



KEY STAGE TWO Reading SATS Paper

Teaching Tips For Precise Answers

KS2 Reading Content Domains

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

KS2 Reading SATs papers analysis
Percentage of questions by content domain

Content domain	2016	2017	2018	2019	2022
2a	20	20	20	12	10
2b	30	28	26	42	38
2c	2	4	6	2	4
2d	36	44	44	36	44
2e	6	0	0	0	2
2f	2	2	0	0	2
2g	4	2	0	6	0
2h	0	0	4	2	0

Content domain reference

2a	give/explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Content Domain Reading Stems

- Use in Guided/Whole Class Reading
- Use in general cross curricular reading
- Use to probe for comprehensions
- Use in short bursts to model answers around shorter texts/pictures
- Use in homework/grammar activities



With Thanks to Maddy Barnes

	2a Vocab	2b Retrieval	2c Summary	2d Inference	2e Prediction	2f How narrative is related	2g Choice of words	2h Comparison
The Parsnips 16 Marks 10 x 1 marks 3 x 2 marks	3	4	1	7		1		
My Circus Life 15 marks 9 x 1 mark 3 x 2 marks	1	12	1	1				
A Traveller in Time 19 marks 11 x 1 mark 1 x 2 marks 2 x 3 marks	1	3		14	1			
Total across the paper	5	19	2	22	1	1		
% of the test	10%	38%	4%	44%	2%	2%		



The Parsnips



My Circus Life



A Traveller in Time

Reading Booklet

2022 key stage 2 English reading booklet



A Traveller in Time

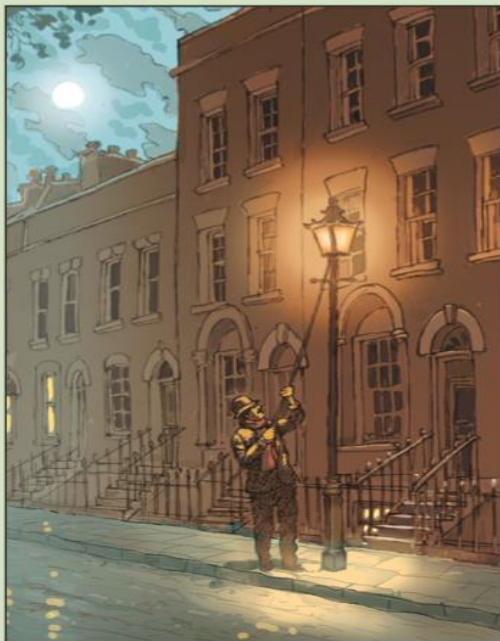
This text is about a young girl called Penelope who describes an unusual experience in her home. The story takes place in the early 20th century before electric lights were common in most households.

A Traveller in Time

Ours was a steep, crooked stair, with a handrail on one side, very narrow, with rooms leading off it so suddenly that it was easy to fall headlong as one stepped from a doorway. We had wallpaper with leaves on it, like a green wood in spring, and I used to sit on the stairs, pretending I was in a forest with birds singing around me. I was sitting there one evening, with my feet tucked under me, in a blue dusk, waiting for the lamplighter to come whistling down the street to bring a gleam to the stairway. There was a street lamp near, and this shone over the door and saved us from using our own gas-lamp.

I was suddenly aware how quiet it was. I might have been the only person in the world. Even the clock stopped ticking, and the mice ceased rustling in the wainscot. I turned my head and saw a lady coming downstairs from the upper floor. She was dressed in a black dress which swept round her like a cloud, and at her neck was a narrow white frill which shone like ivory. Her eyes were very bright and blue as violets. I sprang to my feet and smiled up at her, into the beautiful grave face she bent towards me. She gave an answering smile, and her deep-set eyes seemed to pierce me, and I caught my breath as I stood aside to let her pass. I never heard a footstep; she was there before I was aware.

She went by as I leaned against the wall, and I pressed myself against the paper to leave room for her full floating skirts which took all the stairway. I never felt them touch me, and this gave me a curious sensation. Soundlessly she swayed down the stairway, and I stood watching her, smelling the sweet, faint odour of her dress, seeing the pallor of the hands which held her ruffled skirts, yet hearing nothing at all.



