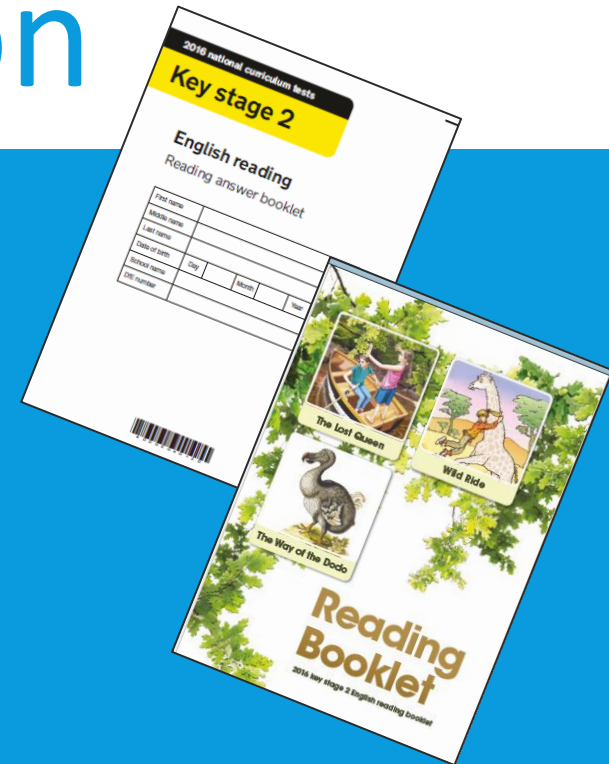
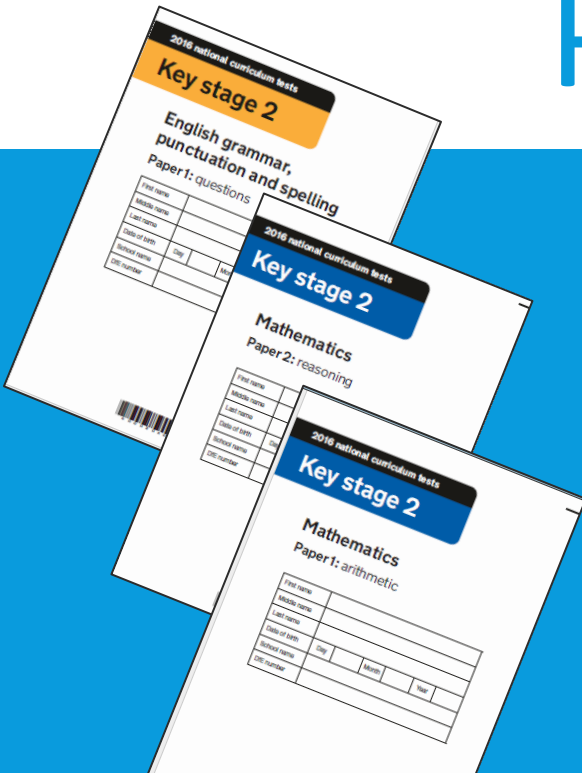




**Lowbrook**  
Academy

# KS2 SATs Information Presentation

26<sup>th</sup> January 2017



# CONTEXT:

- The new curriculum was introduced in 2014. It is more rigorous and sets higher expectations than previously .
- The new national curriculum was assessed for the first time in May 2016
  - Children will be tested in Reading, SPAG and Maths
- This year's Key Stage 2 tests are timetabled from Monday 8 May to Thursday 11 May 2017
- There is no Science sampling for the 2016 to 2017 academic year.

# THE ENGLISH TESTS

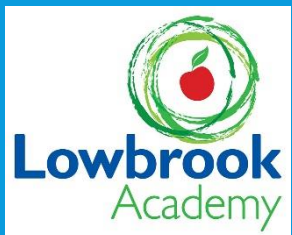
There is a greater focus on fictional texts.

The structure of the test is similar to the previous KS2 reading tests.

There is a greater emphasis on the comprehension elements of the new curriculum.

