

Dear Parents and Carers,

As you know, the Year 6 Key Stage 2 Statutory Assessment Tests (commonly known as SATs) take place in May. Whilst we are working hard at school to prepare your child for these assessments, we value any other support that you can provide.

In this booklet, we have outlined some of the things which you can do at home, or whilst out and about, to help to prepare your child. Helping them to improve knowledge and skills is important but just as key are the personal things like encouragement, as well as making sure they get enough sleep!

We hope you find this helpful. Please contact us if you have any questions or you would like any further ideas on how to prepare your child for these tests.

Many thanks for your support!



## English

Try to help your child to improve their **reading speed** by reading an extract from a suitably challenging text. Time them. Repeat. Can they beat their time? Ask a couple of questions about the extract to check their understanding.

**Hunt for ...** give your child timed challenges when reading. For example, how many adverbs/adjectives can you find in 2 minutes?

Play games to develop their **vocabulary and spelling**. Try games like: Scrabble, Boggle, Pictionary and Taboo. What does the word mean? Can they spell it? Can they use it in a sentence?

## At Home



## Maths

Use the receipt from your **shopping** to ask questions e.g. what is the total of the fruit and vegetables? What change would I get from £50? While unpacking the shopping, guess the weight of items then weigh them. What is the difference in weights?

Use the **Times Table app** (see Toolbox section) to practise times tables daily. Can your child recall their facts instantly? Compete against themselves or others to improve their speed!

**Newspaper maths** – use league tables or weather charts to ask questions e.g. what is the difference between the temperature in London and Moscow? What is the mean (average) of the points scored in the Premier League?

## English

Listen to the lyrics of songs on the **radio**. Can they identify the adjectives? Can they give a synonym (a word with a similar meaning) or antonym (opposite meaning) for one of the words?

Look at objects and places they pass while travelling. Pick out a word and play '**Just a Minute**' – explain what the object is without using the word itself and without hesitating or repeating themselves.

**Telling a story.** Give the first line of a story and take it in turns to continue it. Begin each sentence with a conjunction e.g. next, after that, some time later, finally ...

## On the Move



## Maths

**Number plates** – look at the numbers on number plates and create questions based on them e.g. subtract the number from 1000 or multiply/divide the number by 10/100 or 1000.

**Sequences.** Choose a starting number and a rule. Take it in turns to say the next number in the sequence e.g. start with 19 and add/subtract 8. How far can you take the sequence before an error is made? Try decimals too.

**Odd one out.** Give your child four numbers and ask them which is the odd one out and why e.g. 12, 19, 18 and 21. 19 is the odd one out because it is the only prime number.

## English

When visiting somewhere, challenge your child to come up with '**Pointless**' **adjectives**. In other words, an adjective that no-one else would think of e.g. a *monumental tree*, a *formidable* skateboarding slope.

Practise standard English by using the '**posh voice**'. Pretend you are a visitors' guide and explain the key highlights of the place using correct standard English.

Select an object at the place and take it in turns to see how many **antonyms** or **synonyms** you can think of for the word e.g. an antonym of steep is *gentle*; a synonym could be *sheer*.

## Out and About



## Maths

**How long?** Select a starting and finishing point in the place. Estimate how many seconds/minutes it would take to walk the distance, then time it. What is the difference between the two times? Who was the closest?

**I-spy.** Play the game by describing the properties of a shape which can be seen e.g. I-spy a quadrilateral with only one pair of parallel lines (*a trapezium*).

**How much?** Use entrance fees or a menu to create questions. How much would it cost for 2 adults and 2 children? What would be the change from £50?

Encourage your child to take plenty of **exercise**. Why not go out for a walk together after your evening meal? What about a bike ride at the week end?

Try to make sure your child has a regular routine for going to bed and getting up.

## Well-being

Breakfast is the most important meal of the day. Why not create some **healthy breakfast menus** together?

If they are working at home, a quiet place away from distractions is ideal. Try to encourage them to do a little and often and take regular breaks.

**Device-free time** – why not challenge your child to spend an hour each evening away from screens and electronic devices? What about a board game instead or going outside to play?

Try to encourage your child to do their best. Remind them about being resilient – keep on going!



The resources below can be used to support your child in preparing for the tests. Please ask your child's teacher for those listed as PiXL resources.