I leaned over the rail to watch her, and suddenly she was gone. The clock ticked loudly, the sounds of the street came to my ears, the lamplighter's whistle, clear and round, fluted through the air, and the bright gleam of the gas danced upon the patterned wall. I ran downstairs and pushed open the door into the sitting room, expecting to see her there. The room was empty, and I went thoughtfully down to the basement where my mother was cooking, and I asked about the lady.



"There is no one, child," she exclaimed. "You've imagined her. It is easy to think you see someone in the dusk with flickering street lights falling on the walls. It was the shadow of somebody in the street perhaps."

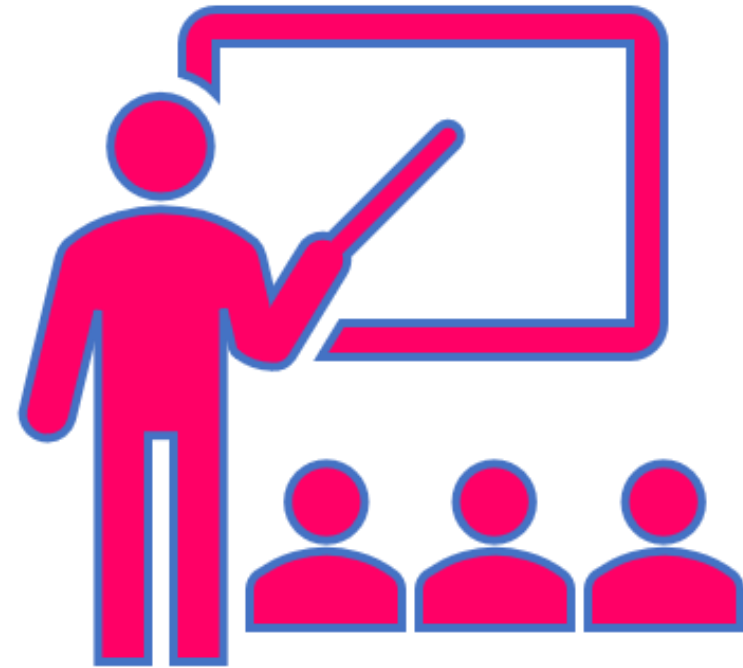
I was positive I had seen the lady and I described her.

Mother was very quiet, as if she were thinking what to say next. Then she changed the conversation, asking me if I would like to make treacle toffee that night.

3 Mark Questions – how do you tackle them?

2 Points + 2 pieces of Evidence = 3 marks

- Point
- Evidence
- Point
- Evidence



33

Think about the whole text.

What impressions do you get of Penelope as she describes her unusual experience?

Give **two** impressions, using evidence from the text to support your answer.

1. _____

2. _____

3 marks

Qu.	Requirement	Mark
33	<p>Think about the whole text.</p> <p>What impressions do you get of Penelope as she describes her unusual experience?</p> <p>Give two impressions, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Acceptable points:</p> <ol style="list-style-type: none"> curious imaginative confused unafraid solitary / content with her own company observant <p>Award 3 marks for two acceptable points, at least one with evidence, e.g.</p> <ul style="list-style-type: none"> 1. <i>She has a big imagination because she thinks that she is in a forest when she is sitting in the stairway.</i> [AP2 + evidence] 2. <i>That she is good at noticing things that go on.</i> [AP6] 1. <i>I think she is just a curious girl who wants to know everything that is going on.</i> [AP1] 2. <i>She is very confused. 'I never felt them touch me and this gave me a curious sensation.'</i> [AP3 + evidence] <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence, e.g.</p> <ul style="list-style-type: none"> 1. <i>Brave because she did the right thing in the situation.</i> [AP4] 2. <i>She was a person who definitely kept herself to herself.</i> [AP5] 1. <i>She is not afraid. 'Ran downstairs and pushed open the door... expecting to see her.'</i> [AP4 + evidence] <p>Award 1 mark for one acceptable point, e.g.</p> <ul style="list-style-type: none"> 1. <i>She likes to find out about other people.</i> [AP1] 	Up to 3m

Content domain reference:
Aspect of reading assessed by this question

Acceptable points (APs):
These are to be treated as marking principles and should guide marking. Pupils do **not** have to use the exact wording.