- **Reading** - 50 marks
  
- **Grammar, Punctuation and Spelling Test** – 50 marks
  - Spelling test – 20 words

A Teacher Assessment of writing ability will be made in May/June 2017.



# The Reading Test

- For this test there will be one reading book and one answer booklet.
- The test will last for one hour (including reading time).
- There will be a total of 50 marks available.
- There will be a range of texts which may include fiction, non fiction and poetry.

- The reading test is a single paper with questions based on three passages of text. Children will have one hour, including reading time, to complete the test.
- 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.’



# READING COMPREHENSION

## Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

### How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

**Fact:** The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

### What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

**Fact:** The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

### Who has already had a holiday in space?

In 2006, Anousheh Ansari became the first female space tourist when she made the trip from Russia to the International Space Station (ISS). Anousheh stayed on the ISS for eight days and kept a blog (an online diary). Parts of her blog are shown here.

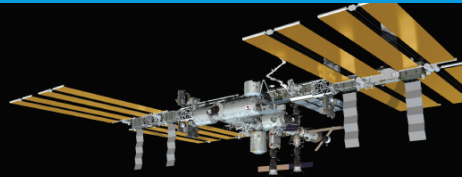
### Anousheh's Space Blog

#### September 25th

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

#### September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.



4

5

5 How can you tell that the International Space Station is very large?

---



---

1 mark

6 How did Anousheh's trip into space make history?

---



---

1 mark

7 Look at the text box *Who has already had a holiday in space?*

Complete the table about Anousheh's trip into space.

Where did she start her trip?	
Where did she stay in space?	
How long did she stay in space?	

2 marks

8 Look at Anousheh's blog entry for September 25th.

Find and copy a group of words that shows that Anousheh wrote her blog for others to read.

---



---

1 mark

This is an extract from *The Lost World* by Sir Arthur Conan Doyle, written in 1912. Professor Challenger has claimed that he discovered dinosaurs in a distant part of South America. He is now on an expedition to prove his story with another scientist, Professor Summerlee. Also on the expedition are Lord John, an explorer, and Malone, a journalist. In this extract, narrated by Malone, the men are about to set off into the remote area where Professor Challenger believes they will find dinosaurs...

# The Lost World

We slowly and cautiously set forth into the unknown. After a few hundred yards of thick forest, we entered a region where the stream widened out and formed a considerable bog. High reeds grew thickly before us, with tree-ferns scattered amongst them, all of them swaying in a brisk wind. Suddenly Lord John, who was walking first, halted.

"Look at this!" said he. "This must be the trail of the father of all birds!"

An enormous three-toed track was imprinted in the soft mud before us.

"I'll stake my good name," said Lord John, "that the track is a fresh one. See, here is the mark of a little one too!"

"But what of this?" cried Professor Summerlee, triumphantly, pointing to what looked like the huge print of a five-fingered human hand appearing among the three-toed marks. "Not a bird."

"A beast?"

"No; a reptile – a dinosaur! Nothing else could have left such a track."

Summerlee's words died away into a whisper, and we all stood in motionless amazement. Following the tracks, we passed through a screen of brushwood and trees. Beyond was an open glade, and in this were five of the most extraordinary creatures that I have ever seen. Crouching down among the bushes, we observed them at our leisure.

There were, as I say, five of them, two adults and three young ones. In size they were enormous. Even the babies were as big as elephants, while the two large ones were far beyond all creatures I have ever seen. They had slate-coloured skin, which was scaled like a lizard's and shimmered where the sun shone upon it. All five were sitting up, balancing themselves upon their broad, powerful tails and their huge three-toed hind feet, while with their small five-fingered front feet they pulled down the branches upon which they browsed. I can only bring their appearance home to you by saying that they looked like gigantic kangaroos with skins like black crocodiles.

