




# **Year 6 SATs Parents' briefing 2024**




# What are SATs?


- This is an acronym for **Standard Attainment Tests**. KS2 SATs (National Curriculum Tests) are tests children take at the end of Year 6. SATs test children on what they have learnt between Year 3 and Year 6.
  - KS2 SATs are mandatory tests from the National Curriculum assessment programme. All state schools in England are required to provide the tests.
  - They are marked externally and the results sent to schools.
  - These **are compulsory** for our children at Nutfield Church Primary School.
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**Year 6 SATs are during the  
week of the Monday 13th –  
Friday 17th May 2024.**

# What is expected by the end of KS2?


- ▶ The statutory national curriculum was updated in September 2014 . Children were assessed against the new criteria and standards for the first time in May 2016.
  - ▶ This curriculum is more rigorous and sets higher expectations.
  - ▶ ‘Old’ national curriculum levels (e.g. Level 3, 4, 5) have now been abolished, as set out in the government guidelines.
  - ▶ From 2016, test scores will be reported as ‘scaled scores’.
  - ▶ This means it is very difficult to compare the assessment of a previous year with the current year.
  - ▶ Your child will still be taught with the highest expectations and cover all required elements of the curriculum, similar to previous years.
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# What is meant by 'scaled scores'?


- ▶ It is planned that 100 will always represent the 'national standard'.
  - ▶ Each pupil's raw test score will therefore be converted into a score on the scale, either at, above or below 100.
  - ▶ The scale will have a lower end point somewhere below 100 and an upper end point above 100.
  - ▶ A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
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# Score for each individual pupil

All test outcomes at KS2 will be reported as scaled scores and you will be told whether or not your child has met the expected standard.

1. A raw score (number of marks awarded).
  2. A scaled score in each tested subject (the number of marks awarded for each subject) will be translated to scaled scores using a conversion table devised by the DFE.
  3. A confirmation of whether or not they attained the national standard: 'NS' means that the expected standard was not achieved and 'AS' means the expected standard was achieved. No child will be awarded greater depth for Maths, reading or GPS
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# Scaled score example

- ▶ On publication of the test results in July 2017:
  - ▶ A child awarded a scaled score of 100 is judged to have met the 'national standard' in the area judged by the test.
  - ▶ A child awarded a scaled score of more than 115 is judged to have exceeded the national standard and demonstrated a higher than expected knowledge of the curriculum for their age.
  - ▶ A child awarded a scaled score of less than 100 is judged to have not yet met the national standard and performed below expectation for their age indicating that the child may need more support to help them reach the expected standard.
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► 2017 Reading:  
26 out of 50

► 2023 Reading:  
24/50

English reading		English reading		English reading	
Raw score	Scaled score	Raw score	Scaled score	Raw score	Scaled score
0	No scaled score (N)	17	93	34	106
1		18	94	35	107
2		19	94	36	108
3		20	95	37	108
4		21	96	38	109
5	80	22	97	39	110
6	81	23	97	40	112
7	83	24	98	41	113
8	84	25	99	42	114
9	85	26	100	43	115
10	86	27	100	44	116
11	87	28	101	45	118
12	88	29	102	46	119
13	89	30	103	47	120
14	90	31	103	48	120
15	91	32	104	49	120
16	92	33	105	50	120

Published: July 2017

### English reading

Raw score	Scaled score
0-2	No scaled score
3	82
4	83
5	84
6	86
7	87
8	88
9	89
10	90
11	91
12	92
13	92
14	93
15	94
16	95
17	95
18	96
19	97
20	97

Raw score	Scaled score
21	98
22	99
23	99
24	100
25	101
26	101
27	102
28	103
29	103
30	104
31	105
32	105
33	106
34	107
35	108
36	108
37	109
38	110
39	111
40	112

Raw score	Scaled score
41	113
42	114
43	115
44	116
45	118
46	119
47	120
48	120
49	120
50	120



Mathematics	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	80
5	80
6	80
7	81
8	82
9	82
10	83
11	84
12	84
13	85
14	86
15	86
16	87
17	87
18	88
19	88
20	89
21	89
22	89
23	90
24	90

Mathematics	
Raw score	Scaled score
25	91
26	91
27	91
28	92
29	92
30	92
31	93
32	93
33	93
34	94
35	94
36	94
37	94
38	95
39	95
40	95
41	96
42	96
43	96
44	96
45	97
46	97
47	97
48	97
49	98

