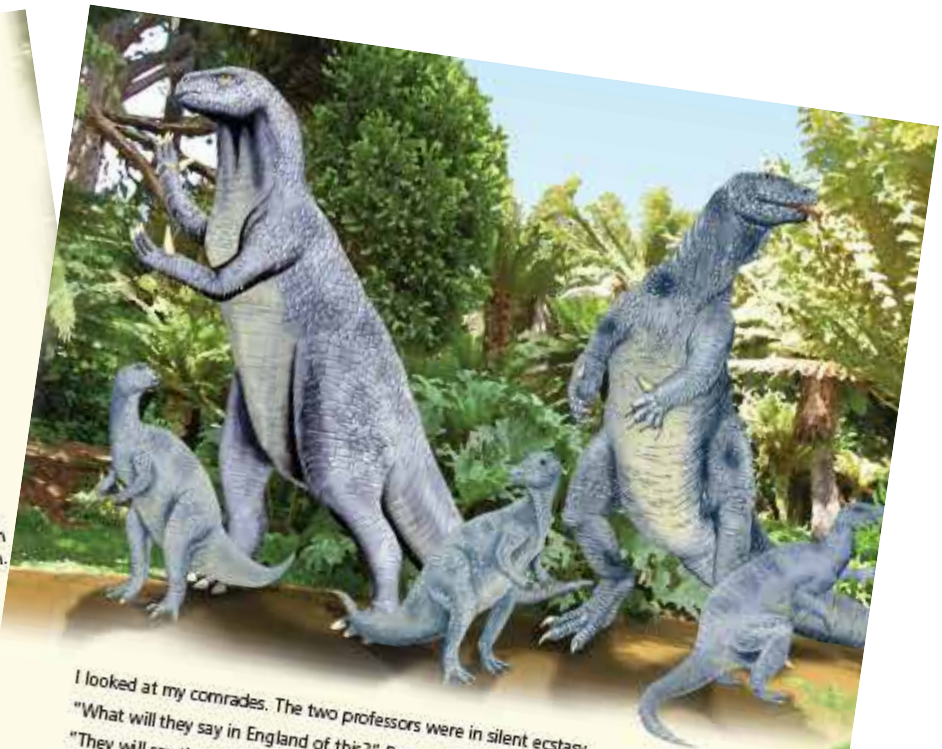
"A beast?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balanced themselves upon their broad, powerful tails and their huge three-toed hind feet, which with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed limitless, for one of them, having some difficulty in reaching a bunch of foliage, leapt forward, tore it down as if it had been a sapling, and then it slowly lurched off through the wood, followed by its mate and its three infants. We saw the glistening grey gleam of their skins between the tree-trunks, their heads high above the brushwood. Then they vanished from our sight.



I looked at my comrades. The two professors were in silent ecstasy.

"What will they say in England of this?" Professor Summerlee cried at last.

"They will say that you are a liar," said Professor Challenger, "exactly as you and others said of me."

"In the face of photographs?"

"Faked, Summerlee! Clumsily faked!"

"Who's to blame them? For this will seem a dream to ourselves in a month or two," said Lord John. "What were they?"

"Iguanodons," said Summerlee. "England was once alive with them when there was plenty of good lush green-stuff to keep them going."

"I don't know what anyone else thinks, but this place makes me feel very uneasy..." said Lord John.

I had the same feeling of mystery and danger around us. In the gloom of the trees there seemed a constant menace and as we looked up into their shady foliage, vague terrors crept into one's heart. The iguanodons we had seen were lumbering, inoffensive brutes which were unlikely to hurt anyone, but what other creatures might there not be – ready to pounce upon us from their lair among the rocks or brushwood?



READING TEST

29

The Iguanodons are described as *Inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the Iguanodons in this paragraph support the idea that they were both *Inoffensive* and *brutes*.

