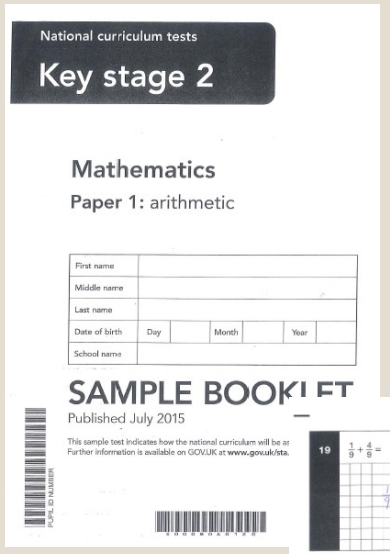
INFORMATION EVENING

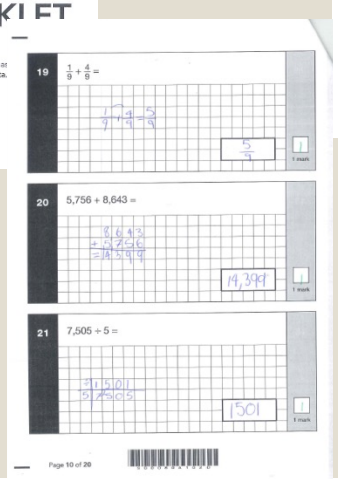
Key Stage 2 SATS 2022

Date	Test
Monday 9th May 2022	English Grammar, Punctuation and Spelling (papers 1 and 2)
Tuesday 10th May 2022	English Reading
Wednesday 11th May 2022	Mathematics (papers 1 and 2)
Thursday 12th May 2022	Mathematics (paper 3)

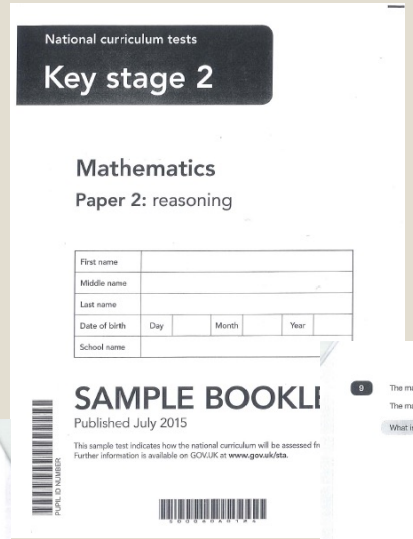
What is involved?

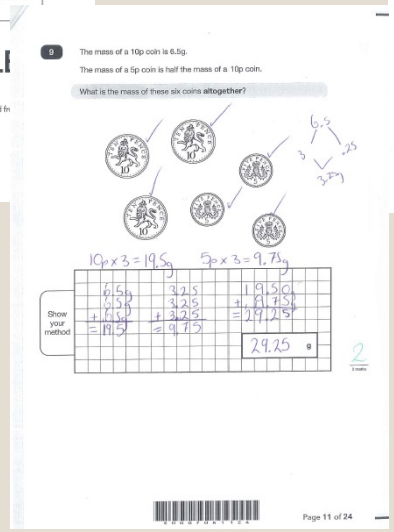
Maths Test 1: Arithmetic 30 mins


National curriculum tests
Key stage 2
Mathematics
Paper 1: arithmetic
First name
Middle name
Last name
Date of birth Day Month Year
School name
SAMPLE BOOKLET
Published July 2015
This sample test indicates how the national curriculum will be as
Further information is available on GOV.UK at www.gov.uk/sta.