I do not know how long we stayed gazing at this marvellous spectacle. From time to time the little ones played round their parents in unwieldy gambols, bounding into the air and falling with dull thuds upon the earth. The strength of the parents seemed to be limitless, for one of them, having some difficulty in reaching a bunch of foliage, put his forelegs round the trunk of the tree and tore it down as if it had been a sapling. Then it slowly lurched off through the wood, followed by its mate and its three enormous infants. We saw the glistening grey gleam of their skins between the tree-trunks, and their heads high above the brushwood. Then they vanished from our sight.

30

Look at the paragraph beginning: *I do not know how long...*

The word *unwieldy* in this paragraph is closest in meaning to...

Tick one.

fast.

violent.

clumsy.

gentle.

1 mark

31

Find and copy one word on page 9 that suggests Malone feels part of the team of explorers.

\_\_\_\_\_

1 mark

32

How can you tell that Professor Summerlee is an expert on dinosaurs?

\_\_\_\_\_

\_\_\_\_\_

1 mark



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.



29

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.

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.

---

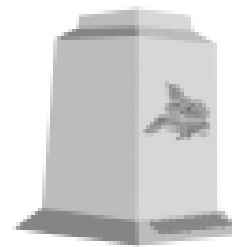
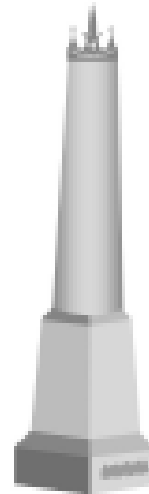
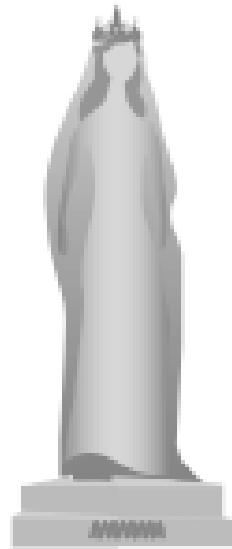
1 mark

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

8

Which of these drawings best represents the monument?

Tick one.



---

1 mark



5

*...they crossed the glassy surface of the lake.*

Give **two** impressions this gives you of the water.

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

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

\_\_\_\_\_   
 2 marks



16

...milled around in bewilderment (page 8)

Explain what this description suggests about the baby warthogs.

---

---

---

2 marks



31

What does *rehabilitate the image* of the dodo mean?

Tick one.

restore a painting of the dodo

rebuild the reputation of the dodo

repair a model of the dodo

review accounts of the dodo

---

1 mark



33

Below are some summaries of different paragraphs from this text.

Number them 1 – 6 to show the order in which they appear in the text.

The first one has been done for you.

An important lesson is learnt.

Reasons for the extinction of the dodo.

Summary of the plight of the dodos.

New information is discovered about the dodo.

An explanation for the unreliable evidence.

Humans arrived on Mauritius.

---

1 mark



7

Write down **three** things that you are told about the oak tree on the island.

1. The tree branches were like bent fingers
2. They twist and stretch
3. Tip of it's leaves touch the still water.

2 (2)  
3 marks

We appealed this on the basis that the pupil had stated her answers as three separate answers all of which were covered in the mark scheme.

Response:  
Appeal unsuccessful. Its branches are twisted/bent. Any response must have both the branches twisted or bent. The response is not synonymous with the requirement in this context.

7 Write down **three** things that you are told about the oak tree on the island.

**Content domain:** 2b – retrieve and record information / identify key details from fiction and non-fiction

**Award 1 mark** for reference to any of the following (whether given as acceptable point or quotation), up to a maximum of **3 marks**:

1. it is in the middle
2. it is very old
3. it is big / tall / dominates
4. its branches are twisted / bent
5. its branches stretch over the island / out to the water
6. the branches are close together.

**Accept** quotations that meet an acceptable point. Longer quotations that cover more than one acceptable point should be awarded **1 mark**.

**Do not accept** reference to roots / vines.

Up to  
3m





16

...milled around in bewilderment (page 8)

Explain what this description suggests about the baby warthogs.

The baby warthogs are curious to know more  
and also want to see ~~see~~ what's going on.