Criteria for the award of marks

Examples of responses produced in the trials and awarded **3 marks**

Examples of responses produced in the trials and awarded **2 marks**

Examples of responses produced in the trials and awarded **1 mark**

33

Think about the whole text.

Let's Have A Go

mark scheme often says 2 acceptable points at least one with evidence.

What impressions do you get of Penelope as she describes her unusual experience?

Give **two** impressions, using evidence from the text to support your answer.

That she is observant because she noticed straight away that it had gone quiet. 'I was suddenly aware how quiet it was.'

I got the impression that she is curious because she went straight down to her mother to find out where the lady was. 'I went thoughtfully down to the basement where my mother was cooking and I asked about the lady.'

I think that Penelope was confused because she leaned over the railings and suddenly the lady was gone, she had disappeared?

My impression is that the little girl must be lonely because she always sits on the stairs by herself.

3 marks

Tips for 'give impressions of a character'

- Check how many impressions and give that many! If you give more it's OK, even if one of them is incorrect.
- Don't give your own impression 'It made me feel sad...'
- Be clear in the vocabulary used – pick an adjective or it is too general - 'She sees things which don't exist.'
- Don't focus on what doesn't happen in the text 'She is brave because she doesn't scream or run away from the lady.'
- Don't repeat the same impression – it only counts as one
- Don't just give a quote from the text or no marks.

Think about the whole text.

Let's Have A Go

mark scheme often says 2 acceptable points at least one with evidence.

How is a mysterious atmosphere created?

Give **two** ways, using evidence from the text to support your answer.

1.

2.

QUL	Requirement	Mark
35	<p>Think about the whole text.</p> <p>How is a mysterious atmosphere created?</p> <p>Give two ways, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text</p> <p>Acceptable points:</p> <ol style="list-style-type: none"> 1. time or movement stops / absence of sound 2. the lady's unexpected appearance / her disappearance 3. her mother's unusual / evasive reaction to Penelope's questions 4. sudden return to normality 5. the lady being a stranger to Penelope 6. Penelope being on her own when she sees the lady 7. the lady's unusual clothes / her effect on Penelope 8. the lady's strange or unearthly features <p>Award 3 marks for two acceptable points, at least one with evidence, e.g.</p> <ul style="list-style-type: none"> • 1. <i>Every single sound goes away even her footsteps.</i> [AP1 + evidence] 2. <i>It's like her mum tries to cover up the situation.</i> [AP3] • 1. <i>It's also mysterious because suddenly everything is back to normal.</i> [AP4] 2. <i>The lady disappeared. 'I leaned over the rail to watch her but suddenly she was gone.'</i> [AP2 + evidence] <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence, e.g.</p> <ul style="list-style-type: none"> • 1. <i>First, the lady because she appears out of nowhere without Penelope knowing.</i> [AP2] 2. <i>At the start there was no noise when there is usually something to hear.</i> [AP1] • 1. <i>She was the only one in the area. 'I might have been the only person in the world.'</i> [AP6 + evidence] <p>Award 1 mark for one acceptable point, e.g.</p> <ul style="list-style-type: none"> • 1. <i>The girl didn't know who the lady was or what she was doing there.</i> [AP6] <p>Do not accept reference to it being night-time / dark.</p>	Up to 3m

35

Think about the whole text.

How is a mysterious atmosphere created?

Give **two** ways, using evidence from the text to support your answer.

Penelope's mother weirdly changed the subject as if she knew something but didn't want to say. She stopped the conversation about the lady.

Everything went quiet and she couldn't hear the lady coming. 'I never heard a footstep.'

When the woman swept passed Penelope she couldn't feel her dress even though it should have touched her. 'I never felt them touch me.'

As soon as the lady disappears, the clock starts ticking and everything goes back to normal again

3 marks

35

Think about the whole text.

How is a mysterious atmosphere created?

Give **two** ways, using evidence from the text to support your answer.

