



Welcome to  
Valley Gardens  
SATS Information  
Evening  
2020



## KS2 SATS- The timings

<b>Monday 11 May 2020</b>	English grammar, punctuation and spelling Paper 1: Grammar
	English grammar, punctuation and spelling Paper 2: Spelling
<b>Tuesday 12 May 2020</b>	English reading
<b>Wednesday 13 May 2020</b>	Mathematics Paper 1: Arithmetic
	Mathematics Paper 2: Reasoning 1
<b>Thursday 14 May 2020</b>	Mathematics Paper 3: Reasoning 2





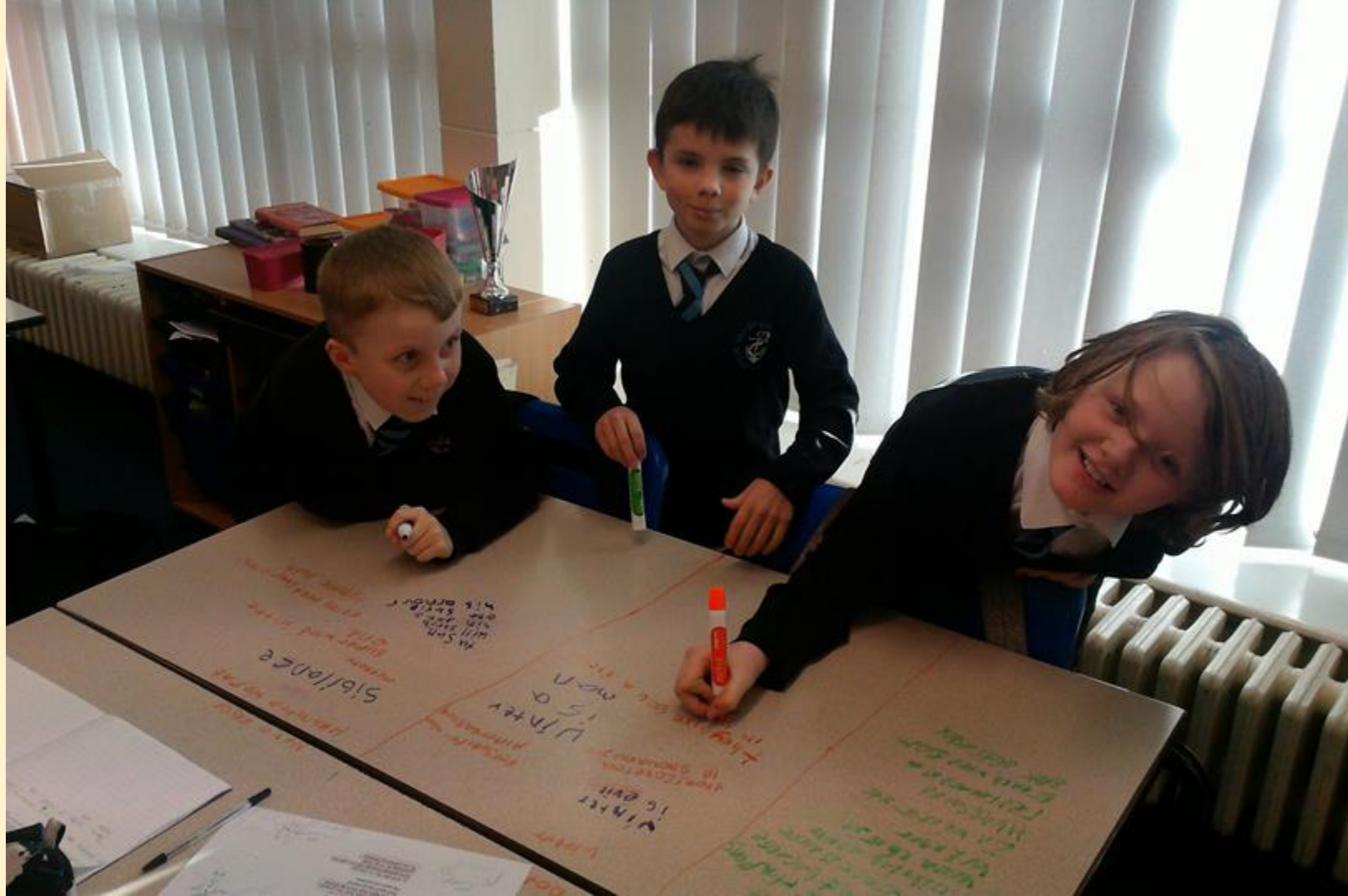
## Looking after and supporting our Year 6 children