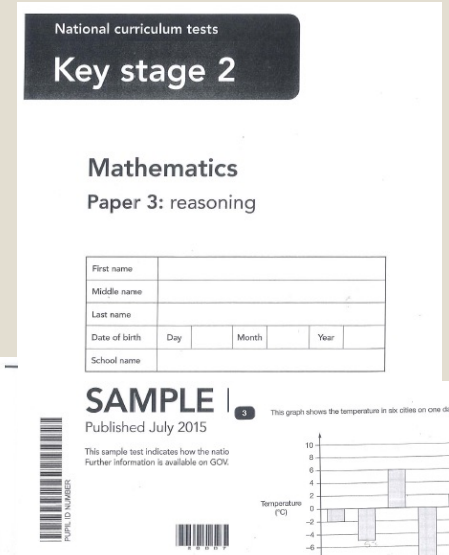

19 $\frac{1}{9} + \frac{4}{9} =$
20 5,756 + 8,643 =
21 7,505 ÷ 5 =
Page 10 of 20

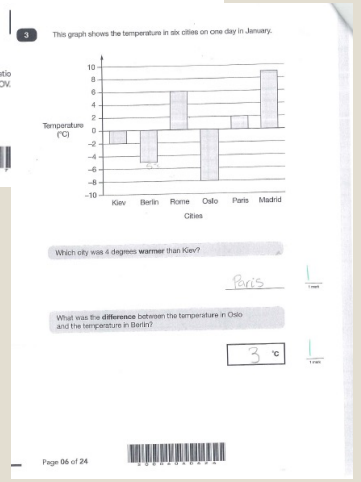
Maths Test 2: Reasoning. 40 mins


National curriculum tests
Key stage 2
Mathematics
Paper 2: reasoning
First name
Middle name
Last name
Date of birth Day Month Year
School name
SAMPLE BOOKLE
Published July 2015
This sample test indicates how the national curriculum will be assessed fr
Further information is available on GOV.UK at www.gov.uk/sta.


9 The mass of a 10p coin is 6.5g.
The mass of a 5p coin is half the mass of a 10p coin.
What is the mass of these six coins altogether?
Show your method
29.25 g
Page 11 of 24

Maths Test 3: Reasoning. 40 mins


National curriculum tests
Key stage 2
Mathematics
Paper 3: reasoning
First name
Middle name
Last name
Date of birth Day Month Year
School name
SAMPLE
Published July 2015
This sample test indicates how the natio
Further information is available on GOV.


3 This graph shows the temperature in six cities on one day in January.
Temperature (°C)
Kiev Berlin Rome Oslo Paris Madrid
Cities
Which city was 4 degrees warmer than Kiev?
Paris
What was the difference between the temperature in Oslo and the temperature in Berlin?
3 °C
Page 06 of 24

HTTPS://WWW.YOUTUBE.COM/WATCH?V=532MUVA81TM

READING

The Reading Test

- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Key points

- 1 paper: 60 minutes
- Reading booklet – could be fiction, non-fiction, poetry; 3 to 4 texts in increasing order of difficulty; 1800 – 2300 words altogether; **more challenging than previously**
- Greater focus on fictional texts
- Separate answer booklet

Selected or constructed response	Question types	Sample questions
Selected response	Multiple choice	Where would you be most likely to see this text?
	Ranking/ordering	Number the events below to show the order in which they happen in the story
	Matching	Match the text to the purpose
	Labelling	Label the text to show the title
Short constructed response	Find and copy	Find and copy one word that suggests…
	Short response	What does the bear eat?
Extended response	Open ended response	Look at the paragraph beginning … How does the writer increase the tension throughout this paragraph? Explain fully referring to the text in your answer.

Working at the expected standard, the pupil can:

- read age-
- read alou
- work out
- explain a
  and justif
- predict w
- retrieve i
- summaris
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

- Explain the meaning of words
- Retrieve information
- Evaluate the reasons why

Sample Question

When Mrs Malevant stepped through the Smith's front door the hall suddenly seemed to grow darker. She was tall and broad with a voice like a rusty saw.

'I'm used to children,' said the new minder, 'so don't for one moment think you can get away with anything wicked.'

The four Smith children backed away, even Sam, who was big for twelve and thought himself brave.

Toby in the Dark by Jenny Nimmo

1. Find and copy **one** word that describes Mrs Malevant's physical appearance.

Tall or broad

2. Circle the main purpose of this text:

Inform advise describe argue

3. Why do the four children back away?

Because they were scared or frightened of Mrs Malevant.