Mathematics	
Raw score	Scaled score
50	98
51	98
52	98
53	99
54	99
55	99
56	99
57	100
58	100
59	100
60	100
61	100
62	101
63	101
64	101
65	101
66	102
67	102
68	102
69	102
70	103
71	103
72	103
73	103
74	104

2017 Maths raw score: 57  
out of 110

2023 Maths raw score: 56  
out of 110

Raw score	Scaled score
0-2	No scaled score
3	80
4	80
5	80
6	81
7	82
8	83
9	83
10	84
11	85
12	85
13	86
14	86
15	87
16	88
17	88
18	88
19	89
20	89
21	90
22	90
23	91
24	91
25	91
26	92
27	92
28	92
29	93
30	93
31	93
32	93
33	94
34	94
35	94
36	95
37	95
38	95
39	95
40	96

Raw score	Scaled score
41	96
42	96
43	97
44	97
45	97
46	97
47	98
48	98
49	98
50	98
51	98
52	99
53	99
54	99
55	99
56	100
57	100
58	100
59	100
60	101
61	101
62	101
63	101
64	101
65	102
66	102
67	102
68	102
69	103
70	103
71	103
72	103
73	104
74	104
75	104
76	104
77	105
78	105
79	105
80	105

Raw score	Scaled score
81	106
82	106
83	106
84	106
85	107
86	107
87	107
88	108
89	108
90	108
91	109
92	109
93	109
94	110
95	110
96	110
97	111
98	111
99	112
100	112
101	113
102	113
103	114
104	115
105	116
106	117
107	118
108	119
109	120
110	120

Grammar raw score:  
36 out of 70

This has not changed.

English grammar, punctuation and spelling	
Raw score	Scaled score
0	No scaled score (N)
1	
2	
3	80
4	81
5	82
6	83
7	84
8	85
9	86
10	87
11	87
12	88
13	89
14	89
15	90
16	90
17	91
18	92
19	92
20	93
21	93
22	94
23	94

English grammar, punctuation and spelling	
Raw score	Scaled score
24	95
25	95
26	95
27	96
28	96
29	97
30	97
31	98
32	98
33	99
34	99
35	99
36	100
37	100
38	101
39	101
40	102
41	102
42	103
43	103
44	104
45	104
46	105
47	105

English grammar, punctuation and spelling	
Raw score	Scaled score
48	106
49	106
50	107
51	107
52	108
53	108
54	109
55	109
56	110
57	111
58	112
59	112
60	113
61	114
62	115
63	116
64	117
65	118
66	119
67	120
68	120
69	120
70	120

# Test Timetable

<b>Monday 13<sup>th</sup> May</b>	English grammar, punctuation and spelling test, Paper 1, short answer questions on English grammar, punctuation ( 45 minutes) and Paper 2, spelling (approximately 15 minutes).
<b>Tuesday 14<sup>th</sup> May</b>	English reading test, reading booklet and associated answer booklet. Reading (60 minutes)
<b>Wednesday 15<sup>th</sup> May</b>	Mathematics, Paper 1, arithmetic test (30 minutes). Mathematics, Paper 2, reasoning ( 40 minutes).
<b>Thursday 16<sup>th</sup> May</b>	Mathematics Paper 3, reasoning (40 minutes).

# Additional test

- ▶ All tests are externally marked.
- ▶ **Writing** will be 'Teacher Assessed' internally, as in recent years.

# Year 6 Reading



[phillipmartin.info](http://phillipmartin.info)

# Key Stage 2 Reading


The Reading Test consists of a single test paper with three unrelated reading texts (between 1500-2300 words in total).

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.



# Type of questions

There will be a selection of question types, including:

- **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

# What's tested?

2a	2b	2c	2d
<i>Give/explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text/ explain and justify inferences with evidence from the text.</i>
2e	2f	2g	2h
<i>Predict what may happen from details stated and implied.</i>	<i>Identify/explain how information/ narrative content is related and contributes to meaning as a whole.</i>	<i>Identify/explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>



# Reading

20

*Into your pitiful shell, so brittle and thin*

In this line, the word *brittle* is closest in meaning to...

Tick one.

shiny.

☐

soft.

☐

delicate.

☐

rough.

☐

Some  
questions will  
test the  
children on  
their  
understanding  
of vocabulary.