0 0  
2 marks

16

...milled around in bewilderment (page 8)

Explain what this description suggests about the baby warthogs.

**Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text

**Award 2 marks** for responses that explain **both** the baby warthogs' aimless / random movement **and** their confusion, e.g.

- they had no idea what was happening and just walked around with no purpose
- they wandered around slowly in curiosity, they were confused and wondered what was going on.

**Award 1 mark** for responses that explain **either** the baby warthogs' aimless / random movement **or** their confusion, e.g.

- they just roamed around
- they didn't know what was going on.

Up to  
2m

We appealed this on the basis that the pupil had used the word 'curious' and the word 'curiosity' is allowed as per the mark scheme.

Response:  
Appeal unsuccessful.  
The answer given is too general in relation to the context.

19

The warthog mother made *grunts of triumph* (page 8).

Why was she triumphant?

She was saving her children.

0 0  
1 mark

19

The warthog mother made *grunts of triumph* (page 8).

1m

Why was she triumphant?

**Content domain:** 2d – make inferences from the text / explain and justify inferences with evidence from the text

**Award 1 mark** for reference to either of the following:

1. she had chased away the intruders / the intruders had left, e.g.
  - *she thought she had successfully chased them off*
  - *she had frightened the girl away*
  - *they had gone away.*
2. she had protected her young / territory, e.g.
  - *she thought she had saved her babies from them*
  - *she had defended her young and got Jemmy out of her territory.*

**Do not accept** general answers relating to triumph, e.g.

- *she got what she wanted*
- *she won.*

We appealed this on the basis that the pupil had used the phrase 'saving her children.' 'Saved her babies' is in the mark scheme.

Response:  
Appeal unsuccessful.  
The response does not suggest a completed action and is incorrect.



# Grammar, Punctuation and Spelling Test

- The grammar, punctuation and spelling test consists of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes.
- The grammar test will last for one hour and there will be a total of 50 marks available
- 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.'

# Sample Questions

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

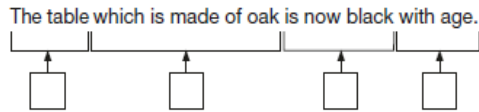
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1 mark



13

Tick one box to show which part of the sentence is a **relative clause**.



1 mark

14

Tick the option that shows how the underlined words are used in the sentence.

My baby brother was born in the hospital where my father works.

Tick one.

as a preposition phrase

as a relative clause

as a main clause

as a noun phrase

1 mark

37

Rewrite the sentence below so that it is written in the **passive voice**. Remember to punctuate your answer correctly.

The pouring rain drenched us.

\_\_\_\_\_

1 mark

38

Tick one box in each row to show whether the word after is used as a **subordinating conjunction** or as a **preposition**.

Sentence	<u>after</u> used as a subordinating conjunction	<u>after</u> used as a preposition
He moved here <u>after</u> the end of the war.	<input type="checkbox"/>	<input type="checkbox"/>
Entry is free <u>after</u> 5pm in the evening.	<input type="checkbox"/>	<input type="checkbox"/>
I went to the cinema <u>after</u> I had eaten my dinner.	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

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

<b>Sentence</b>	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.		

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

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

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

---

1 mark



35

Complete the sentences below, using the **simple past tense** of the verbs in the boxes.

It was a cold day when we played handball.

play

My friend threw the ball to me and I caught it.

throw

catch

0 0  
1 mark

We appealed this on the basis that the pupil's answer matches the mark scheme.

Response:  
Appeal unsuccessful.  
The verbs must not be capitalised.

35

G4.1a

**Award 1 mark** for all **three** correct.

It was a cold day when we played handball.

play

My friend threw the ball to me and I caught it.

throw

catch

**Do not accept** misspellings of verb forms.

1m

38

Write a sentence using the word point as a **verb**.  
Do not change the word.  
Remember to punctuate your sentence correctly.

