



St Cuthbert Mayne School

Growing together in love and learning as followers of Jesus

SATs Parent Information Evening

31ST JANUARY 2022

Key Stage 2 SATs

Statutory Assessment Tests

Formal exams, externally marked in:

Reading

Grammar, punctuation and spelling

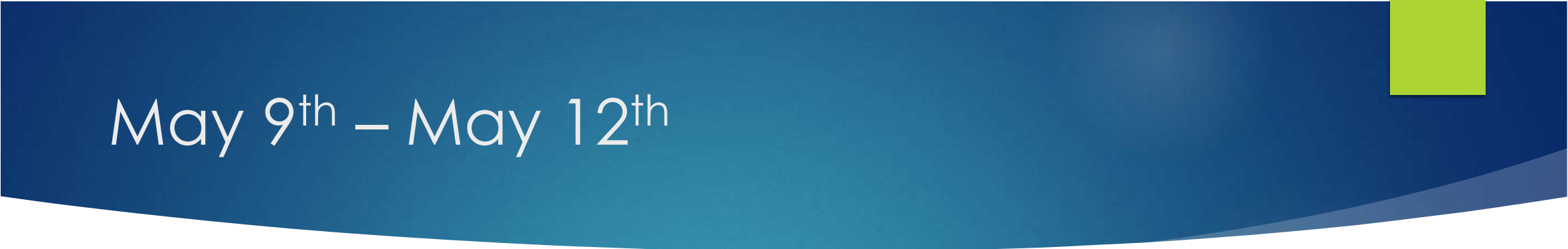
Maths

Writing and Science

We will report Teacher Assessments to the DfE in:

- Writing
- Science

The deadline for these is 28 June 2022



May 9th – May 12th

Mon 9th May: Grammar, punctuation and spelling

Tues 10th May: Reading

Wed 11th May: Maths (arithmetic and reasoning papers)

Thurs 12th May: Maths (reasoning)

KS2 SATs

We have been told that the SATs will be of a similar standard to before Covid-19

Children will be judged as:

- Working towards expected standard (WTS)
- Achieving expected standard (EXS)
- Achieving greater depth (GDS)

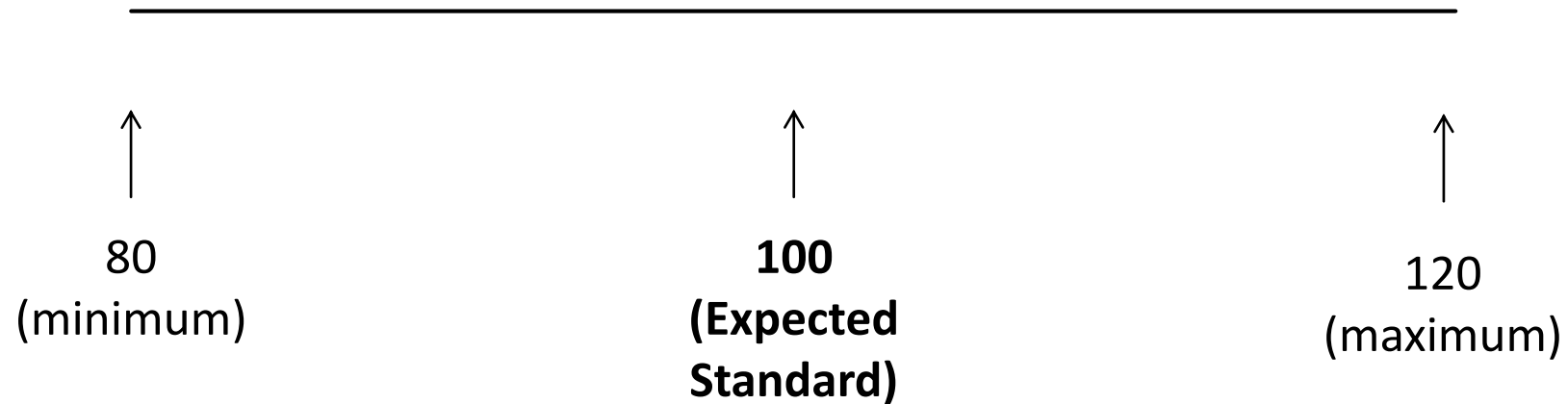
Scaled scores

Children's marks for Reading, Mathematics and GPS are "translated" into a scaled score.

100 represents the "national standard", the "expected" standard.