- Launch of a wellbeing plan after February
- Focus on work and also fun activities
- Breakfast sessions - academic and sport
- Work together...speak to us if you are worried
- Come and see us in action - parent tours



# English Information







# Reading Comprehension

2019 national curriculum tests

## Key stage 2

### English reading

Reading answer booklet

First name					
Middle name					
Last name					
Date of birth	Day		Month		Year
School name					
DfE number					



The Park



Fact Sheet:  
About Bumblebees



Music Box

# Reading Booklet

2019 key stage 2 English reading booklet



# Reading Comprehension

The texts in the English reading booklet will not be linked by a theme.

The booklet will contain three or four texts.

The children will have a total of one hour to read the texts and complete the questions at their own pace.







There are a variety of questions:

- Closed response questions (such as multiple choice and matching questions)
- Open response questions that require children to explain and comment on the texts in detail



# Non-Fiction

## Fact Sheet: About Bumblebees

At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.

### Save our bees

Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.



At the time of writing, 24 bumblebee species are found in the UK, but unfortunately in the last 50 years, two UK species have become extinct and others have declined sharply. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is clearly visible: there are now far fewer flowers to provide bees with the nectar they need to survive. But all is not lost – you can take action to help our hardworking pollinators. This fact sheet explains how.

### What's so different about the bumblebee?

To most people, bees are instantly recognisable but there are differences between the appearance and lives of bumblebees and honey bees. Bumblebee nests are small and they do not store large quantities of honey. Bumblebees are also furry coat allows them to venture out on cold days to collect nectar.

### Don't 'bee' confused

Don't confuse bumblebees with wasps. Bumblebees are much more aggressive. Only female bumblebees can sting and they will only do so if threatened. Bumblebees will never interrupt your picnic.

### Buzz pollination

Only bumblebees are able to buzz pollinate. This releases pollen from the bottom of the flower. Many crops would also be harvested without British bumblebees.



6

### Energy drink for bees

If you find a stranded or sleepy bumblebee, you can help to boost its energy levels with a simple sugar and water mix. Mix equal parts white sugar and warm water then pour into a small container or syringe. Place both the bee and the artificial nectar near to some flowers.

### ACT NOW

You can also help by supporting our work to conserve bumblebee habitats and raise public awareness. There are various ways to show your support including volunteering, fundraising and becoming a member of the Bumblebee Conservation Trust. For more information on all of the above, including access to our Bee Kind gardening web page, visit: [www.bumblebeeconservation.org](http://www.bumblebeeconservation.org)

7

# Poetry

## Grannie

I stayed with her when I was six then went  
To live elsewhere when I was eight years old.  
For ages I remembered her faint scent  
Of lavender, the way she'd never smell  
No matter what I'd done, and most of all  
The way her smile seemed, somehow, to envelop  
My whole world like a warm, protective shawl.

I knew that I was safe when she was near,  
She was so tall, so wide, so large, she would  
Stand mountainous between me and my fear,  
Yet oh, so gentle, and she understood  
Every hope and dream I ever had.  
She praised me lavishly when I was good,  
But never punished me when I was bad.

Years later war broke out and I became  
A soldier and was wounded while in France.  
Back home in hospital, still very lame,  
I realised suddenly that circumstance  
Had brought me close to that small town where she  
Was living still. And so I seized the chance  
To live and ask if she could visit me.

She came. And I still vividly recall  
The shock that I received when she appeared  
That dark cold day. Huge grannie was so small!  
A tiny, frail, old lady. It was weird.  
She hobbled through the ward to where I lay  
And drew quite close and, hesitating, peered.  
And then she smiled: and love lit up the day.



# Fiction

Ajay has just arrived at Joe's house before school. Joe's mother is the warden who looks after the local park.

## The Park

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Oh, it says Special Delivery!' Mum opened it, and unfolded the letter. Joe knew instantly that something was wrong. He could see it on Mum's face. 'What is it, Mum?' Joe asked.

'Yeah, Mrs P, what's happened?' Ajay asked too. 'It's the park... they've shut it down.'

For a second no-one said a word. Joe and Ajay

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 those nights, when debris from other worlds fell from the sky. She counted the widening cracks in the grey scrub-pine planks of her house. She counted the widening cracks in the grey scrub-pine planks of her then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightgown, 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 shoulders, and opened the door. Wind blew a harsh breath of snow and ice 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 crapped snow off his boots. 'Stinks out here, and it's so cold my teeth are sticking 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.'