It was night time so dark and spooky (not sufficient)

A mysterious atmosphere is created because the author uses lots of mysterious words and images (too general)

It is mysterious because a ghost appears. (factually incorrect – time traveller) however – ‘A lady appears with ghost-like features.’ is correct

Penelope’s mum said the lady was gone. (no ref to this being evasive)

Penelope was alone, there was nobody around. (too general)

**Avoid these
types of
answers**

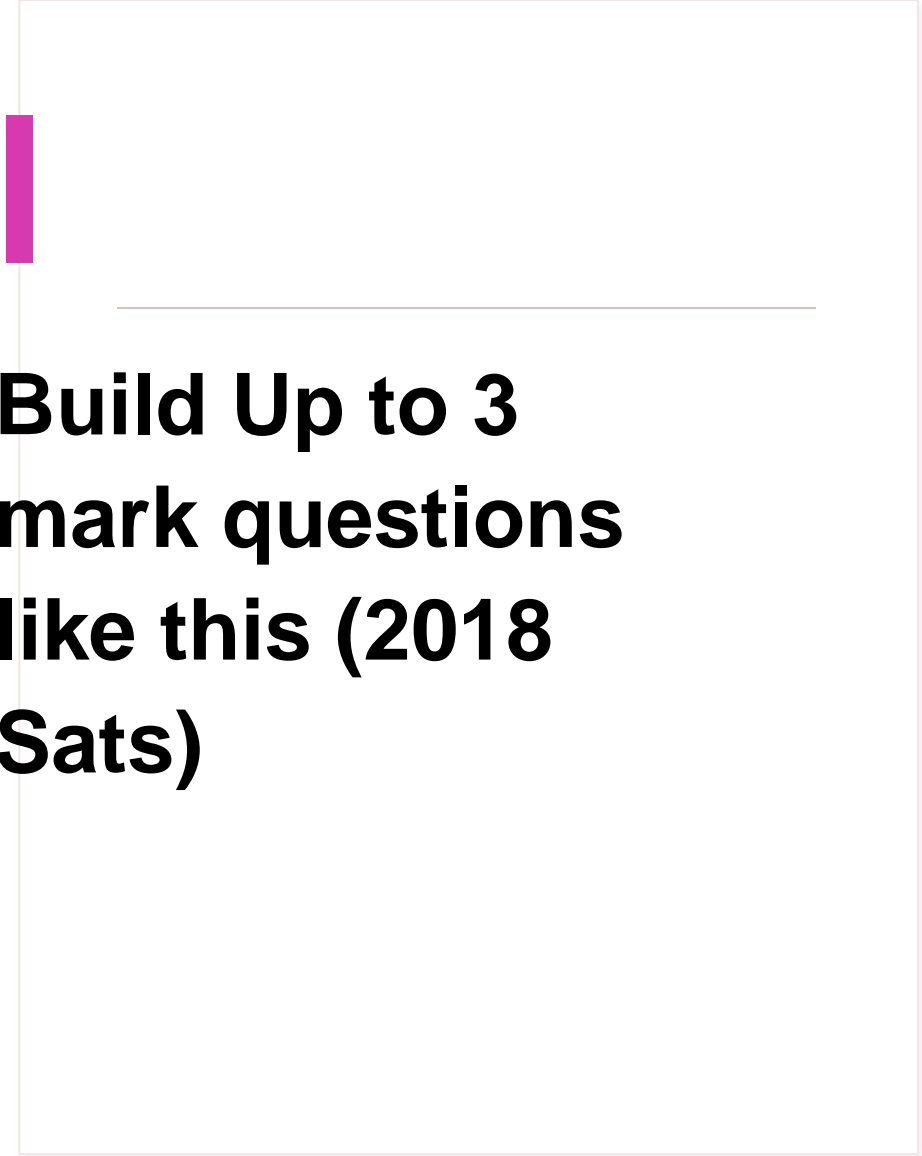
3 marks

Look at page 10.

What impressions do you get of Em Sharp at this point in the extract?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/> <hr/>



**Build Up to 3
mark questions
like this (2018
Sats)**

DON'TS for 'How is a xxx atmosphere created?'