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1 mark

The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.


Others will require the children to deduce answers by using words or phrases as evidence.

**25**

Circle the correct option to complete each sentence below.

- (a) The story is told from the perspective of...

**Professor  
Summerlee.**

**Lord John.**

**Malone.**

**Professor  
Challenger.**

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

- (b) At the start of the extract the men entered the forest...

**carefully.**

**quickly.**

**fearfully.**

**noisily.**

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

- (c) There, they came to a patch where the stream was...

**smaller.**

**bigger.**

**faster.**

**slower.**

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

- (d) The ferns here were spaced...

**regularly.**

**randomly.**

**carefully.**

**equally.**

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

Some questions will ask the children to find literal answers from the texts.

# Year 6 EGPS


A cartoon bee character with a yellow face, a red bow, and two antennae with green spheres. It has a yellow and black striped body. It is positioned next to a light blue speech bubble.

**Grammar**


A cartoon bee character with a yellow face, a red bow, and two antennae with green spheres. It has a yellow and black striped body. It is positioned next to a light blue speech bubble.

**Spelling**

# KS2 EGPS

- ▶ New curriculum for English – significant emphasis on children knowing, understanding and applying terminology relating to grammar and punctuation.
  - ▶ The grammar, punctuation and spelling test will consist of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and a spelling test of 20 words, lasting around 15 minutes.
  - ▶ This year there is a significant emphasis on spelling compared to previous years not only in their EGPS test but also in the children own writing.
  - ▶ Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar a maximum of 70 marks
- 

The grammar and punctuation test will include two sub-types of questions:

- ▶ Selected response, e.g. 'Identify the adjectives in the sentence below'.
  - ▶ Constructed response, e.g.  
'Correct/complete/rewrite the sentence below,' or,  
'The sentence below has an apostrophe missing.  
Explain why it needs an apostrophe.'
- 


# What's tested?

G1	G2	G3	G4	G5	G6	G7
Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality



# KS2 Grammar Features

For example:

- Verbs (was and were)
  - Prefix
  - Contractions and possession for apostrophe
  - Pronouns
  - Relative clauses
  - Main clause
  - Synonyms
  - Fronted adverbials
  - Determiners
  - Prepositions
- 



Circle all the **pronouns** in the sentence below.

They bought new jumpers for themselves and a warm scarf  
for Dad.

---

1 mark

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates <b>certainty</b>	Modal verb indicates <b>possibility</b>
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

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1 mark

# Year 6 EGPS



Qu.	Spelling	Mark	Content domain coverage
1	discover	1	S41 – Prefixes
2	mission	1	S47 – Endings which sound like / jən /, spelt <i>-tion, -sion, -ssion, -cian</i>
3	loose	1	S61 – Homophones, near homophones and other words that are often confused
4	sign	1	S60 – Words with ‘silent’ letters
5	country	1	S40 – The / ʌ / sound spelt <i>ou</i>
6	gymnastics	1	S39 – The / i / sound spelt <i>y</i> other than at the end of words
7	edible	1	S56 – Words ending in <i>-able</i> and <i>-ible</i> Words ending in <i>-ably</i> and <i>-ibly</i>
8	posture	1	S44 – Words with endings sounding like / ʒə / or / tʃə /
9	sleigh	1	S52 – Words with the / eɪ / sound spelt <i>ei, eigh, or ey</i>
10	delicious	1	S46 – The suffix <i>-ous</i>

10	delicious	1	S46 – The suffix <i>-ous</i>
11	scent	1	S51 – Words with the / s / sound spelt <i>sc</i>
12	illusion	1	S45 – Endings which sound like / ʒən /
13	re-enter	1	S41– Prefixes
14	parachute	1	S49 – Words with the / ʃ / sound spelt <i>ch</i>
15	abundance	1	S55 – Words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
16	unavoidably	1	S56 – Words ending in <i>-ably</i> and <i>-ibly</i>
17	dissolve	1	S41 – Prefixes
18	ominous	1	S46 – The suffix <i>-ous</i>
19	drawer	1	S61 – Homophones, near homophones and other words that are often confused
20	possession	1	S47 – Endings which sound like / ʃən /, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>

# Spelling

There are 20 spelling sentences.

The spelling words are tested within the context of a sentence.

As the sentences are read out to the children, they fill in the correct spellings on their copy of the text.