Use evidence from the text to support your answer.

| |
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| |
| |
| |
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| |

3 marks



READING TEST

| Acceptable Points | Likely evidence (accept paraphrase) |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| inoffensive | |
| 1. acted like children / playful | <ul style="list-style-type: none"> • <i>little ones played round their parents</i> • <i>unwieldy gambols</i> • <i>bounding into the air</i> |
| 2. they are herbivores / vegetarians | <ul style="list-style-type: none"> • <i>reaching a bunch of foliage</i> |
| 3. being together as a family / looking after their young | <ul style="list-style-type: none"> • <i>little ones played round their parents</i> • <i>followed by its mate and its three enormous infants</i> |
| 4. the men don't find them frightening / they don't harm the men | <ul style="list-style-type: none"> • <i>I do not know how long we stayed gazing</i> • <i>this marvellous spectacle</i> |
| 5. slow movement | <ul style="list-style-type: none"> • <i>slowly lurched</i> |
| brutes | |
| 6. strength | <ul style="list-style-type: none"> • <i>tore it down as if it had been a sapling</i> • <i>the strength of the parents seemed to be limitless</i> |
| 7. huge size | <ul style="list-style-type: none"> • <i>dull thuds</i> • <i>its three enormous infants</i> • <i>put his forelegs round the trunk of the tree</i> • <i>their heads high above the brushwood</i> • <i>tore it down as if it had been a sapling</i> • <i>lurched</i> |
| 8. the way they move | <ul style="list-style-type: none"> • <i>unwieldy gambols</i> • <i>dull thuds</i> • <i>lurched off</i> |



READING TEST

30

Look at the paragraph beginning: *I do not know how long...*

The word *unwieldy* in this paragraph is closest in meaning to...

Tick **one**.

fast.

☐

violent.

☐

clumsy.

☐

gentle.

☐

1 mark

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.



READING TEST

34

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

| | True | False |
|--------------------------------------------------------------|------|-------|
| Lord John saw the dinosaur tracks first. | | |
| Professor Summerlee has faked the evidence. | | |
| Professor Challenger worries that people won't believe them. | | |
| They are all frightened of the iguanodons. | | |

1 mark

35

The mood of the characters changes throughout the extract.

- (a) **Find** and **copy** the group of words on page 9 where Lord John's mood changes.

1 mark

- (b) How does Lord John's mood change?

1 mark



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Mathematics

3 test papers:

1 arithmetic paper

2 mathematical reasoning papers

- Gridded paper is provided in answer spaces on the arithmetic paper and some questions on reasoning papers. This is to aid setting out of formal methods
- Main focus is number
- 40 marks for arithmetic paper; 70 for reasoning



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Mathematics:

Arithmetic test:

- This replaces the mental maths test
- Introduced to assess calculation fluency
- No contextualised questions
- 36 questions, 40 marks available, 30 minute duration
- Only about 1/3 of questions need written methods

Questions cover:

- Addition and subtraction, multiplication and division
- Place value
- Calculations with fractions, decimals and percentages
- Long division and long multiplication



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Maths Arithmetic Questions





ARITHMETIC TEST

1

$$979 + 100 =$$

1 mark

6

$$48 \div 6 =$$

1 mark

 $630 \div 9 =$ 1 mark
$$1.28 \times 100 =$$

1 mark

 $95\% \text{ of } 240 =$

| | |
|--|--|
| | |
|--|--|

1 mark

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

A blank grid of 20 columns and 10 rows. A rectangular area is highlighted in the bottom right corner, spanning from the 15th column to the 20th column and from the 6th row to the 10th row.



1 mark

[illegible]



Maths Reasoning

- 2 papers with 35 marks each
- 40 minutes each
- Calculators not allowed
- Includes some word problems
- Get progressively more difficult



REASONING
TEST

Maths Reasoning Questions





REASONING TEST

In the circles, write a multiple that belongs to each set.