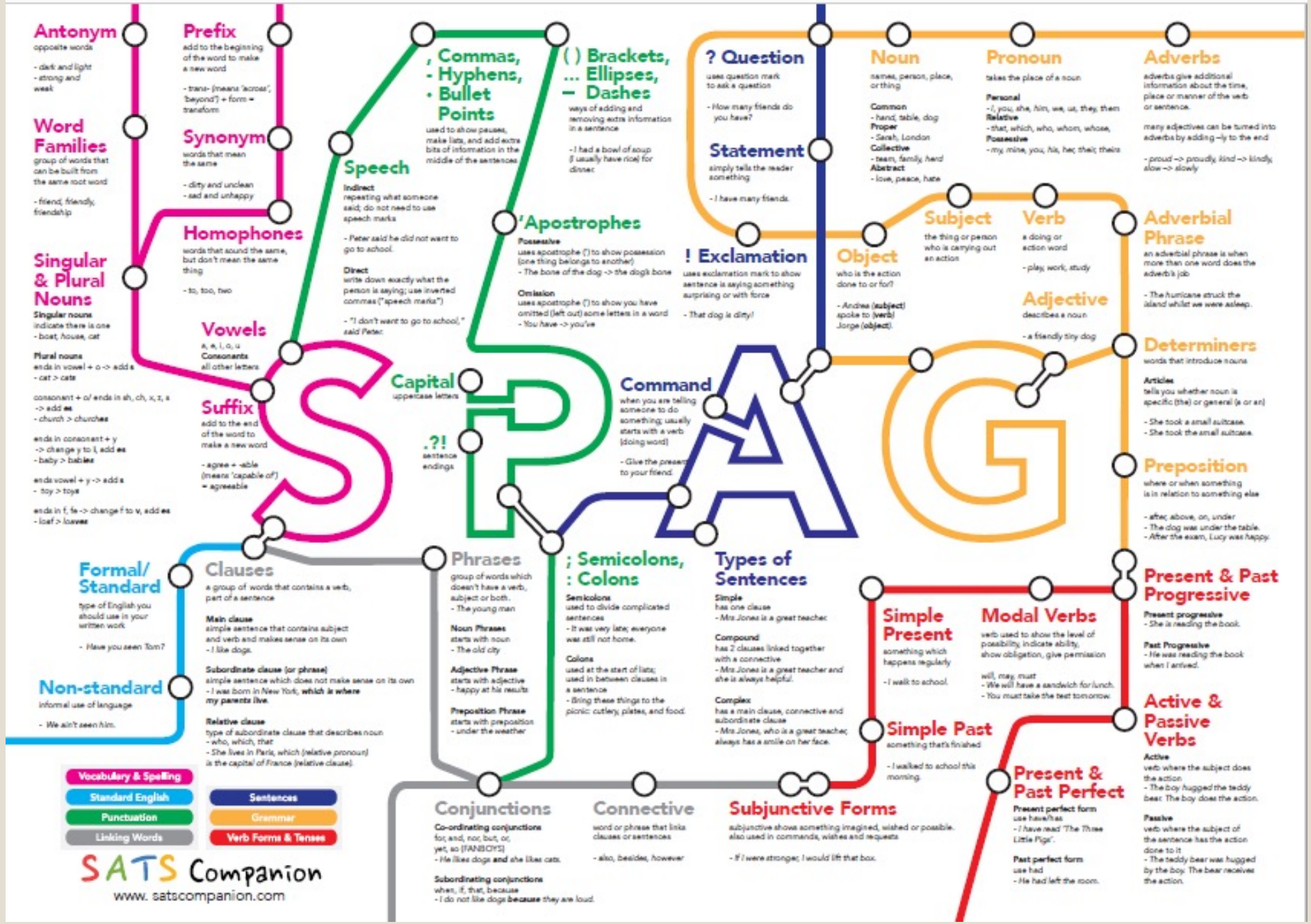
Helping your child with reading

- Listeni
- First ar
- Enjoy s
- Read a
- Talk ab nd actions, how it make
- Look u e or tablet.
- All rea and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.

Vocabulary building: Create a word wall of interesting words, their meanings and words that are similar. Add to it over the next few months.