- Don't give too general an answer eg 'They find something, tell someone and people don't believe them.'
- Don't answer from general knowledge 'The text is set in the past before electricity was introduced.'
- Don't talk too much about writing style 'The author describes the setting well and creates tension.' 'The author puts questions in the readers mind.' The author uses long and short sentences.'
- Quote from the actual text – not – 'There are lots of mysterious quotes.'

Other Tips

- Embed all answers in the text, use words from the text and explain them.
- Don't focus on what doesn't happen or an event in the text
- Don't make generalisations based on your own knowledge if that's not actually in the text
- Put something in very box, even just a couple of words
- Be careful about talking about the structure of a text if this is not specifically in the question

This is an extract from an adventure story set in a different world. Micah, who earns money by finding things and selling them, goes to visit his 13-year-old friend, Piper.

Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

Read the intro sentence to the text added by STA to orientate the piece

Take note of the name of the text – this could be a big clue to the overall understanding – especially relevant in 2022

This text is about a young girl called Penelope who describes an unusual experience in her home. The story takes place in the early 20th century before electric lights were common in most households.

A Traveller in Time

Consideration for School Reading Systems?

Are you building these types of questions into the teaching of reading in Years 3 – 5?

What might it look like in Year 3?

Take Festivals from 2022 Y2 Sats paper 2.

Why might it be exciting to attend the Chinese New Year Festival – give two ways?

Festivals

What are festivals?

Festivals are special days or times of the year when people celebrate. People might have time off work or school. At festivals, people dance and sing. Sometimes, they wear beautiful costumes and take part in parades. Often, you will see fireworks at festivals.

People all over the world celebrate many different festivals. Below, you can read about some of them.

Harvest festivals

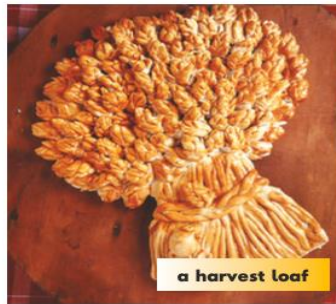
Harvest festivals are held in many countries. They celebrate the food that has been grown and harvested to last throughout the winter.

In this country, harvest festivals take place at the end of September. Many schools make displays of food and flowers. They also give food to charity.

Sometimes, bakers will make special harvest loaves. These loaves are shaped like wheat to celebrate the harvest. Wheat is important because it is used in many types of food, including bread.



a parade



a harvest loaf



a food box for charity

New Year festivals

New Year festivals celebrate the end of one year and the beginning of the new one.

Hogmanay

In Scotland, people call the New Year festival Hogmanay and they celebrate it on the last day of the year. At Hogmanay, there are dazzling firework displays and lots of singing and dancing.

Chinese New Year

The Chinese New Year festival is celebrated on the first day of the new year in the traditional Chinese calendar. This day changes every year but it is always in January or February.

At Chinese New Year, people celebrate with music and dancing. They often have wonderful parades. In the parades, huge puppets move through the streets and people wave colourful flags. The most impressive puppet is the dragon. In Chinese legends, dragons are friendly and bring good luck. In the parades, the dragon puppet always comes last.

After the parades, people let off firecrackers (noisy fireworks). Everyone has fun!

Flower festivals

Flower festivals are held all over the world in spring and summer. They usually celebrate the arrival of spring and the new flowers that grow.

In a country called the Netherlands, people decorate boats and lorries (called floats) with tulips and other flowers. The Netherlands is famous for its tulips.

In a country called Italy, people make huge carpets of flowers in the streets. The flowers stay in place for days or even weeks. At the end of the festival, children are allowed to play in the flowers.

On an island called Jersey, people make giant models of animals, boats and cars out of flowers and take these models on a parade through the island's towns. There is music and dancing. At night, the models are covered in lights and they make the streets sparkle. At the end of the parade, there is a huge firework display.



a Chinese dragon puppet



a street covered in flowers

26

Look at the first paragraph, beginning: *Ours was a steep...*

Find and copy one word that shows that the evening was getting dark.