Jake po "point over there!" Shouted Jake

0 0  
1 mark

38 G1.2	<p><b>Award 1 mark</b> for a grammatically correct sentence that uses <u>point</u> as a verb and that is correctly punctuated, e.g.</p> <p><i>I saw the teacher point at the board.</i></p> <p><b>Do not accept</b> responses that use an inflected ending of <u>point</u>, e.g. <i>Ushma pointed at the book she wanted.</i></p>	1m
G1.1	<p><b>Award 1 mark</b> for a grammatically correct sentence that uses <u>point</u> as a noun and that is correctly punctuated, e.g.</p> <p><i>I sharpened my pencil to a fine point.</i></p> <p><b>Do not accept</b> responses that use an inflected ending of <u>point</u>, e.g. <i>The red team scored more points than the blue team.</i></p>	1m

We appealed this on the basis that the pupil had used the word point as an imperative verb.

Response:

Appeal unsuccessful.

Each sentence must begin with a capital letter. End of sentence punctuation must be appropriate and accurate.

31

Explain how the different **prefixes** change the meanings of the two sentences below.

The chef said the pasta was uncooked.

This means that the pasta ~~was~~ was not yet  
cooked.

The chef said the pasta was undercooked.

This means that the pasta was cooked, but wasn't  
quite finished yet.

0 0  
1 mark

We appealed this on the basis that the pupil's answer matches general criteria from the mark scheme.

Response:

Appeal unsuccessful.

The explanation uses the adverb 'yet' which

suggests that the cooking process has started in some way.

31  
G6.2

**Award 1 mark** for an explanation of **both** sentences, e.g.

The chef said the pasta was uncooked.

This means that the pasta *has not been cooked*.

This means that the pasta *is not cooked (at all)*.

The chef said the pasta was undercooked.

This means that the pasta *isn't fully cooked*.

This means that the pasta *isn't cooked enough*.

1m

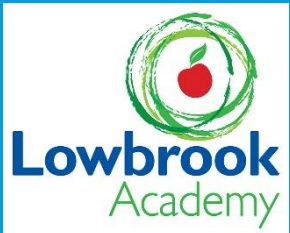


# Spelling

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 \_\_\_\_\_.

## 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 \_\_\_\_\_.
9. Karen went on a \_\_\_\_\_ ride in Lapland.
10. Misha ate a \_\_\_\_\_ chocolate pudding.

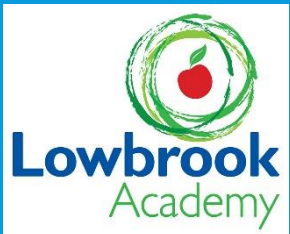
11. Dogs can follow the \_\_\_\_\_ of other animals.
12. The magician performed an \_\_\_\_\_.
13. Jane had to \_\_\_\_\_ the cloakroom to get her gloves.
14. The skydiver released her \_\_\_\_\_.
15. There is an \_\_\_\_\_ of blackberries at the end of the summer.
16. Ali was \_\_\_\_\_ late for school.
17. First, \_\_\_\_\_ the sugar in 300ml of hot water.
18. The grey clouds looked \_\_\_\_\_ in the sky.
19. Omar put the cutlery back in the \_\_\_\_\_.
20. Ellen's gold bracelet was her most treasured \_\_\_\_\_.

END OF TEST

Qu.	Spelling	Mark
1	discover	1
2	mission	1
3	loose	1
4	sign	1
5	country	1
6	gymnastics	1
7	edible	1
8	posture	1
9	sleigh	1
10	delicious	1
11	scent	1
12	illusion	1
13	re-enter	1
14	parachute	1
15	abundance	1
16	unavoidably	1
17	dissolve	1
18	ominous	1
19	drawer	1
20	possession	1
Total marks		20

# Writing

- Teacher assessment from cross-curricular writing samples taken through the year.
- Moderators visit school in May/June 2017 to check these assessments.
- Must be able to spell the Year 3 and 4 word list.
- Must be able to spell most of the Year 5 and 6 word list.
- Must be using a full range of punctuation mostly correctly.