Pupils may be asked to **retrieve** information from the text.

16

**Find and copy one** word from the first verse that shows that the poet's grannie made him feel safe when he was a boy.

---

1 mark

Pupils must read the question carefully. If more than one word is copied, they will not get the mark.

Pupils may be asked to **organise** information. If they get one of the points out of order, then point is lost.

5

Number these facts about the life of the giant panda cub from 1–5 in the order in which they happen.

The first one has been done for you.

A cub eats bamboo for the first time.

A cub leaves its mother.

A cub develops black spots.

A cub weighs 31 to 36 kilograms.

A cub weighs about the same as an apple.

---

1 mark

Inference and deduction are the most important areas and will probably have around half the marks of the paper attached to this one domain.

They have 2 or 3 marks, so are more difficult to answer, requiring pupils to explain, often using evidence from the text.

**18** The poet describes his grannie as standing *mountainous between me and my fear*. This makes her sound big and powerful.

What other impressions do you get of his grannie in the same verse?

Give **two** impressions.

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

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

2 marks

**38** Look at page 10.

What impressions do you get of Em Sharp at this point in the extract?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

3 marks



Hard First

Hypocritical words

It explains more about the text  
(bring out) makes the first!

S:6:1ance

Semi: Colon

Both

Theme of winter (winter is still)

personification  
interacts like a person

Alliteration

Metaphor

Simile

Onomatopoeia

Personification

Inter the Huntsman

uses a French word  
for fox 'rouge'

questions: ?





## Developing key reading skills

Reading is no longer simply decoding.

Students are tested on reading for meaning. They need to dig beneath the surface level of meaning.

- **Infer**
- **Deduce**
- **Analyse**
- **Compare**



# How to help at home

## The Reading Domains

<b>Domain 2a (10-20% of the test)</b>	<b>Stem questions</b>
Give/explain the meaning of words in context Or Understand it!	Find any words you don't understand and try to work out what they mean using the context. How many adjectives/adverbs/nouns/verbs can you find? Draw and label the main setting Make a list of words used about a character. What do they tell us about them? Can you find an example of a word that means...?

<b>Domain 2b **key domain** (up to 50% of the test)</b>	<b>Stem questions</b>
Retrieve and record information/identify key details from fiction/non-fiction Or Find it!	Write down ... facts Who, what, why, where, when... List 5 things we find out about a character. Find the paragraph where... How does the author describe character/setting? Over what time period does the story take place? Can you create 5 true/false statements about this text?

<b>Domain 2c (2-12% of the test)</b>	<b>Stem questions</b>
Summarise main ideas from more than one paragraph. Or Summarise it!	List the main events in the text. Write a brief summary of the text. Sequence the events in the story. Write the blurb for this text. Tell me what happened... Summarise this paragraph in one sentence.

<b>Domain 2d **key domain** (up to 50% of the test)</b>	<b>Stem questions</b>
Make inferences from the text/Explain and justify inferences with evidence from the text. Or Think about it!	How do you think the character was feeling at a particular point in the story? Pick out the words that show... Pick out the words that make the reader feel... How do you know...Can you find evidence to support your ideas? Explain why...Can you find evidence to support your ideas? Why is...Why did...Can you find evidence to support your ideas? Across this paragraph/section does the writer suggest... What do you think might have happened before? Can you find evidence to support your ideas?

<b>Domain 2e (0-6% of the test)</b>	<b>Stem questions</b>
Predict what might happen from details stated or implied. Or Predict it!	What do you think might happen in the sequel? Why do you think this? What title would you give the sequel? What might have happened before the story took place. Why do you think this? What do you think might happen next? Pick a character from the book. What might have happened if they had behaved differently?

<b>Domain 2f (0-6% of the test)</b>	<b>Stem questions</b>
Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Or Connect it!	Identify organisational features used by the author. How is it used to make the meaning clear? Identify different visual ways the author has provided information. What do they tell you that words cannot? What atmosphere is the author trying to create? Pick out words/phrases that help the author create this atmosphere. What is the theme? Why did the author write this?