## Spelling

1. Sara wanted to be an explorer and \_\_\_\_\_ new lands.
2. The spy was sent on a secret \_\_\_\_\_.
3. For PE lessons, your clothes should be \_\_\_\_\_ and comfortable.
4. The \_\_\_\_\_ showed which way to go.
5. China is a large \_\_\_\_\_.
6. Laura won a medal for \_\_\_\_\_.
7. Not all berries are \_\_\_\_\_.
8. Sit up straight to improve your \_\_\_\_\_.

# Year 6 Writing



- ▶ All writing is assessed through teacher assessment– evidence from throughout the year.
- ▶ Evidence gained from **all** books.
- ▶ External Moderators can come into school to scrutinise teacher assessment judgements.




# Changes in writing assessment 2017–18 which it will carry on in 2024

## 2.2 Teacher assessment frameworks

For 2017 to 2018, STA has introduced revised [teacher assessment frameworks](#)<sup>3</sup> in English writing only. This includes a move to a [more flexible approach](#) which allows teachers to use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's attainment overall being made. The overall standard of attainment, set by the 'pupil can' statements, remains the same.

The revised 'pupil can' statements for English writing place a greater emphasis on composition and the statements that relate to the more 'technical' aspects of English writing (grammar, punctuation and spelling) have been made less prescriptive. The 'pupil can' statements within the frameworks for English reading, mathematics and science are unchanged. STA has also updated the guidance in the frameworks which applies to the statutory teacher assessment (TA) of all of the core subjects.

- ▶ The children will be assessed as either 'working towards the expected standard', 'working at the expected standard' or 'working at greater depth'.
  - ▶ For children to be working at expected standard, they must consistently demonstrate **ALL** these features, **ALL** of the time:
- 



## 2017/18 English Writing Exemplification



End of Key Stage 2 Statutory Assessment		Working Towards the Expected Standard						
Name:		A	B	C	D	E	F	collection
The pupil can write for a range of purposes and audiences:								
use paragraphs to organise ideas								
in narratives, describe settings and characters								
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)								
Uses mostly correct	capital letters							
	full stops							
	question marks							
	commas for lists							
	apostrophes for contractions							
Spell correctly most words from the year 3/year 4 spelling lists								
Spell correctly most words from the year 5/year 6 spelling lists								
Writes legibly								

## 2017/18 English Writing Exemplification



End ofKey Stage 2 StatutoryAssessment		Working at the Expected Standard						
Name:		A	B	C	D	E	F	Collection
The pupil can write for a range of purposes and audiences:								
write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)								
in narratives, describe settings, characters and atmosphere								
integrate dialogue in narratives to convey character and advance the action								
Use verb tenses consistently and correctly through the writing								
Use a range of devices to build cohesion within and across a paragraph	conjunctions							
	adverbials of time and place							
	pronouns							
	synonyms							
select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately	contracted forms							
	Passive verbs							
	Modal verbs							
use the range of punctuation taught at key stage 2 mostly correctly <sup>4</sup> (e.g. inverted commas and other punctuation to indicate direct speech)								
Spell correctly most words from the year 5/year 6 spelling lists								
Maintain legibility in joined handwriting when writing at speed								