Scaled scores

These will look like this:



Pupils' test scores will be mapped onto the scale (conversion tables published in July)

Our last official results - 2019

% achieving expected standard	St Cuthbert Mayne	Herts 2019	National 2019
Reading	89%	76%	73%
Writing	84%	79%	78%
Maths	95%	80%	79%
GPS	97%	79%	78%
Achieving Reading, Writing and Maths combined	74%	67%	65%

Greater Depth - 2019

% achieving a higher standard	St Cuthbert Mayne	Herts	National
Reading	44%	34%	28%
Writing	26%	24%	20%
Maths	46%	27%	23%
GPS	52%	37%	34%
RWM combined	21%	13%	10%

2021 teacher assessment (2019 in bracket)

	St Cuthbert Mayne – expected including GD	Greater Depth
Reading	93% (89%)	52% (44%)
Writing	88% (84%)	33% (20%)
Maths	85% (95%)	28% (46%)
Achieving Reading, Writing and Maths combined	82% (74%)	18% (21%)

100

Thurs: **Maths** – Reasoning (40 mins)

Reading

- The Reading Test consists of a reading answer booklet and separate reading booklet. It is a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, to read the 3 texts in the reading booklet and complete the questions at their own pace.
- Children can approach the test as they choose, e.g. working through one text and answering the questions before moving on to the next.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading. Understanding of vocabulary often features prominently.

Reading – 1 mark questions

- 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

- 7** Look at the section headed: **Other interesting facts.**

Complete the sentence below.

Recent studies show that...

Tick **one**.

- giant pandas always spend most of their lives alone. ☐
- most giant pandas live in captivity. ☐
- giant pandas only live in the wild in China. ☐
- some giant pandas live in the same area. ☐

1 mark

- 8** Look at the section headed: **Why are people concerned about the giant panda?**

Find and **copy one** word which shows that there are lots of things we do not yet know about giant pandas.

1 mark

Some questions are multiple choice or selected response, other require short answers and some require an extended response or explanation

Reading – 1 mark questions

13 Look at page 5.

What is **one** name that pandas have been called in the past because of their fur?

1 mark

15 Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Giant pandas are fascinating animals.		
Giant pandas' main food in the wild is bamboo.		
Giant panda cubs weigh about 150g when born.		

1 mark

Reading – 1 mark questions

Why are people concerned about the giant panda?

Many people fear that giant pandas will become extinct as only a few are born in the wild each year and they do not always survive. Bamboo supplies are diminishing in panda habitats, cutting off a vital food supply. In addition, poaching and humans moving into the pandas' territory have also reduced their numbers.

There are very few pandas in zoos, although this is changing. Where there are pandas in captivity, important programmes are in place to try to increase their numbers and find out more about these puzzling creatures.

8

Look at the section headed: *Why are people concerned about the giant panda?*

Find and copy one word which shows that there are lots of things we do not yet know about giant pandas.

1 mark

8

Look at the section headed: *Why are people concerned about the giant panda?*

1m

Find and copy one word which shows that there are lots of things we do not yet know about giant pandas.

Content domain: 2a – give / explain the meaning of words in context

Award 1 mark for:

- *puzzling.*

Reading – 2 mark questions

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.

23 Explain what the poet finds *weird* about his grannie in the last verse.

2 marks

Qu.	Requirement	Mark
23	<p>Explain what the poet finds <i>weird</i> about his grannie in the last verse.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p>Award 2 marks for either of the following:</p> <ol style="list-style-type: none">1. how memory has changed his perception of his grannie, e.g.<ul style="list-style-type: none">• <i>grannie seemed smaller than he remembered</i>• <i>he thought she was small compared to his memory of her, but she wasn't really, it was him that had grown bigger</i>• <i>he remembered her as strong and powerful like a mountain but now she looks frail and weak.</i>2. how time has changed his perception of his grannie, e.g.<ul style="list-style-type: none">• <i>when he was a child she was huge and now she's tiny</i>• <i>she was so small and tiny now that he was older.</i> <p>Award 1 mark for reference to the grannie being small / frail with no recognition that his perception of her has changed, e.g.</p> <ul style="list-style-type: none">• <i>that his grannie used to be big but now is small</i>• <i>a tiny frail old lady.</i> <p>Do not accept reference to her age alone, e.g.</p> <ul style="list-style-type: none">• <i>she has got much older.</i>	Up to 2m

Reading – 3 mark questions

40

Edward found a game. How can you tell that there was something strange about the game?

Explain **two** ways, using evidence from the text to support your answer.

1. _____

2. _____

I pulled out some of the books, glancing idly at the contents, and then, as I went to return one of them to its place, my eye was caught by something in the dark recesses of the shelf. I reached in and drew it out. It was a large red dice, but like no other dice I had ever seen.

I took it to the window to inspect it. Each face had a symbol: a tower, a sword, a broken circle, something that looked like a pillar of stone. It was obvious that the dice had been fashioned by hand, for I could even make out the tiny blade marks, and none of the faces was precisely even.