GPS

GRAMMAR, SPELLING AND PUNCTUATION


Antonym
opposite words
- dark and light
- strong and weak
Word Families
group of words that can be built from the same root word
- friend, friendly, friendship
Singular & Plural Nouns
Singular nouns
indicate there is one
- boat, house, cat
Plural nouns
ends in vowel + o -> add s
- cat -> cats
consonant + o/ ends in sh, ch, x, z, s -> add es
- church -> churches
ends in consonant + y -> change y to i, add es
- baby -> babies
ends vowel + y -> add s
- toy -> toys
ends in f, fe -> change f to v, add es
- loaf -> loaves
Prefix
add to the beginning of the word to make a new word
- trans- (means 'across', 'beyond') + form = transform
Synonym
words that mean the same
- dirty and unclean
- sad and unhappy
Homophones
words that sound the same, but don't mean the same thing
- to, too, two
Vowels
a, e, i, o, u
Consonants
all other letters
Suffix
add to the end of the word to make a new word
- agree + -able (means 'capable of') = agreeable
Speech
Indirect
repeating what someone said; do not need to use speech marks
- Peter said he did not want to go to school.
Direct
write down exactly what the person is saying; use inverted commas ("speech marks")
- "I don't want to go to school," said Peter.
, Commas, - Hyphens, • Bullet Points
used to show pauses, make lists, and add extra bits of information in the middle of the sentences
( ) Brackets, ... Ellipses, – Dashes
ways of adding and removing extra information in a sentence
- I had a bowl of soup (I usually have rice) for dinner.
'Apostrophes
Possessive
uses apostrophe (') to show possession (one thing belongs to another)
- The bone of the dog -> the dog's bone
Omission
uses apostrophe (') to show you have omitted (left out) some letters in a word
- You have -> you've
Capital
uppercase letters
.?!
sentence endings
S P A G
? Question
uses question mark to ask a question
- How many friends do you have?
Statement
simply tells the reader something
- I have many friends.
! Exclamation
uses exclamation mark to show sentence is saying something surprising or with force
- That dog is dirty!
Command
when you are telling someone to do something; usually starts with a verb (doing word)
- Give the present to your friend.
Noun
names, person, place, or thing
Common
- hand, table, dog
Proper
- Sarah, London
Collective
- team, family, herd
Abstract
- love, peace, hate
Pronoun
takes the place of a noun
Personal
- I, you, she, him, we, us, they, them
Relative
- that, which, who, whom, whose,
Possessive
- my, mine, you, his, her, their, theirs
Adverbs
adverbs give additional information about the time, place or manner of the verb or sentence.
many adjectives can be turned into adverbs by adding –ly to the end
- proud –> proudly, kind –> kindly, slow –> slowly
Subject
the thing or person who is carrying out an action
Verb
a doing or action word
- play, work, study
Object
who is the action done to or for?
- Andrea (subject) spoke to (verb) Jorge (object).
Adjective
describes a noun
- a friendly tiny dog
Adverbial Phrase
an adverbial phrase is when more than one word does the adverb's job
- The hurricane struck the island whilst we were asleep.
Determiners
words that introduce nouns
Articles
tells you whether noun is specific (the) or general (a or an)
- She took a small suitcase.
- She took the small suitcase.
Preposition
where or when something is in relation to something else
- after, above, on, under
- The dog was under the table.
- After the exam, Lucy was happy.
Present & Past Progressive
Present progressive
- She is reading the book.
Past Progressive
- He was reading the book when I arrived.
Active & Passive Verbs
Active
verb where the subject does the action
- The boy hugged the teddy bear. The boy does the action.
Passive
verb where the subject of the sentence has the action done to it
- The teddy bear was hugged by the boy. The bear receives the action.
Formal/ Standard
type of English you should use in your written work
- Have you seen Tom?
Non-standard
informal use of language
- We ain't seen him.
Clauses
a group of words that contains a verb, part of a sentence
Main clause
simple sentence that contains subject and verb and makes sense on its own
- I like dogs.
Subordinate clause (or phrase)
simple sentence which does not make sense on its own
- I was born in New York, which is where my parents live.
Relative clause
type of subordinate clause that describes noun
- who, which, that
- She lives in Paris, which (relative pronoun) is the capital of France (relative clause).
Phrases
group of words which doesn't have a verb, subject or both.
- The young man
Noun Phrases
starts with noun
- The old city
Adjective Phrase
starts with adjective
- happy at his results
Preposition Phrase
starts with preposition
- under the weather
; Semicolons, : Colons
Semicolons
used to divide complicated sentences
- It was very late; everyone was still not home.
Colons
used at the start of lists; used in between clauses in a sentence
- Bring these things to the picnic: cutlery, plates, and food.
Types of Sentences
Simple
has one clause
- Mrs Jones is a great teacher.
Compound
has 2 clauses linked together with a connective
- Mrs Jones is a great teacher and she is always helpful.
Complex
has a main clause, connective and subordinate clause
- Mrs Jones, who is a great teacher, always has a smile on her face.
Simple Present
something which happens regularly
- I walk to school.
Simple Past
something that's finished
- I walked to school this morning.
Modal Verbs
verb used to show the level of possibility, indicate ability, show obligation, give permission
will, may, must
- We will have a sandwich for lunch.
- You must take the test tomorrow.
Present & Past Perfect
Present perfect form
use have/has
- I have read 'The Three Little Pigs'.
Past perfect form
use had
- He had left the room.
Conjunctions
Co-ordinating conjunctions
for, and, nor, but, or, yet, so (FANBOYS)
- He likes dogs and she likes cats.
Subordinating conjunctions
when, if, that, because
- I do not like dogs because they are loud.
Connective
word or phrase that links clauses or sentences
- also, besides, however
Subjunctive Forms
subjunctive shows something imagined, wished or possible. also used in commands, wishes and requests
- If I were stronger, I would lift that box.
Vocabulary & Spelling
Standard English
Punctuation
Linking Words
Sentences
Grammar
Verb Forms & Tenses
SATS Companion
www. satscompanion.com

