

**WELCOME**

**KS2 SATs**

**INFORMATION MEETING**

# SATs WEEK TIMETABLE

Monday 13 <sup>th</sup> May	English grammar, punctuation and spelling Paper 1 and Paper 2
Tuesday 14 <sup>th</sup> May	English Reading
Wednesday 15 <sup>th</sup> May	Maths Paper 1 - Arithmetic Maths Paper 2 - Reasoning
Thursday 16 <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**

Circle the correct **verb form** in each underlined pair to complete the sentences below.

The last place I saw Jack and Gwen was / were in the playground.

At the museum, there was / were many interesting exhibits.

The bikes was / were lined up for the start of the race.

1 mark

Tick one box to show the correct place for a **colon** in the sentence below.

Tom needed to think carefully about his homework it



looked very difficult.



1 mark

# Spelling

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

1. Sam is \_\_\_\_\_ to play football at playtime.
2. Use a ruler to draw a \_\_\_\_\_ line.

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

Sam is **likely** to play football at playtime.

The word is **likely**.

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

Use a ruler to draw a **straight** line.

The word is **straight**.

# Reading Comprehension

This test consists of an reading booklet and 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.



Gaby to the Rescue



Swimming the English Channel



An Encounter at Sea

# Reading Booklet

2017 key stage 2 English reading booklet

# Swimming the English Channel

from Dover in England to Calais in France

## The first Channel swimmer

On a foggy August afternoon in 1875, a lone swimmer dived from Admiralty Pier in Dover into the cold waters of the English Channel. Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero. Captain Matthew Webb had become the first person to swim across the English Channel.



Captain Matthew Webb

Twenty-seven-year-old Webb was a merchant seaman from Shropshire. He had always been a powerful swimmer and, hearing of J.B. Thompson's failed attempt to swim the Channel in 1872, he was inspired to give up his job and train as a long-distance swimmer. Webb's first attempt had to be abandoned due to bad weather, but he returned to the icy Channel waters two weeks later.

Many of the hardships that Matthew Webb had to deal with during his pioneering swim are still faced by modern-day Channel swimmers. In fact, some of his methods for dealing with these hardships are still used today. Webb coated himself in oil for protection against the cold and jellyfish stings. He was also accompanied by boats so his friends could protect and feed him. It must be said, however, that the ale, brandy and beef tea they supplied are not standard for today's cross-Channel swimmers!



*Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero.*

**Find** and **copy two** different words from the sentence above that show how tired Matthew Webb was.

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

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

\_\_\_\_\_ **1 mark**

Name **two** of the hardships that Matthew Webb faced in swimming the English Channel and explain how he dealt with them.

1. Hardship: \_\_\_\_\_

How he dealt with it: \_\_\_\_\_

\_\_\_\_\_

2. Hardship: \_\_\_\_\_

How he dealt with it: \_\_\_\_\_

\_\_\_\_\_

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



# Maths

Paper 1: Arithmetic - 30 minutes

Paper 2: Reasoning - 40 minutes

Paper 3: Reasoning - 40 minutes

# Maths Paper 1: Arithmetic

3

$$\frac{4}{6} + \frac{3}{6} =$$

1 mark

24

$$\begin{array}{r} \phantom{0}418 \\ \times \phantom{0}46 \\ \hline \end{array}$$

Show  
your  
method

2 marks

# Maths Paper 2: Reasoning

Circle the number that is **10 times** greater than nine hundred and seven.

9,700

907

9,007

970

9,070

1 mark

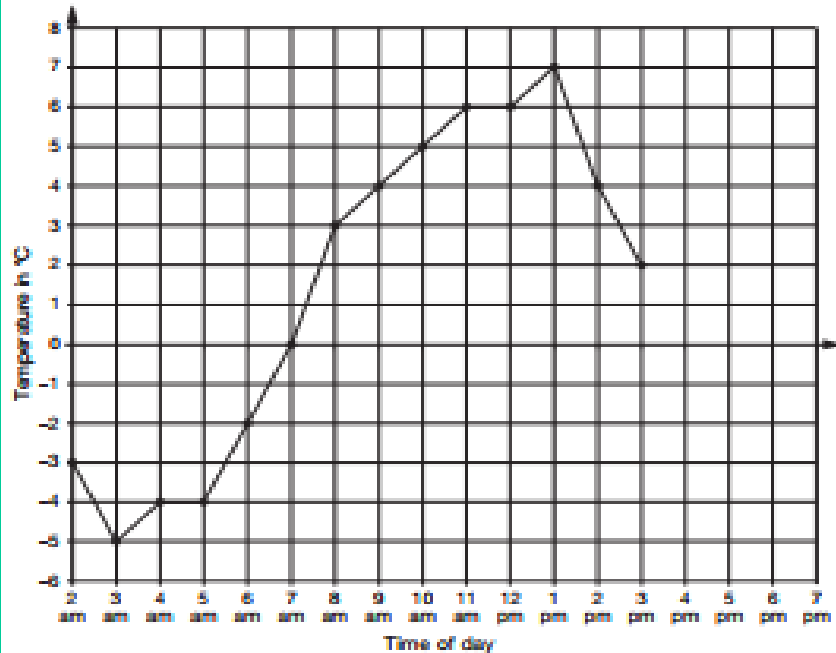
Write the missing numbers to make this **multiplication** grid correct.

$\times$	<input type="text"/>	<input type="text"/>
<input type="text"/>	63	54
<input type="text"/>	56	48

1 mark

# Maths Paper 3: Reasoning

This graph shows the temperature in  $^{\circ}\text{C}$  from 2 am to 3 pm on a cold day.



How many degrees warmer was it at 3 pm than at 3 am?

  $^{\circ}\text{C}$ 

1 mark

At 6 pm the temperature was 4 degrees lower than at 3 pm.

What was the temperature at 6 pm?

  $^{\circ}\text{C}$ 

1 mark

# 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**