- 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:

# Writing – Expected standard

- The pupil can write for a range of purposes and audiences (including writing a short story): creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using a wide range of clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling most words correctly, including common exception words\* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters



# THE MATHS TESTS

- Children sit three papers in maths:
- Paper 1: **arithmetic**, 30 minutes
- Papers 2 and 3: **reasoning**, 40 minutes per paper
- Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Papers 2 and 3 will involve a number of question types, including:
  - Multiple choice
  - True or false
  - Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
  - Less constrained questions, where children will have to explain their approach for solving a problem

# Paper 1 sample

<b>16</b>	$1,440 \div 12 =$	<input data-bbox="1522 396 1595 444" type="text"/> 1 mark
<b>17</b>	$20\% \text{ of } 1,500 =$	<input data-bbox="1522 743 1595 791" type="text"/> 1 mark
<b>18</b>	$1.52 \times 6 =$	<input data-bbox="1522 1090 1595 1138" type="text"/> 1 mark

24

$15.4 - 8.88 =$

1 mark

25

1 3 3 0 1 6

Show  
your  
method

2 marks



20

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


26

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



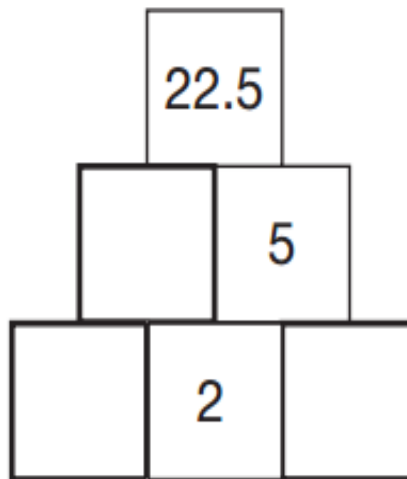

# Maths Paper 2 / Paper 3 : Reasoning

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



2 marks

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

£

2 marks

What is 444 minutes in hours and minutes?

hours	minutes
-------	---------

1 mark

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

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

2 marks





# KS2 SATS 2017

Monday 8 May 2017

English reading

Tuesday 9 May 2017

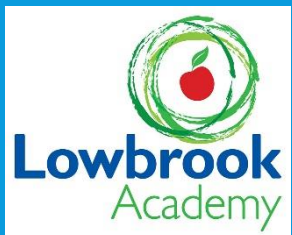
English grammar, punctuation and spelling  
Paper 1: questions English grammar, punctuation and spelling  
Paper 2: spelling

Wednesday 10 May 2017

Mathematics Paper 1: arithmetic Mathematics  
Paper 2: reasoning

Thursday 11 May 2017

Mathematics Paper 3: reasoning



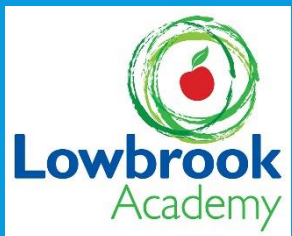
# What is meant by 'scaled scores'?

- 100 will 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.
- In July 2017 pupils will receive:
  - A raw score (number of raw marks awarded).
  - A scaled score in each tested subject.
  - Confirmation of whether or not they attained the national standard

# How to Help Your Child

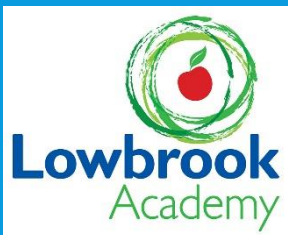
- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

- **Ensure your child attends morning Booster Sessions**



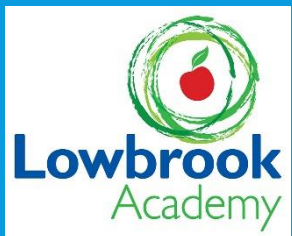
# How to Help Your Child with Reading

- 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 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 -



# 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!



# How to Help Your Child with Maths

- Play times tables games
- Ensure homework is completed and pupils are spending some time on Mathematics
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- 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.

