

**WELCOME**

**KS2 SATs**

**INFORMATION MEETING**

# SATs WEEK TIMETABLE

Monday 11 <sup>th</sup> May	English grammar, punctuation and spelling Paper 1 and Paper 2
Tuesday 12 <sup>th</sup> May	English Reading
Wednesday 13 <sup>th</sup> May	Maths Paper 1 - Arithmetic Maths Paper 2 - Reasoning
Thursday 14 <sup>th</sup> May	Maths Paper 3 - Reasoning

These tests are marked externally and the results used to complement Teacher Assessment.

# English Grammar, Punctuation and Spelling

Paper 1: short answer questions  
45 minutes

Paper 2: spelling task

SATs Survival Year 6 Parents'

**Grammar,  
Punctuation and  
Vocabulary**

Practice and Revision

Activity Booklet

**Sent home today with your child**

Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music \_\_\_\_\_ was played last night.

What **word class** is him in the sentence below?

Josef's friends rushed to meet him, desperate to see if he had won.

Tick **one**.

a preposition

an adjective

a pronoun

a noun

# Spelling

Children will have approximately 15 minutes (not strictly timed) to complete the task, writing the missing 20 words on the answer sheet.

1. The dragon is an imaginary \_\_\_\_\_.
2. There was \_\_\_\_\_ food for everyone.
3. My little brother is in \_\_\_\_\_ class.

**Spelling 1:** The word is **creature**.

The dragon is an imaginary **creature**.

The word is **creature**.

**Spelling 2:** The word is **enough**.

There was **enough** food for everyone.

The word is **enough**.

**Spelling 3:** The word is **reception**.

My little brother is in **reception** class.

# Reading Comprehension

This test consists of a reading booklet and an answer booklet. The children will have a total of one hour to read the three texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose, for example working through one text and answering the questions before moving onto the next.

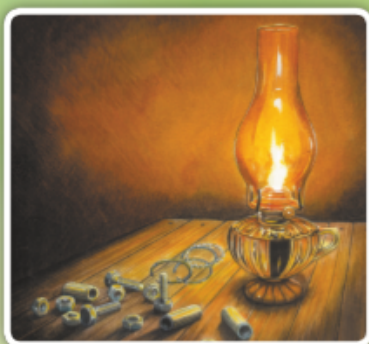
The texts will not be linked by a theme. The least demanding text will come first with the following texts increasing in level of difficulty.



The Park



Fact Sheet:  
About Bumblebees



Music Box

# Reading Booklet

2019 key stage 2 English reading booklet

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.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scrappers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

Look at the section headed: **Save our bees.**

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
The Bumblebee Conservation Trust is worried about bees.	
The leaflet makes readers feel hopeful for bumblebees.	

\_\_\_\_\_   
 2 marks

Look at page 8.

Why is the boy *huddled* in the doorway while he waits for Piper to open the door?



# Maths

Paper 1: Arithmetic - 30 minutes

Paper 2: Reasoning - 40 minutes

Paper 3: Reasoning - 40 minutes

# Maths Paper 1: Arithmetic

= 8,275 + 82

1 mark

$$\begin{array}{r} 3468 \\ \times \quad 62 \\ \hline \end{array}$$

2 marks

# Maths Paper 2: Reasoning

The numbers in this sequence **increase** by 45 each time.

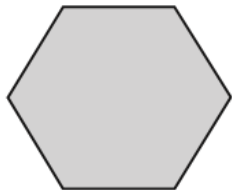
Write the missing numbers.

155 200 245

2 marks

These two shapes have the **same** perimeter.

regular hexagon



square



**Not actual size**

The length of each side of the **hexagon** is **8** centimetres.

Calculate the **area** of the **square**.

# Maths Paper 3: Reasoning

Dev says,

I had £10

I gave some money away.



Which expression shows how much money Dev has left?

$a$  is the amount of money, in pounds, that Dev gave away.

Tick one.

$10 + a$

$10 \div a$

$a - 10$

$10 - a$

$a \times 10$

# Writing

## Working at the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly\* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

# Science

The level at which your child is working in Science is judged entirely through teacher assessment.

Throughout the year, we look at how the children can plan an investigation; work with evidence; think scientifically; communicate their ideas and understand the implications and applications of science.

We plan our lessons to enable children to demonstrate the skills in each of the above areas.

# Useful Websites

[www.bbc.co.uk/bitesize/ks2/english](http://www.bbc.co.uk/bitesize/ks2/english)

[www.bbc.co.uk/bitesize/ks2/maths](http://www.bbc.co.uk/bitesize/ks2/maths)

[www.multiplication.com/interactive\\_games](http://www.multiplication.com/interactive_games)

[www.gov.uk/government/collections/key-stage-2-tests-past-papers](http://www.gov.uk/government/collections/key-stage-2-tests-past-papers)

[www.icteachers.co.uk/children/children\\_sats.htm](http://www.icteachers.co.uk/children/children_sats.htm)

<https://www.theschoolrun.com/sats>

<https://www.theschoolrun.com/how-use-sats-past-paper-ks2-english>

<https://www.oxfordowl.co.uk/for-home/at-school/assessment-at-primary-school/KS2-SATs/>

<https://www.sats-papers.co.uk/ks2-sats-papers>

# Parents and Carers Guide: Year 6 Wellbeing for SATs

## Why is Year 6 wellbeing for SATs important

It is widely understood that positive health and wellbeing – including mental health – contribute to a child's ability to flourish, thrive and achieve (Public Health England, 2014), and equipping children with the skills to enhance their resilience against adversity will enable them to navigate challenges without compromising performance.

The phrase "Key Stage 2 SATs" can be a trigger for stress in teachers, parents and children all over the country. Opinion is divided over these National Assessments but it is still vital that Year 6 pupils are able to navigate SATs season without experiencing undue stress or anxiety.

## Keep talking

The most positive thing you can contribute to your child's wellbeing during SATs or at any time is to talk to them, reassure them, and where possible, provide a relaxed home environment.

## What can I do as a parent / carer?

- Attend any meetings the school holds about SATs.
- Direct any questions or concerns you have about SATs to your child's teacher, rather than worry your child with them.
- Give your child opportunities to go outside and avoid overuse of screens - this can apply to leisure pursuits as well as how they study.
- Try to provide a quiet corner of the house for homework and study, that's as free from distractions as possible.
- Encourage your child to talk to their teacher or another adult they trust if they express persisting anxieties about SATs. Remember that a small amount of anxiety is normal and not harmful.
- If your child is unwilling to talk to their teacher, talk to them yourself.
- Plan something nice and fun for the weekends before and after SATs – this will help your child start the week well and also give them something to look forward to.
- Ensure your child is eating and drinking well, and getting a suitable amount of sleep.

## Remember this about SATs

- 1 SATs focus on what they know about Maths and English**  
They won't reflect how talented they are at Science, Geography, Art or PE, and they certainly won't highlight positive personal characteristics such as kindness and integrity.
- 2 SATs results don't always tell the whole story**  
The results will say they DID or DIDN'T meet a certain standard, but not necessarily by what margin. Additionally, the thresholds tend to change each year according to overall national performance, so what was classed as 'did meet the expected standard' in 2016 may have been considered a 'did not' in 2015. Your school may be able to provide you with more detailed feedback, so don't let your child see SATs as a simple case of 'pass' or 'fail'.
- 3 SATs last for one week**  
In reality it's just one or two papers lasting 30-60 minutes each day. You can't emphasise enough the importance of keeping that in perspective.

**Sent home  
today with  
your child**



**PGL**

**LIDDINGTON**