<b>Domain 2g (0-6% of the test)</b>	<b>Stem questions</b>
Identify and explain how meaning is enhanced through choice of words and phrases. Or Look and listen to it!	Find three words to show... What is the effect of...? How does the author create mood/atmosphere? Pick out evidence to support your ideas. What techniques has the writer used to...? Find an example of simile/metaphor/personification/alliteration/repetition/expanded noun phrases. Why has the writer used them?

<b>Domain 2h (0% of the test)</b>	<b>Stem questions</b>
Make comparisons within the text. Or Compare it!	How has the character changed? How does the opening compare to the ending? Compare two characters from the story...how were they similar/different/how effective were they? Compare two characters from the story...how were they similar/different/how effective were they? In what ways have the characters' feelings changed?



## How to help at home - developing reading skills

- Develop a reading culture in the house – read with your child.
- Model good reading from an early age and have books readily accessible in the home and talk about books you have enjoyed.
- Use the interests of your child to inform reading choices.
- Encourage your child to read as many different types of texts as they can- magazines, leaflets, books, autobiography – even websites.



# Spelling, punctuation and grammar

## What does the test examine?

- Sentence grammar
- Punctuation
- Vocabulary
- Spelling

2018 national curriculum tests

## Key stage 2

### English grammar, punctuation and spelling

**Paper 1:** questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



# Spelling, punctuation and grammar

**This test comprises of two papers:**

- The grammar paper is short answer...but very specific. The children must do exactly what is asked in the question.
- The spelling section is made up of 20 words and takes about 15 minutes to complete, though there is no distinct time set.

Questions must be read carefully!

2

Which sentence must end with a **question mark**?

Tick **one**.

What happened that day might never be known

What really happened that day

Someone must know what really happened that day

I'd like to know what happened that day

---

1 mark

Pupils must simply tick the ONE box next to the answer they think is correct. Sometimes they may be asked to tick TWO boxes.



In this type of question students are asked to do multiple tasks for one mark. They must read the information carefully to avoid one careless mistake which costs them the mark.

4

Tick **one** box in each row to show whether the sentence is a **question**, a **statement** or a **command**.

Sentence	Question	Statement	Command
In autumn, many trees lose their leaves			
Look at the trees carefully			
Scientists are studying how trees can live for thousands of years			
How can you tell a tree's age			

          
1 mark

Students must make sure they match the boxes neatly and again, are completing multiple tasks for one mark.

Students need to work out the correct answer, then tick the box which correlates to this answer. They cannot simply write it in the sentence.

11

Draw a line to match each **prefix** to a word to make **four** different words.  
Use each prefix only once.

**Prefix**

im

in

en

mis

**Word**

correct

mature

fortune

able

1 mark

12

Which option completes the sentence in the **past perfect**?

Soon after a Frenchman \_\_\_\_\_ the first land speed record, it was broken.

Tick **one**.

has set

had set

set

was setting

1 mark





# How can you help?

- Help your child with their weekly spellings.
- Look through SPaG.com with your child...discuss the questions with them and help them research any they get wrong.
- Look at some of the Grammar Games on the suggested websites.
- Get one of the suggested revision books and work through it with your child...ask them to explain the terms.



Writing is Teacher Assessed.









# Writing Expectations

- Write clearly and effectively
- Adapt form to audience
- Select effective vocabulary
- Organise information
- Structure and sequence work
- Use a variety of language techniques
- Punctuation and spelling to be accurate



## Developing key writing skills - how can you help?

- Read widely.
- Look at a variety of different types of writing with them.
- Encourage your child to check punctuation and spelling when they write.
- Make sure they have a dictionary they use for their homework...or even a mini dictionary they could use in school.



## Useful links

- **Useful links for supporting your child at home:**
- [www.bbc.bitesize.com](http://www.bbc.bitesize.com) (KS2) which gives free resources, advice and some fun activities.
- [www.theschoolrun.com](http://www.theschoolrun.com) which has a variety free resources and activities and gives advice.
- [www.grammar-monster.com](http://www.grammar-monster.com) which covers different aspects of grammar and has interactive tests.