One has been done for you.

numbers from 1 to 99

multiple of 10

50

numbers from 101 to 199

multiple of 20

numbers from 201 to 299

multiple of 30

numbers from 301 to 399

multiple of 40



11

Write the four missing digits to make this **addition** correct.

$$\begin{array}{cccc} \boxed{} & 6 & \boxed{} & 8 \\ + & 3 & \boxed{} & 9 \\ \hline 9 & 0 & 1 & 9 \end{array}$$

2 marks



13

Here are four fraction cards.

$$\frac{3}{4}$$

$$\frac{5}{8}$$

$$\frac{6}{12}$$

$$\frac{7}{16}$$

Use any **three** of the cards to make this correct.

$$\boxed{} < \boxed{} < \boxed{}$$

1 mark



Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show
your
method

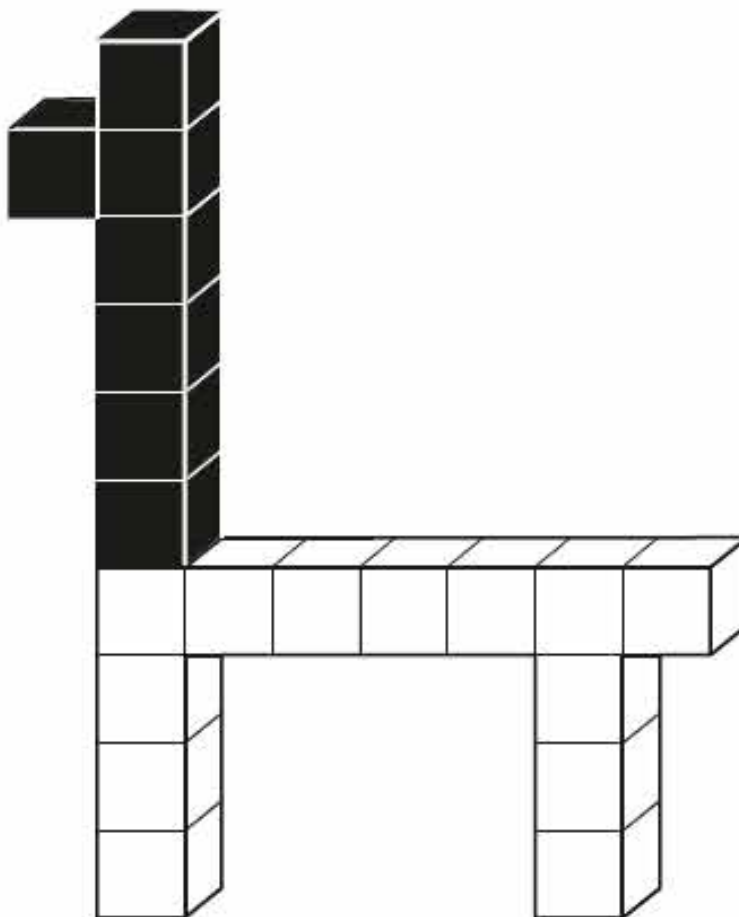
3

2 marks



17

This model is made with 20 cubes.



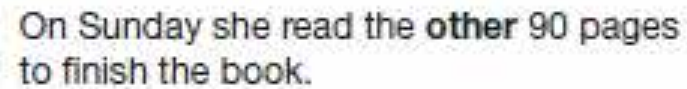
What percentage of the cubes in the model is black?

%

1 mark



On Saturday Lara read $\frac{2}{5}$ of her book.



Show
your
method

2 marks



And last but not
least...

Writing





Statement:

Use brackets, dashes and commas to indicate parenthesis

Within a few minutes, Lauren carried on with the journey when a bundle of hail stones constantly crashed down onto her head as a blizzard slowly occurred, right in front of her. There was no way of escaping the disastrous snow storm because it ~~would~~ would only plough what was in front of it (which was Lauren).



Statement:

Use brackets, dashes and commas to indicate parenthesis

Macbeth found out, by his messenger, that Macduff wasn't killed and was furious. So furious that he ~~went~~ charged – once again – ~~to~~ into Birnam Woods with an army, even though the witches told him to beware. ~~So B~~



Statement:

Use brackets, dashes and commas to indicate parenthesis

Over 4000 years ago, in ancient Greece, the first theatres were built to entertain people or to teach new things.



Statement:

Using commas for clarity

~~Use commas~~
Even though the journey was long, it was definitely worth it because last Friday, I had an interesting day learning new things about William Shakespeare and the Globe theatre - which is where Shakespeare's plays are shown.