1 mark

6

(a) **Find and copy one** word which shows that Yuri was not very careful when he put Veronika's bag down.

1 mark

8

My heart began beating fast (page 6).

Find and copy two other words from the same paragraph which mean that something is quick.

1. _____

2. _____

2 marks

Find and Copy Questions - hierarchy

Pupils need to:

- ✓ **listen to/ read the instruction**
- ✓ **understand the instruction**
- ✓ **locate the correct section of text**
- ✓ **match the instruction to the text**
- ✓ **identify the correct word/ words**
- ✓ **write the word/words on the answer paper**

Question Stems Linked to Reading Content Domains

- Use the content domain question stems gathered from 2017,2018 and 2019 tests in guided reading, whole class reading, grammar exercises, short burst writing opportunities to familiarise the pupils with the types of questions and with model answers.
- Use very short bursts of text with which to demonstrate the technique



Vocabulary – Teach and absorb!

Many pupils in Year 6 tests fall foul of a misunderstanding of specific vocabulary and/or never having come across the word before – specifically in relation to character.



If we assume readers who appear to read fluently have understood all the vocabulary in a text, we are allowing missed comprehension opportunities and well-timed teaching opportunities.

Ask/provide definitions, similar words, origin of words, synonyms and antonyms at the point of reading but critically **APPLY** these words in context in further reading and writing.

ABSORB

Vocabulary Misunderstanding Examples

‘She is pretentious because she likes to pretend a lot.’

‘The character is wary, she notices everything around her.’

‘She liked to wonder so I think she is wonderous.’

‘The writer says the girl is perceptive, this means she can convince her mother.’

The author lowers the suspension in the story at the end.

Do they know and understand words like: solitary, imaginative, inquisitive, intelligent, creative, independent, resourceful?

Characterisation - Strengths and Weaknesses

Strengths

A trait may be a weakness or a strength!

Strength	Weakness
supportive	Often conforms or gives in easily to the wishes of others.
patient	No time boundaries; things rarely get done. If they are done they are usually not done in time.
diplomatic	Rarely assertive or directive.

friendly
outgoing
carefree
creative
masterful
empathic
resourceful
self-sufficient
disciplined
straightforward
cheerful
sociable
amicable
extrovert
confident
easygoing
calm
satisfied
hardworking

effective
agreeable
strong-willed
adventurous
good-natured
contented
talented
conscientious
patient
tolerant
easygoing
faithful
reflective
quiet
good-natured
independent
active
gifted
perfectionist

composed
determined
courageous
brave
kindness
humility
supportive
diplomatic
appreciative
enthusiastic
loyalty
trustworthy
modest
fair-minded
persistence
integrity
good humoured



Weakness

rowdy
aggressive
ill-disciplined
intolerant
negative
apathetic
unmotivated
loud
stubborn
mischievous
demanding

critical
pessimistic
indecisive
tolerant
easygoing
sullen
placid
disruptive
aggressive
critical
inactive

demanding
introverted
emotional
unconcerned
placid
sarcastic
sensitive
self-centred
self-pitying
easily-influenced
moody

anti-social
rebellious
blunt
indifferent
introverted
depressed
judgmental
indifferent
rude
vain
thoughtless

self-important
snobbish
hypocritical
inconsistent
mistrustful
violent
dishonest
destructive
underhanded
proud
self-righteous
selfish



New Words – link to 3/4 and 5/6 spellings

- Intro the word
- break it up (suffix/prefix/root/etymology)
- Use/'play' with the word in different contexts – teacher demo – pupils participate
- Pupils use the word themselves written or orally
- Bring it back – revisit/test newly acquired knowledge

Colons and Semi Colons

1. a punctuation mark (;) indicating a pause, typically between two main clauses, that is more pronounced than that indicated by a comma.

a punctuation mark (:) used to precede a list of items, a quotation, or an expansion or explanation.

Here is an example showing the difference in how colons and semicolons are generally used:

- **Colon:** *Jeremy raised a very important question: who had invited us all to the spooky house?* (The second sentence clarifies the first sentence by revealing what Jeremy's question was.)
- **Semicolon:** *Jeremy raised a very important question; it was a question nobody thought to ask.* (These two sentences are related, but the second sentence doesn't explain or clarify the first.)



