



A Parent's Guide to SATS 2020



The page is decorated with several yellow stars of varying sizes. There are stars in the top left, top center, top right, and bottom right corners. Along the bottom edge, there are four stars. On the left side, there is one star. On the right side, there is one star. The stars are scattered around the central text area.

Our Top Tips for SATs

- ❖ Tip 1: Remember your child's education is a partnership. Meet with their teachers as they will know your child's strengths and weaknesses, and ask them how you can help.
- ❖ Tip 2: Support your child with home learning activities, and daily reading and maths fluency.
- ❖ Tip 3: Encourage your child to work to speed. Try timed recall of time tables in the car/journey to school. Set mini challenges for example – 'can you find the word on the page that means 'dangerous' you have 1 minute - go!' 'What is 10% of 150? You have 10 seconds - go!'
- ❖ Tip 4: Make sure your child is aware that getting stuck is not a problem. Move on and give them another challenge and come back to the hard ones at the end and/or go through it together.
- ❖ Tip 5: Encourage your child to believe in themselves, 'You can do it!'
- ❖ Tip 6: Remind your child that the tests are important, but that they are not the only way they are to be measured. We don't want children feeling panicked or worried, we want them to be prepared.
- ❖ Tip 7: Approach a subject from lots of different angles. Software, games, activities, books, flash cards and practical applications all help. Make the revision time at home as fun and interactive as possible.
- ❖ Tip 8: It is easier said than done, BUT do not put your child under too much pressure. Have fun – they will find things easier to remember if they recall the good times they had learning.

Reading

The test will cover the aspects of the reading curriculum that lend themselves to paper-based, externally marked testing. It consists of a reading booklet containing 3 texts, and a separate answer booklet. This assessment will last for 1 hour, which includes reading time and answering/checking time. There will be a mixture of genres of text which may include fiction, non-fiction and poetry, although there is likely to be a greater focus on fictional texts. The least-demanding text will come first with the following texts increasing in level of difficulty. Pupils can approach the test as they choose however, to enable them to do their best at whatever confidence level they are, we prepare them by practising and encouraging them to read the first text and answer the questions on it before moving on to the next.

We are not able to read, explain or re-phrase anything for the children in this test, other than the general instructions to ensure that they understand these. The questions are worth a total of 50 marks with some questions being awarded 1 mark, some requiring greater detail, two ideas or some evidence from the text gaining up to 2 marks, and a few questions requiring more detailed responses, explaining or justifying ideas which will be awarded up to three marks.

The test will cover a range of reading skills, including:

- working out the meaning of words from the context;
- explaining and discussing their understanding of what they have read, drawing on inferences and justifying these with evidence;
- predicting what might happen from details stated and implied;
- retrieving information from non-fiction;
- summarising main ideas, identifying key details and using quotations for illustration;
- evaluating how authors use language, including figurative language, considering the impact on the reader;
- making comparisons within and across books.



Common types of question:

Multiple choice	Where would you be most likely to see this text? Tick one.
Ranking/ordering	Number the events to show the order they happened.
Matching	Match the paragraph to a summary of its content.
Labelling	Label the text to show the sub heading, caption etc.
Find and copy	Find and copy a word that suggest she was getting annoyed.
Short response	What does the bear eat?
Open ended Longer response	Look at a particular paragraph/verse/section ... How does the writer increase tension throughout the paragraph? How does the writer show that Helen is starting to have doubts about the idea? How does the poet show he likes the icy weather?

What can you do to help support your child?

- Encourage your child to read a range of different texts e.g. poetry, newspaper, magazine article as well as fiction books.
- Develop focus and speed of reading by having quiet time reading, building up the time spent doing this gradually if it is something that they find more difficult.
- Hear your child read aloud a few times a week to ensure that they are taking account of punctuation (this will also support their awareness of and development in grammar and punctuation).
- If there is a section of a story or a poem that your child doesn't understand, encourage them to visualise it.
- Use you child's reading record well to collect words and phrases, acknowledge the range of reading they are doing and to collect questions that arise when they are reading.

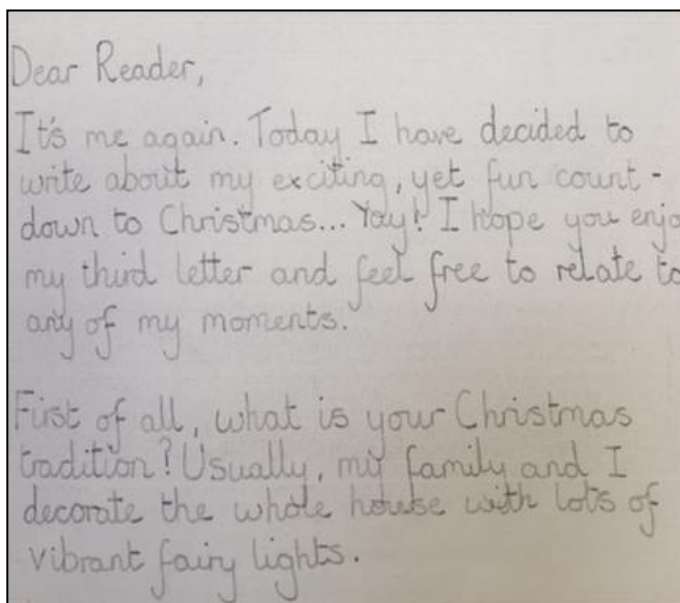
Writing

Children will be given a teacher assessment for their writing, which will be one of the following categories:

- Working below the expected standard
- Working at the expected standard
- Working at greater depth within the expected standard

In order to make this assessment the following areas will be taken into account:

- Handwriting – needs to be clear, neat and joined. See example below:



- Spelling within writing – most words spelt correctly, including Year 5 and 6 spelling words
- Grammar and punctuation within writing – basic punctuation needs to be accurate with some evidence of more advanced punctuation being used
- Engagement of the reader – ambitious, appropriate vocabulary being used, variety of sentence structures and attempts at creating atmosphere and suspense
- Organisation of writing – paragraphs to separate writing, with clear openings and closings to pieces

In order for a child to be assessed as working at the expected standard overall, they need to be meeting the expected standard within each of the above areas of writing. An example of some writing that is deemed as 'working at' these standards can be found attached to this document.



What can you do to help support your child?

- Regular handwriting practise.
- Regular practise of spellings of commonly used words, particularly the Year 5 and 6 spelling list.
- Ensuring anything your child writes for you at home is punctuated accurately with correct spellings and controlled handwriting – keep your expectations of them high.

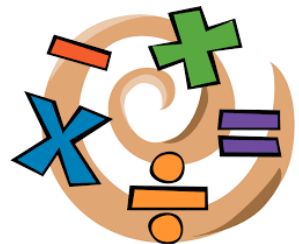
Maths

During the KS2 maths assessments, pupils will be tested on a range of core skills, including:

- demonstrating an understanding of place value;
- calculating mentally, using efficient strategies;
- using formal methods to solve multi-step problems;
- recognising the relationship between fractions, decimals and percentages;
- substituting values into a simple formula to solve problems;
- calculating with measures;
- using mathematical reasoning to find missing angles.

Other aspects could also include:

- using a protractor to measure angles;
- calculating the perimeter and area of shapes;
- knowledge of 2D and 3D shape properties;
- solving problems by collecting and using information in tables, graphs and charts;
- solving problems involving ratio and proportion;
- measure of length, weight, volume and time.



The children will sit three papers in maths:

Paper 1: arithmetic (30 minutes)

Paper 2: reasoning (40 minutes)

Paper 3: reasoning (40 minutes)

Paper 1: Arithmetic

This will consist of fixed response questions, where children have to give the correct answer to calculations, including using formal written methods.

- Pupils will have 30 minutes to answer approximately 35 questions.
- Speed and accuracy are key.

Papers 2 and 3: Reasoning

These papers will involve a number of question types, which may include:

- Multiple choice
- True or false

- Fixed answer questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart.
- Multiple answer questions, where children will have to explain their approach for solving a problem.

Children will also receive a teacher assessment based on observations, evidence in books and interim judgements.

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x	6	7	8
		5	4

36,612

Show your method

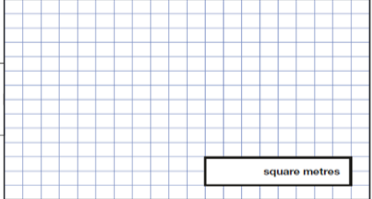
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The area of a rugby pitch is 6,106 square metres.

A football pitch measures 112 metres long and 82 metres wide.

How much larger is the area of the football pitch than the area of the rugby pitch?

Show your method



square metres

What can you do to help support your child?

- Quick mental facts- doubling and halving, adjusting for mental addition and subtraction. Learn all the time tables up to 12 x 12.
- Learn all the division facts up to 12 x 12.
- Practise formal methods of addition, subtraction, multiplication and division.
- Support with Home Learning Maths activities.

Grammar, Punctuation and Spelling

For Grammar, Punctuation and Spelling, there are two tests:

- Paper 1: questions (45 minutes)
- Paper 2: spelling (20 spellings)

Paper 1: Questions

The short answers test is made up mostly of tick box, matching questions or one word answers. Children are expected to know and use grammatical terminology accurately. They are expected to use these skills in writing, but also within the Spelling, Punctuation and Grammar test.

At Westfields, we are helping children with this by giving daily Grammar sessions, where we focus on key vocabulary and revise aspects they would have learnt previously. We usually give children this practice in the same format in which the tests are presented, so children are familiar with the style and layout.

The Year 6 grammar homework is designed to help children practise the terminology they have learned in their lessons.



Paper 2: Spellings

For the spelling test, the teacher reads out a passage and the child fills in the gaps.

For this, children are expected to apply their knowledge of spelling patterns for example, words ending in –cious, -sion, -ly, -ure. These patterns are the same patterns that children have for homework weekly. At Westfields, the children have a spelling lesson each week to help consolidate this knowledge.

As well as the spelling patterns, the government have published a list of words which they expect children at junior school to learn. There is one for years 3 and 4, and one for years 5 and 6.

Year 5 and 6 word list:

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	