### PiXL Resources

Power to Perform – parent and student booklets  
Grammar glossary  
10-4-10 holiday challenges

## The Tool Box



### Games

Taboo  
Pictionary  
Boggle  
Scrabble  
Articulate

### Internet-based English

<http://www.funenglishgames.com/grammargames.html>  
<https://www.oxfordowl.co.uk/for-home/advice-for-parents>  
<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

### Internet-based Maths

Times table rockstars, hit the button, sumdog  
PiXL Times Table App (log-in available from school)  
<http://www.amathsdictionaryforkids.com>  
<http://www.kidsmathgamesonline.com/>  
<https://www.mathplayground.com/>



## English

**6 weeks to go**

Try to read daily with some careful questioning. This could be reading books, newspapers, magazines, online articles/stories.

Introduce a new word each day. Discuss spelling and meaning of the word. Can your child use it in a sentence?

## Countdown



## Maths

**6 weeks to go**

Practise times tables for a short time each day. Your child should be able to recall all tables up to  $\times 12$  quickly.

Practise 5 questions for  $\times$  and  $\div$  by 10/100/1000 daily

Practise the 4 operations daily

## English

### The week before

Try to read daily with some careful questioning

Put sticky notes with key spellings and definitions around the house where your child will see them.

## Countdown



## Maths

### The week before

Practise times tables for a short time each day

Put sticky notes with key words and definitions around the house where your child will see them.



## The Test Week: May 13<sup>th</sup>, 2019

Try to encourage your child to have plenty of relaxation time – the work is done!

To avoid any last-minute anxiety, try to make sure they have everything ready for school the night before.

## Countdown



Support your child by making sure they go to bed early.

Enjoy a healthy breakfast together. Why not walk to school if possible? This will energise your child.

Celebrate how much they have achieved!

## What are the Key Stage 2 tests?

Children in Year 6 will be taking the Key Stage 2 Tests in May 2019. They provide information about how your child is progressing and how they compare to children of the same age nationally. They provide a 'snapshot' of your child's learning progress and attainment at the end of KS2. These tests are both set and marked externally.

The tests are not qualifications and don't affect your child's future options in school. However, they do help to develop key skills which provide an important foundation for secondary school.

## When do they take place?

Date	Paper	Time
Monday, May 13th	English Grammar, Punctuation and Spelling (GPS) Paper 1	45 minutes
Monday, May 13th	English Grammar, Punctuation and Spelling (GPS) Paper 2	Approximately 15 minutes
Tuesday, May 14 <sup>th</sup>	English Reading	1 hour
Wednesday, May 15th	Maths Paper 1: Arithmetic	30 minutes
Wednesday, May 15th	Maths Paper 2: Arithmetic Reasoning	40 minutes
Thursday, May 16th	Maths Paper 3: Arithmetic Reasoning	40 minutes

# What is involved in the English tests?

**The Reading Test**

Three passages of text which get progressively more difficult

A total of 50 marks

A variety of question types



There is no **writing test** - this is assessed by the teacher.

**The GPS Test**

Paper 1 assesses grammar and punctuation (50 marks)

Paper 2 assesses spelling (20 words)

A variety of question types

There were hundreds of these **knobbly**, little pieces of cardboard.

Which word is closest in meaning to the word **knobbly**?

Tick **one**

smooth	<input type="checkbox"/>
bumpy	<input type="checkbox"/>
patterned	<input type="checkbox"/>
colourful	<input type="checkbox"/>

1 mark

Match each sentence to its correct function.

Use each function box only **once**.

Sentence	Function
What a funny show it was	question
How did he manage to lose that	statement
Finish your drink before you go	exclamation
I must ask him where he's going	command



## How are the results reported to parents?

Once the tests have been externally marked, the school will receive the results. Your child will be allocated a **raw score** (the number of marks they achieved in the test) and a **scaled score**. A scaled score of 100 represents the **expected standard** of the test. The range of scaled scores available are 80 (the lowest scaled score) and 120 (the highest scaled score). To recognise higher attainment in the KS2 tests, a **higher standard** grade may be awarded. The table below shows the raw scores needed to reach both standards in 2018. However, please note **the amount of marks needed to meet expected and higher standard changes each year.**

	Raw score for expected standard	Raw score for higher standard
Reading	28	40
GPS	38	56
Maths	61	96

## When do we receive the results?

You will receive the tests scores before the end of the school year. You will also receive separate teacher assessment judgements from your school for each subject.