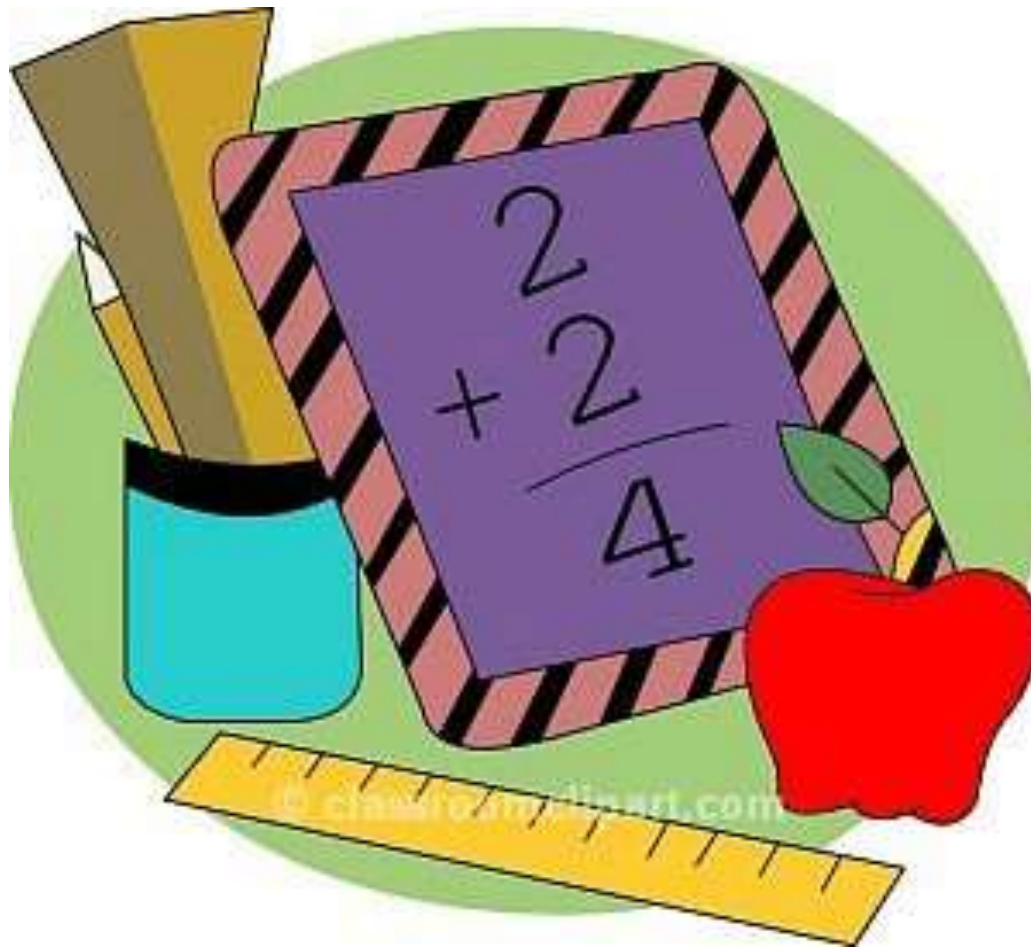
# 2017/18 English Writing Exemplification



End of Key Stage 2 Statutory Assessment				Working at Greater Depth Within the Expected Standard			
Name:	A	B	C	D	E	F	Collection
The pupil can write for a range of purposes and audiences:							
write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)							
distinguish between the language of speech and writing <sup>3</sup> and choose the appropriate register							
exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this							
use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.							



# Year 6 Maths



- 3 papers:
  - 1 arithmetic paper
  - 2 mathematical reasoning papers
- Gridded paper provided in answer spaces for questions on the arithmetic paper and some questions on Paper 2

### Format of the tests

	Key Stage 1	Key Stage 2
Papers	Paper 1: Arithmetic Paper 2: Mathematical reasoning	Paper 1: Arithmetic Papers 2 and 3: Mathematical reasoning
Total number of marks	Paper 1: 25 marks Paper 2: 35 marks <b>Total: 60 marks</b>	Paper 1: 40 marks Papers 2 and 3: 35 marks per paper <b>Total: 110 marks</b>
Timing	Paper 1: 20 minutes (approximately) Paper 2: 35 minutes (approximately) <b>Total: 55 minutes</b>	Paper 1: 30 minutes Papers 2 and 3: 40 minutes per paper <b>Total: 110 minutes</b>

**Table 10: Profile of content domain**

Content area Strand	Number of marks	Percentage of marks
<b>Number, ratio and algebra</b> Number, place value (N) Addition, subtraction, multiplication, division, calculations (C) Fractions, decimals and percentages (F) Ratio and proportion (R) Algebra (A)	83–93	75–85%
<b>Measurement, geometry and statistics</b> Measurement (M) Geometry – properties of shapes (G) Geometry – position and direction (P) Statistics (S)	17–27	15–25%

**Table 11: Profile of marks by paper and national curriculum element**

Paper	Number, ratio and algebra	Measurement, geometry and statistics	Total marks
<b>Paper 1</b> (arithmetic)	40	0	40
<b>Papers 2 and 3</b> (fluency, mathematical problem solving and mathematical reasoning)	22–26	9–13	70 (35 each paper)

## Questions taken from Paper 1 - Arithmetic

16

$$1,440 \div 12 =$$

20

$$5,756 + 8,643 =$$

26

$$\frac{1}{4} \times \frac{1}{8} =$$



# Questions taken from Paper 2 - Reasoning

What is 444 minutes in hours and minutes?

hours	minutes

1 mark

Write the two missing digits to make this **long multiplication** correct.

$$\begin{array}{r} \times \quad \quad \begin{array}{c} 4 \quad \square \\ \square \quad 6 \end{array} \\ \hline \quad \quad 2 \quad 4 \quad 6 \\ \quad \quad 8 \quad 2 \quad 0 \\ \hline 1 \quad 0 \quad 6 \quad 6 \end{array}$$

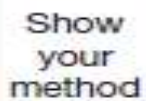
2 marks



1999


The mass of a 10p coin is 6.5g.