Spelling, Punctuation and Grammar

- A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- A separate test is given on Punctuation, Vocabulary and Grammar
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

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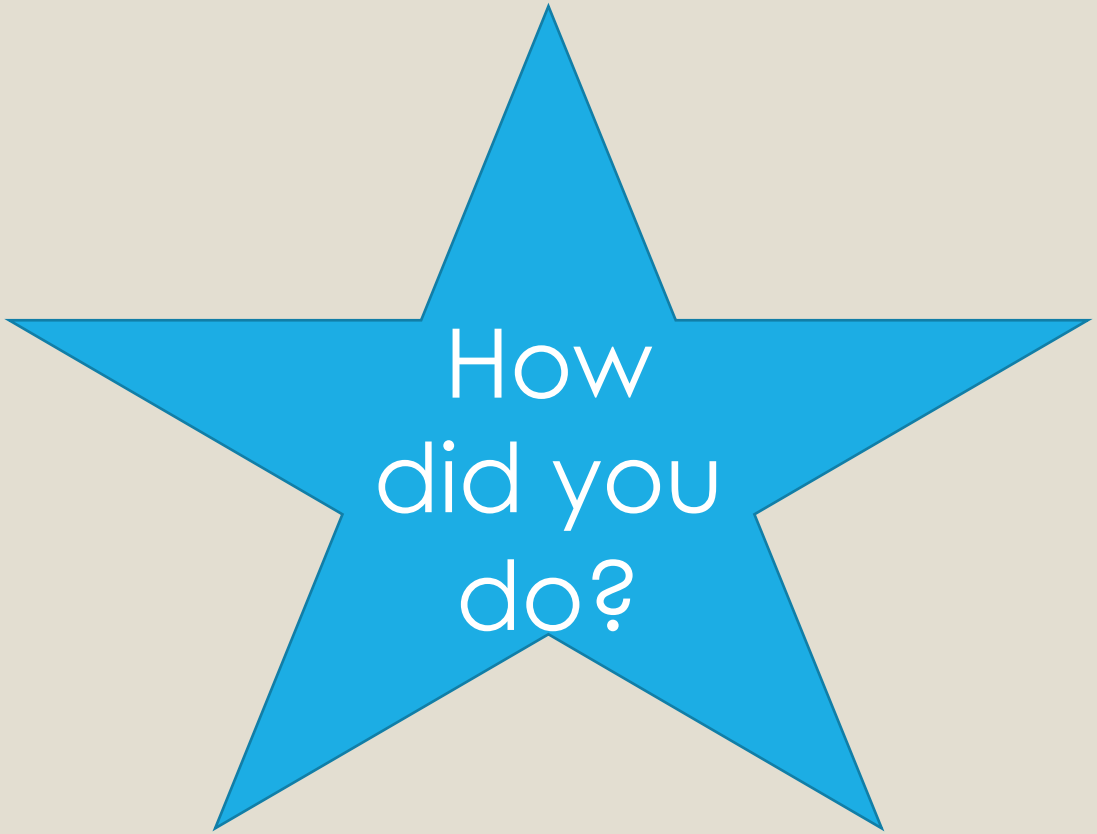
SPELLING TEST

Complete the following:

1. When we were coming back from Spain we had a to complete a _____ .
2. The _____on my computer is too slow.
3. Many people died during the _____.
4. When dribbling a football it is important to use the right _____.
5. Rectangles have two pairs of _____ lines.
6. We _____many compliments about our artwork.
7. Careful ____ showed that the data was incorrect.

The correct spellings are…

1. questionnaire
2. processor
3. plague
4. technique
5. parallel
6. received
7. analysis



Random spelling tests (all the time!) can really help familiarise your child to how certain words are spelt.

WRITING

Overview

- Writing is still assessed internally – by the teacher
- Writing is no longer assessed using ‘best fit’
- All bullet points will need to be met and met consistently across a range of writing examples.

Working at the expected standard

Can spell all vocabulary correctly (apart from rare technical or strange words). Must have used less usual, ambitious vocabulary which is spelt correctly.
Can use the full range of punctuation, almost always accurately and precisely, including: brackets, dashes, exclamation marks and ellipses. Punctuation is used clearly for effect, listing, direct speech, parenthesis, etc.
Can write neatly, accurately and fluently, in a joined style.
Can use paragraphs correctly across a piece of writing.
Can use a wide range of connectives, including conjunctions, adverbs, and prepositions, to show: time, cause, sequence and mode, often to open sentences.
Can use different clause structures confidently and appropriately for audience, purpose and effect.
Can change writing style for the full range of purposes (report, recount, describe, narrate etc.) always showing awareness of audience.
Can change levels of formality, picking suitable words and punctuation, according to purpose and audience.
Can always construct grammatically correct sentences, including capital letters, full stops and commas for lists and apostrophes.