Semi – colons to clarify a list

- I have lived in Pittsburgh, Pennsylvania, Charleston, South Carolina, and San Francisco, California.

A little confusing, no? We can make this sentence a lot more clear by using semicolons to replace the commas that separate the different items in the list:

- I have lived in Pittsburgh, Pennsylvania; Charleston, South Carolina; and San Francisco, California.
-



The Golden Mole – find the punctuation for fluent reading

A common swift in its lifetime flies about two million kilometres enough to fly to the moon and back twice over and then once more to the moon For at least ten months of every year it never ceases flying sky-washed sleeping on the wing it has no need to land

6, 2. 2;

The American wood frog gets through winter by allowing itself to freeze solid Its heart slows then stops altogether the water around its organs turn to ice Come spring it thaws and the heart kick-starts itself spontaneously into life We still don't understand how the heart knows to start beating

3, 4. 1:

The Golden Mole – punctuation included

A common swift, in its lifetime, flies about two million kilometres; enough to fly to the moon and back twice over, and then once more to the moon. For at least ten months of every year, it never ceases flying; sky-washed, sleeping on the wing, it has no need to land.

6, 2. 2;

The American wood frog gets through winter by allowing itself to freeze solid. Its heart slows, then stops altogether: the water around its organs turns to ice. Come spring, it thaws, and the heart kick-starts itself spontaneously into life. We still don't understand how the heart knows to start beating.

3, 4. 1:

WORK ON FLUENCY!

- Choose challenging texts
- Model 'scooping' the phrases
- Practice echo reading
- Link to content covered in all curricular areas – there WILL be a non fiction piece of text – comprehension skills are applied when there is understanding of the content
- Practice 'presentation read'

The Golden Mole - text mark the passage for fluent reading

A common swift, in its lifetime, flies about two million kilometres; enough to fly to the moon and back twice over, and then once more to the moon. For at least ten months of every year, it never ceases flying; sky-washed, sleeping on the wing, it has no need to land.

G1	G2	G3	G4	G5	G6	G7
Grammatical terms or word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality

KS2 Grammar SATs papers analysis Percentage of questions by content domain						
Content domain	2016	2017	2018	2019	2022	
G1	26	26	24	26	24	
G2	6	8	6	4	4	
G3	10	8	10	8	12	
G4	16	10	14	12	16	
G5	30	34	30	32	30	
G6	10	10	10	12	10	
G7	2	4	6	6	4	

<p>Suffix <u>ly</u></p>	<p>2017 likely 2017 originally 2016 ferociously 2018 usually 2019 accidentally 2022 reluctantly</p>	<p>Words with silent letters</p>	<p>2016 knock 2017 crumb 2017 straight 2017 bruise 2018 crumb 2018 science 2019 numb</p>
<p>Words cont letter string <u>'ough'</u></p>	<p>2016 thoughtless 2017 toughest 2018 dough 2019 enough 2019 thoughtful 2022 cough</p>	<p>Endings which sound like <u>'shun'</u></p>	<p>2016 variation 2016 vision 2016 passion 2017 operation 2017 percussion 2018 attention 2019 reception 2019 navigation 2022 caution</p>
<p>Words with the /k/sound spelt <u>ch</u></p>	<p>2017 monarch 2018 architect 2019 chorus 2022 character</p>	<p>Suffix <u>'ous'</u></p>	<p>2016 previous 2017 nervous 2018 adventurous 2019 curiously 2019 generous 2022 ridiculous</p>
<p>Words ending <u>able, ible, ably, ibly</u></p>	<p>2016 washable 2017 sensibly 2017 probable 2018 portable</p>	<p>Endings which sound like <u>'shul'</u></p>	<p>2016 facial 2018 essential 2022 special</p>
<p>Words ending in <u>ant, ance, ancy, ent, ence, ency</u></p>	<p>2016 distance 2016 brilliant 2017 substance 2017 violence 2018 descendant 2019 excellent 2022 invisible</p>	<p>2017 sympathetic</p>	