## Useful links

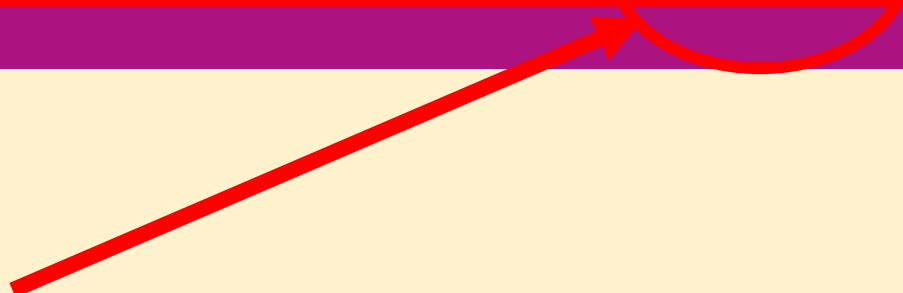
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# Maths Information



## Arithmetic Paper (paper 1)

- **36 question**
- **40 marks in total**
- **30 minutes**

(that's 50 seconds per question!)



# Arithmetic Paper - mental methods

11

$$630 \div 9 =$$

**Mental methods most efficient here**

e.g:

$$63 \div 9 = 7$$

so

$$630 \div 9 = \underline{70}$$

**1 mark:**  
No method  
required



1 mark





# Arithmetic Paper - formal written methods

<b>23</b>	$\begin{array}{r} 54 \\ \times 23 \\ \hline \end{array}$	<p><b>Set out formally, but can use any method.</b></p> <p>However, incorrect answer gains 1 mark only if formal method used.</p>	<input type="checkbox"/>
	<p>Show your method</p>		

**2 marks:**  
Correct answer gains full marks (regardless of workings)



# Calculation Policy

(Calculation policies available when you visit your child's maths teacher)

## Multiplication

Column multiplication (HTU x TU)

(expanded) column method

(compact) column method

### Notes:

- All **exchanges** written at the bottom and in the **correct column** (not in-between columns).
- Refer to place value when multiplying by 10 / 100 etc.
- **HTU** labels above each column
- **Calculation labels** (right hand side) may be included when first learning, but dropped when confident.

	H	T	U	
	2	4	7	
x		3	2	
<hr/>				
		1	4	$2 \times 7$
		8	0	$2 \times 40$
	4	0	0	$2 \times 200$
	2	1	0	$30 \times 7$
1	2	0	0	$30 \times 40$
6	0	0	0	$30 \times 200$
<hr/>				
7	9	0	4	
<hr/>				
		1		

	H	T	U			
	2	4	7			
x		3	2			
<hr/>						
		4	9	4	$2 \times 247$	
		7	4	1	0	$30 \times 247$
<hr/>						
	7	9	0	4		
<hr/>						
		1				





## Reasoning Paper (paper 2 and 3)

**For each paper:**

- **Around 20 questions**
- **35 marks in total**
- **40 minutes**

(2 minutes per question this time)





## Problem Solving

**R** **EAD THE QUESTION CAREFULLY**

**U** **NDERLINE IMPORTANT PARTS**

**C** **HOOSE THE CORRECT CALCULATION**

**S** **OLVE THE PROBLEM**

**A** **NSWER THE QUESTION**

**C** **CHECK YOUR ANSWER**



16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

How much does each child pay?

Show  
your  
method

£

**R** **EAD THE**  
**QUESTION**  
**CAREFULLY**



**U** **NDERLINE**  
**IMPORTANT**  
**PARTS**





# CHOOSE THE CORRECT CALCULATION



# SOLVE THE PROBLEM



16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each.

(addition)

Five children together buy one large pizza and three small pizzas.

They share the cost equally.

(division)

How much does each child pay?

1 large = 8.50

3 small = 3 × 6.75

$$\begin{array}{r} 6.75 \\ \times 3 \\ \hline 20.25 \end{array}$$

$$\begin{array}{r} 20.25 \\ 8.50 \\ \hline 28.75 \end{array}$$

$$\begin{array}{r} 05.75 \\ 5 \overline{) 28.75} \\ \underline{5} \phantom{00} \\ 3 \phantom{00} \\ \underline{3} \phantom{00} \\ 0 \phantom{00} \\ \underline{0} \phantom{00} \\ 0 \phantom{00} \end{array}$$

£ 5.75

Show  
your  
method





# ANSWER THE QUESTION



# CHECK YOUR ANSWER



16

Large pizzas cost £8.50 each.

Small pizzas cost £6.75 each. (addition)

Five children together buy one large pizza and three small pizzas.

They share the cost equally. (division)

How much does each child pay?