How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).

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Mathematics

- Comprised of 3 tests
- Test 1 (30 minutes) Arithmetic

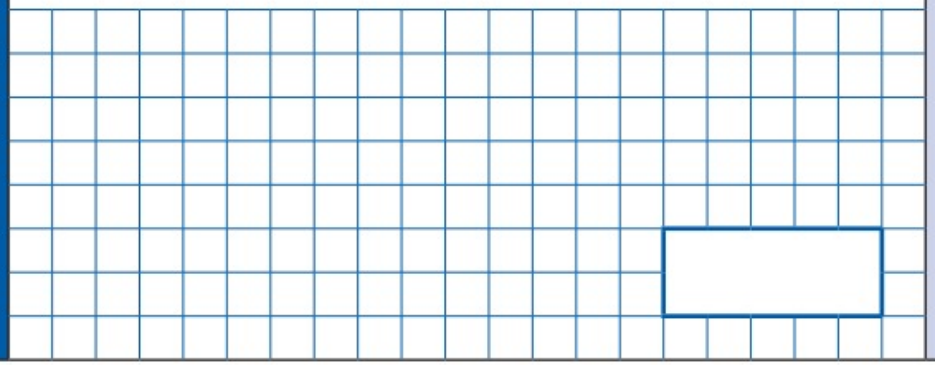
Not in context and a focus on number, fraction and percentages.

Encourage the children to use efficient methods

- Test 2 and 3 (each 40 minutes) Reasoning

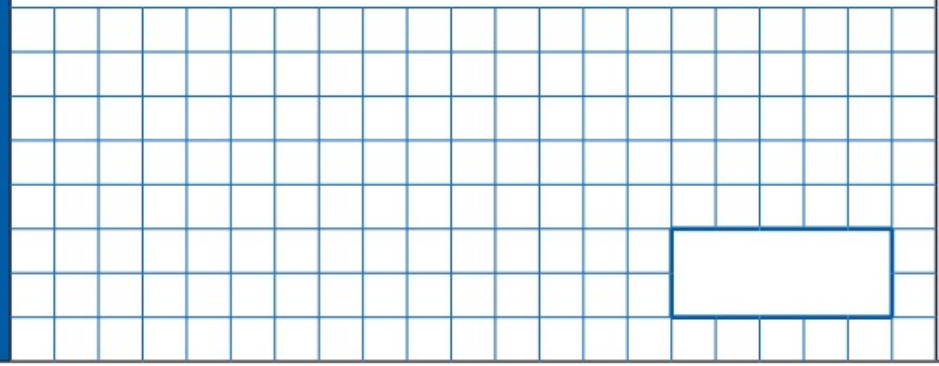
Questions are in context or require a deeper level of understanding than just procedural mathematics. Number geometry, coordinates, fractions, decimals and percentages, angles, algebra are covered