Use dash or colon to add extra information



Statement:

Using speech to advance action
and show character

"Lauren, I have ^{just} received a phone call from work, because we need to go to Antarctica so I can report the weather!" exclaimed mum as she put some winter clothing in a suitcase and ~~the~~ ^{two} ~~latter~~ - looking passports in her bag.

Understand how hyphens can
be used



Statement:

Use semi colons to mark the boundary between two independent clauses

zinc. Firstly, we would stick the two pieces of metal either side of the object. Then we would connect the red wire to the copper and the black wire to the zinc; after that, we would listen for a buzz. If it buzzed, then that would mean the object acted as a cell and was a conductor of electricity, but if it didn't then that would mean it wouldn't ~~be a~~ conduct electricity.

Fronted subordinate clause (*if it buzzed*), foregrounds the conditions for one of the experiment's potential outcomes and its implication, whilst co-ordination (*but*) is used to contrast the alternative outcome.

(GP)



Statement:

Use the colon to introduce a list and use semi-colons within lists

Equipment:

- Zinc Strip
- Copper Strip
- Lemon
- Bread Roll
- Potato
- Wires
- Buzzer

To go camping, you will need several items: a tent, which is strong and waterproof; a sleeping bag, suitable for the season; and a stove – running on Calor gas or Campingaz.



Statement:

Use passive voice.

But the disgusting hags were no ~~were~~ where to be seen.

Suddenly Macbeth's messenger arrived ~~exhausted~~

exhausted, and bowed.

Passive form adds dramatic intensity to the unexplained disappearance of the witches. (GP)



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How will results be reported?

From Testing:

A raw score (no. of marks awarded)

A scaled score (out of 100)

Confirmation of whether or not pupil attained the 'expected standard'.

From Teacher Assessment:

Confirmation of whether or not pupil attained the 'expected standard'.

Tests and teacher assessments assess different areas so a child may achieve expected standard in one but not the other.

If a child does not sit the test, they will not be able to achieve the expected level.



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How will results be reported?

Children who do not meet Age Related Expectations in teacher assessments, can be assessed using Pre-Key Stage standards. In writing, they can also be awarded Working Towards the standard.

A small number of children, working below the level of the test, may not be entered and will be assessed using Pre-Key Stage standards.



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How you can help...

- Support with homework and revision
- Support with practising basic skills like tables and spellings, and testing if they want
- Looking at the revision books together and asking them to explain to you
- Making sure they are sensible about the time they spend working
- Stressing the importance of effort



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How you can help...

- Reducing stress
- Encouraging relaxation
- Making sure they get enough sleep before the tests
- Making sure they have a good breakfast before the tests



Websites to help...

Mymaths

SPAG.com

BBC Learning

Grammar Monster

Maths Antics on Youtube

Mathsisfun.com



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How we will help...

- Teach intervention groups to 'fill gaps' and challenge more able pupils to achieve at Greater Depth
- Teach booster sessions at lunchtimes and some after school
- Set revision homework
- Follow a four week revision timetable
- Practise SATs style questions
- Personalised test provision for individual needs



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New building

- Year 6 will be moving into the Year 5 mobile classrooms at February half term until the end of the summer term
- Building work will be suspended during the times of the SATs tests so there will be no noise or disruption



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Further information...

Standards:

Expected

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2>

Pre Key Stage

<https://www.gov.uk/government/publications/interim-pre-key-stage-2-standards>



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Further information...

Tests:

<https://www.gov.uk/government/publications/2016-key-stage-2-english-grammar-punctuation-and-spelling-sample-test-materials-mark-scheme-and-test-administration-instructions>

<https://www.gov.uk/government/publications/2016-key-stage-2-english-reading-sample-test-materials-mark-scheme-and-test-administration-instructions>

<https://www.gov.uk/government/publications/2016-key-stage-2-mathematics-sample-test-materials-mark-schemes-and-test-administration-instructions>

Please refrain from using any past papers at home as we use some of these closer to SATs to predict how you child may achieve in the KS2 assessments.