Show  
your  
method

$$1 \text{ large} = 8.50$$

$$3 \text{ small} = 3 \times 6.75$$

$$6.75$$

$$\times \quad 3$$

$$\hline 20.25$$

$$20.25$$

$$8.50 +$$

$$\hline 28.75$$

$$05.75$$

$$5 \overline{) 28.75}$$

$$\pounds 5.75$$



# ValleyGardensMiddle.org / Mathematics

Go to: *“Curriculum Areas” / “Mathematics”*

- **Calculation Policy** - details on all formal written methods used in VGMS
- **Exemplification** - details & examples for each NC objective
- **Useful Resources and Links** - MyMiniMaths, video SATs tutorials etc.
- **Help with KS2 SATs** - Arithmetic practice papers
- **Instructional Videos** - help with the methods they didn't teach when we were at school.



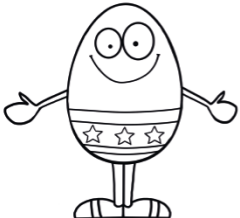
# Easter Revision - "Ten for Ten" booklets

- 10 minutes every for 10 days (with weekends off!)
- Answers provided - children to mark their work each day
- Daily practice to keep all those skills "on the boil"

KS2 SAT Revision - VGMS

## Ten for Ten

Easter Practice Booklet  
MATHEMATICS



WORKING TOWARDS

Name: \_\_\_\_\_

### Day 1 - Arithmetic

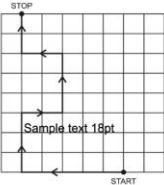
1  $1016 - 200 =$   1 mark

2  $423 \times 2$   1 mark

3  $84 \div 6 =$   1 mark

### Day 1 - Reasoning

1 Follow this route with your pencil.



STOP

START

Sample text 18pt

Complete this chart showing the route from START to STOP.

START  
left 5  
up 3  
right 2

STOP

2 Write in the missing numbers.


+ 85 = 200

4 ×  = 120


120 - 51 =

3 Which of these numbers give 80 when rounded to the nearest 10?  
Circle all the correct numbers.

84    87    72    76    90



Book Sale is for £14.50



£14.50

would be the full price of the books?

£

train → 160

tan → 237

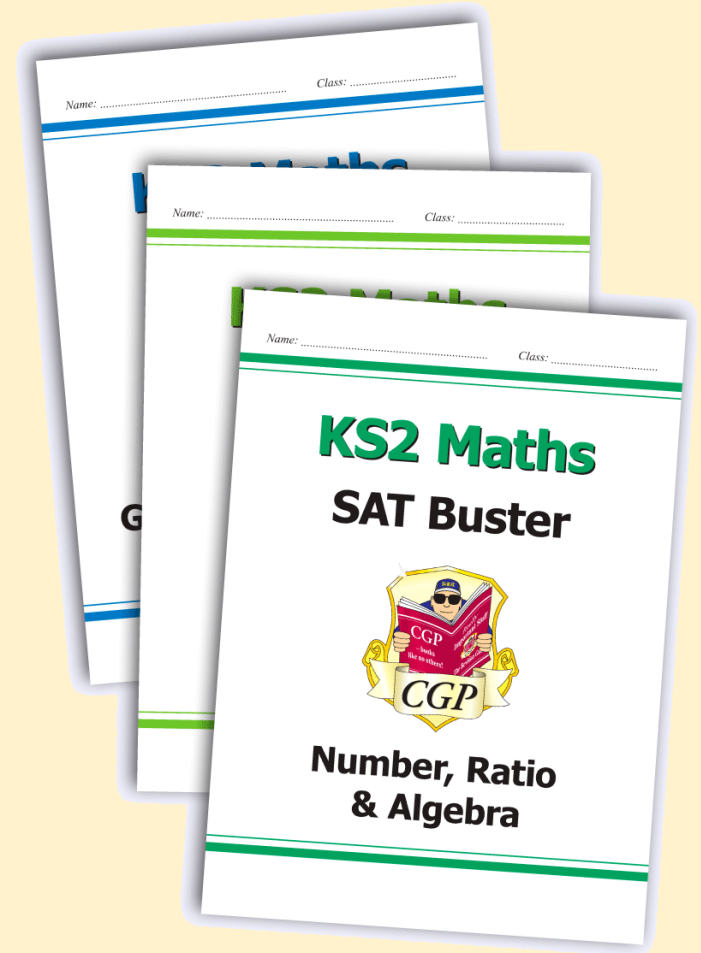


# Revision Guides

## CGP “SAT Buster” series

### Includes:

- Arithmetic
- Number, Ratio & Algebra
- Geometry, Measures and Statistics
- Full answer pack





## Useful links

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