1 $979 + 100 =$



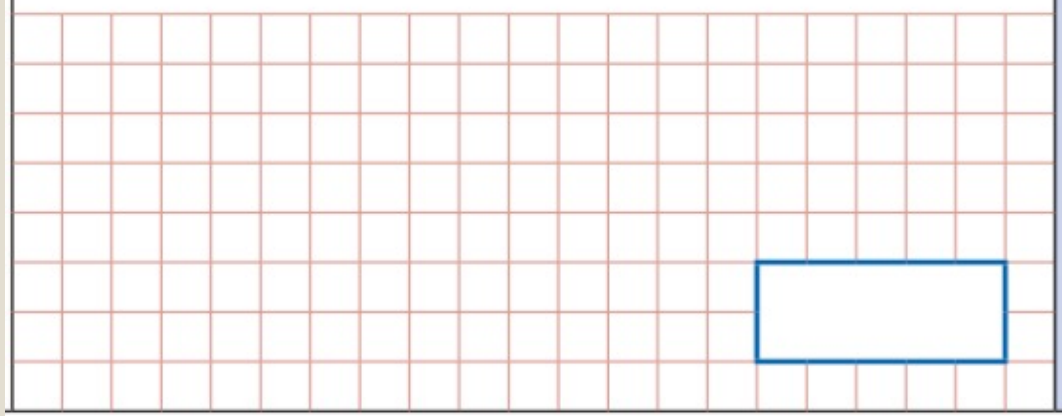
1 mark

7 $472 - 9 =$



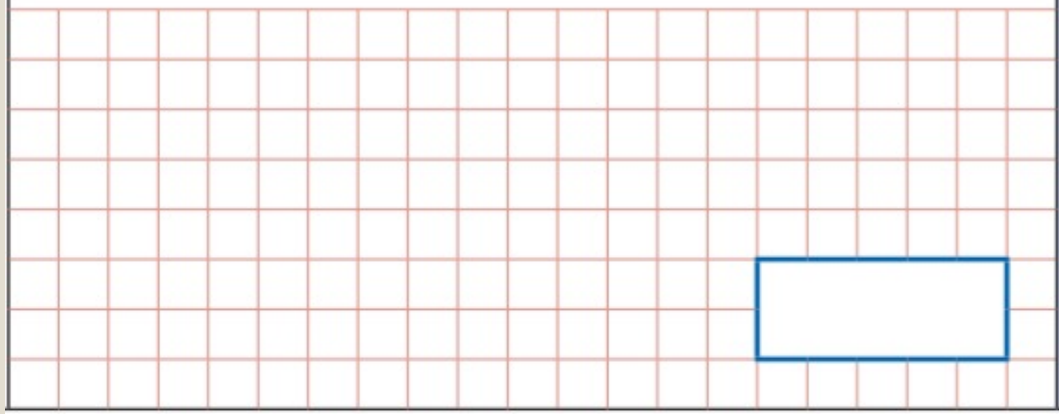
1 mark

$30 \times 40 =$



1 mark

$505 \div 1 =$



1 mark

29

Show your method

678 × 54

2,712

33,900

36,612

36,612

2 marks

25

Show your method

232

13 | 3016

−26

41

−39

26

−26

0

1 – 13
2 – 26
3 – 39
4 – 52
5 – 65
6 – 78
7 – 91
8 – 104
9 - 117
10 - 130

232

2 marks

31 $20 - 4 \times 2 =$

1 mark

24 $15.4 - 8.88 =$

1 mark

$\frac{3}{4} - \frac{3}{8} =$

1 mark

27 95% of 240 =

1 mark

6 Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

1 mark

4 Write the three missing digits to make this **addition** correct.

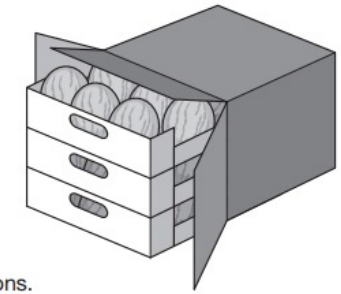
	5	3	2		9
+		7	4	2	
		0	6	7	6

2 marks

15 A box contains trays of melons.

There are 15 melons in a tray.

There are 3 trays in a box.



A supermarket sells **40** boxes of melons.

How many melons does the supermarket sell?

Show your method

melons

2 marks

>	=	<

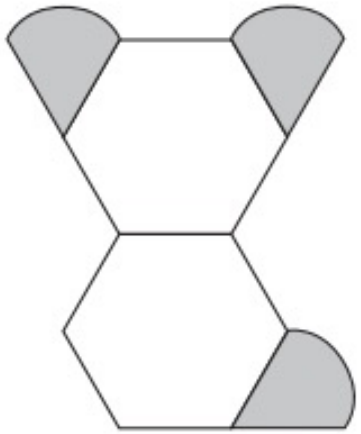
Write the correct symbol in each box to make the statements correct.

11×12		15×10
$90 \div 30$		$60 \div 20$
$120 \div 4$		$160 \div 8$
30×8		100×10

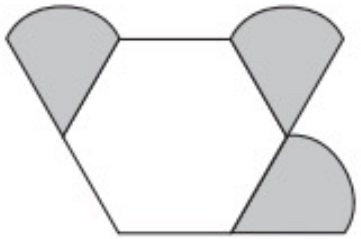
2 marks

21 Amina is making designs with two different shapes.

She gives each shape a value.



Total value is 147



Total value is 111

Calculate the value of each shape.

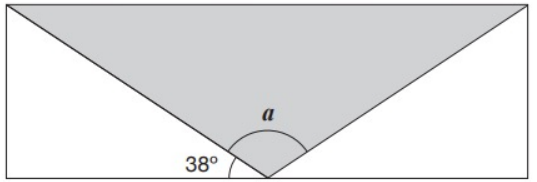
 =

1 mark

 =

1 mark

15 A shaded **isosceles** triangle is drawn inside a rectangle.



Not to scale

Calculate the size of angle a.