What is the mass of these six coins **altogether**?



9

# Checking answers

- ❑ Develop skills needed to check answers.
  - ❑ Encourage children to actually re-do the calculation.
  - ❑ Give children examples where mistakes have been made. Let the children mark it. Can they spot and correct the mistakes?
- 

# Common errors

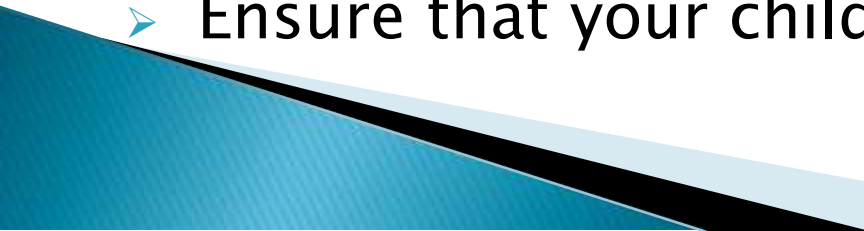
- ❑ Missing out the correct unit of measurement in the answer.
- ❑ General presentation – final answer not being clear.
- ❑ Numbers not clearly formed e.g. ‘0’ looking like a ‘6’
- ❑ Decimal points – missing them out or making them look like a comma.
- ❑ 2 step problems – make sure children follow the whole question through.
- ❑ Recording the monetary values incorrectly e.g. must be £8.90 not £8.9
- ❑ Missing comma as a symbol for thousand separator e.g. £1252.1 It should be £1,252.1

# How are we preparing?


- ▶ Continuous Assessment – identifying the gaps and helping to fill them
- ▶ Focused (timed) arithmetic practise
- ▶ Focused GPS lessons (Spelling, Punctuation & Grammar)
- ▶ Guided and Independent Reading
- ▶ Writing Assessments carried out regularly – pupils involved in this process
- ▶ Practising previous SATS papers
- ▶ Teaching ‘test techniques’ and vocabulary
- ▶ Booster groups and intervention groups
- ▶ Keeping up to date with information provided by the DfE

# Ensuring the best results for your child – Parental support


Don't worry your child cannot fail the SATs test. First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!

- Helping your child with their homework, hear them read and learn their multiplication tables and spellings.
  - Showing interest. Talk to your child about what they have learnt at school. Please ask your child how the test was.
  - Encourage your child to do their best. Ensure your child has the best possible attendance at school.
  - Ensure that your child has a good night sleep.
- 

# How to help your child with reading


- ▶ Listening to your child read can take many forms.
  - ▶ First and foremost, focus developing an enjoyment and love of reading.
  - ▶ Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
  - ▶ Read a little at a time but often, rather than rarely but for long periods of time!
  - ▶ Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
  - ▶ Look up definitions of words together – you could use a dictionary, the internet or an app on a phone or tablet.
  - ▶ All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides.
  - ▶ Visit the local library – it's free!
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# 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.
  - ▶ Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
  - ▶ Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
  - ▶ Show your appreciation: praise and encourage, even for small successes!
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# How to help your child with Maths

- ▶ Play times tables games.
  - ▶ Play mental Maths games including counting in different amounts, forwards and backwards.
  - ▶ Encourage opportunities for telling the time.
  - ▶ Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
  - ▶ Look for numbers on street signs, car registrations and anywhere else!
  - ▶ Look for examples of 2D and 3D shapes around the home.
  - ▶ Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
  - ▶ Play games involving numbers or logic, such as dominoes, card games, darts, draughts or chess.
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# Ensuring the best results for your child

## – school support during SATS week

- Each child will be treated as an individual.
  - It will be a breakfast for each child in Year 6 between 8:00am – 8:30am in the school hall on the days of the tests. This is optional and not compulsory. The timings will be confirmed nearer the time.
  - Each child will be encouraged by us to do their very best.
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