Show your method

a is ____ °

2 marks

10 A bag of 5 lemons costs £1

A bag of 4 oranges costs £1.80



How much **more** does one orange cost than one lemon?

Show your method

2 marks

FINALLY…

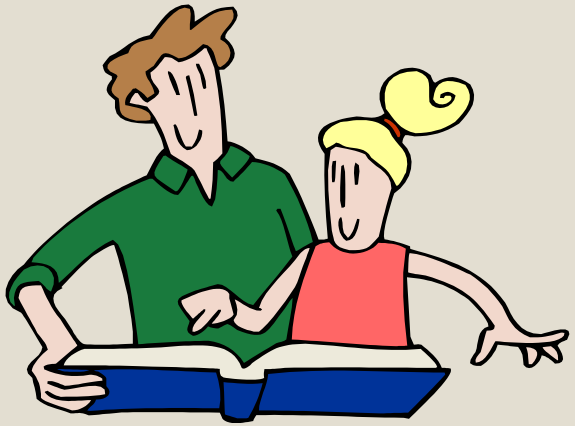
Preparing…

- Pupils will have seen previous tests and samples, so the format and layout of the papers will be familiar.
- Pupils will have taken ‘mock’ tests so they are used to working in test conditions and to a time limit.
- Pupils are taught how to interpret the question and understand what information is required as some questions are worth more marks than others.
- Pupils will have regular homework tasks, encourage them to complete them in timed conditions!

How can you support your child?

Talk to your child about how you work things out.

Ask your child to explain their thinking.



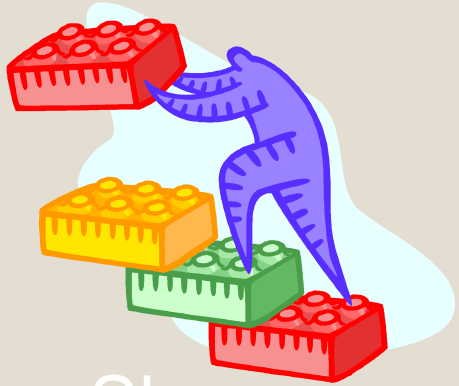
Help your child to estimate and then check the answer.
Encourage them to ask…

“Is the answer sensible?”

Look for real life opportunities to talk about maths



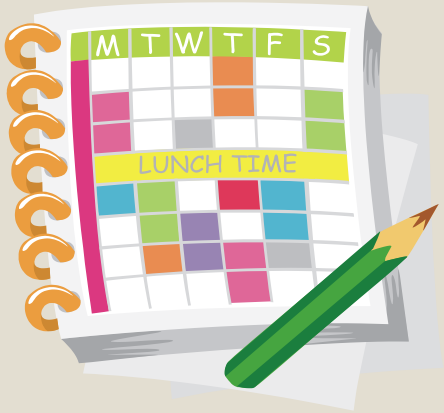
Time/Timetables /calendars



Shapes- Angles etc.



Recipes- ratio and proportion





Money



Measurements

Useful Websites

BBC Education have produced a whole host of materials for KS2. Follow the KS2 link and then select either Maths or English. Each area usually has an information section for reading, plus an activity and then quiz which is marked online. Some aspects require a subscription.

- http://www.bbc.co.uk/education
- A site with both Maths and English based quizzes which are marked as you go along.
- http://www.educationquizzes.com/ks2/maths/
- A site with a range of information and questions – great for revision purposes!
- http://resources.woodlands-junior.kent.sch.uk/revision/
- A site with links to old style Key Stage 2 Maths Papers, Maths Tutorials as well as Maths Games. Some of these games are linked to Memory and would therefore help pupils to retain key information.
- http://www.online-maths-tutor.com/
- A site with links to Maths and English revision materials, including worksheets to look at online or to print off and practise with.
- http://sats.highamstjohns.com/
- These are "old style" Key Stage 2 test papers but are still useful for practise, and in particular, creating discussion around questions and strategies to answer. View on screen or print off for free. Best used
- http://www.mad4maths.com/
- This site has loads of Maths games which help to practise a range of skills.
- http://www.mathplayground.com/games.html
- Loads of Maths games on a range of Mathematical concepts.
- https://www.sheppardsoftware.com/math.htm
- A range of English games and activities.
- http://www.crickweb.co.uk/ks2literacy.html
- Activities to reinforce and practise a range of spelling rules.
- http://www.keystage2literacy.co.uk/spellings-menu.html
- A range of activities and games to practise a range of spelling rules and patterns.
- http://www.spellzone.com/games/index.cfm?wordlist=2255