As I sat and puzzled over the symbols, it dawned on me that the dice ought to belong to a game of some kind. So I returned to the bookcase to make a thorough search.

I looked behind every book and even used my hand to sweep out the shallow gap under the bottom shelf. There must have been ten years' worth of assorted debris under there. Finally I began to edge the entire bookcase away from the wall. It was extremely heavy and it took me some time to get it out far enough to look behind. There was a thick network of cobwebs and dust. I thought for a moment and plunged my hand in the gap.

There was something there, a flat box. It was covered with grime and falling apart. Opening it, I found a board, counters, cards, and a number of little figures. I wiped away the dirt from the lid and made out the title. *Albion's Dream* it said.

"Give me that immediately, Edward." I drew back cautiously. "That box is mine. It's nothing to do with you. It belongs to me." She came forward with frightening intensity, her hand reaching out for the box. I hesitated. If it really was hers, I had no right... But a stronger sense of justice broke out in me. I had found it by my own efforts. For the time being, at least, it should be mine.

Reading – 3 mark questions

Qu.	Requirement	Mark
40	<p>Edward found a game. How can you tell that there was something strange about the game?</p> <p>Explain two ways, using evidence from the text to support your answer.</p> <p>Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text</p> <p>Acceptable points:</p> <ol style="list-style-type: none">1. it was hidden / in an unusual location2. the unusual dice3. Em Sharp's unusual / negative reaction to the discovery of the game4. the unusual / mysterious name of the game5. it was split up6. Edward's reaction to the game / Em Sharp. <p>Award 3 marks for two acceptable points, at least one with evidence, e.g.</p> <ul style="list-style-type: none">• <i>Because it was hidden behind the shelf and looked like it hasn't been opened. Em Sharp was very angry that he had that in his hands. [AP1 + evidence, AP3]</i>• <i>The dice had some very odd symbols on it that Edward had not seen before on a regular dice. The title of the game seems creepy. [AP2 + evidence, AP4].</i> <p>Award 2 marks for either two acceptable points, or one acceptable point with evidence, e.g.</p> <ul style="list-style-type: none">• <i>It had weird symbols on the dice. Em Sharp was very determined to get it. [AP2 + AP3]</i>• <i>It had a weird name to it 'Albion's Dream'. [AP4 + evidence].</i> <p>Award 1 mark for one acceptable point, e.g.</p> <ul style="list-style-type: none">• <i>Some of its parts were randomly placed on the bookshelf. [AP5]</i>• <i>Because he did not let go of the game even though he was told to. [AP6].</i>	Up to 3m

Point
Evidence
Explain

Grammar, punctuation and spelling

Grammar, Punctuation and Spelling is made up of two papers which will take place on **Monday 9th May 2022**:

- Paper 1 is the longer paper lasting 45 minutes, **children will be tested on grammar, punctuation and vocabulary generally**;
- Paper 2 is a shorter paper lasting 15 minutes, where **children will be tested on spelling only** – they are asked to fill in a blank within a sentence, attempting to spell out the spelling word in context correctly.
- Marks for these two tests are **added together** to give a total for Punctuation, Grammar and Spelling.

Spelling

- A Spelling test is administered containing 20 words, lasting approximately 15 minutes.
- KS2 word lists – spelling patterns
- **For example:**
 - ❖ Double consonants
 - ❖ Homophones
 - ❖ Prefix words
 - ❖ Suffixes: ible/able, ent/ant
 - ❖ Silent letters

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose

Word list – years 5 and 6

accommodate

accompany

according

achieve

aggressive

amateur

ancient

apparent

appreciate

attached

available

average

awkward

embarrass

environment

equip (–ped, –ment)

especially

exaggerate

excellent

existence

explanation

familiar

foreign

forty

frequently

government

persuade

physical

prejudice

privilege

profession

programme

pronunciation

queue

recognise

recommend

relevant

restaurant

rhyme

Grammar, punctuation and spelling

This test lasts for 45 minutes and includes short answer questions, including some multiple choice.

- ❖ Grammar, Punctuation and Spelling (Paper 1) requires a range of answer types such as circling missing capital letters, multiple choice questions, one-word answers, but **does not require longer formal answers**

Sample questions – GPS Paper 1

10. Add **punctuation** to the sentence below so that it is correct.

The teacher asked his pupils Is Marcus ill today

Sample questions – GPS Paper 1

10. Add **punctuation** to the sentence below so that it is correct.

The teacher asked his pupils, “Is Marcus ill today?”

Sample questions – GPS Paper 1

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

Sample questions – GPS Paper 1

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.

1 mark

Sample questions – GPS Paper 1

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.

1 mark

Sample questions – GPS Paper 1

1

Tick the sentence that must end with a **question mark**.

Tick **one**.

What I wanted had already sold out

☐

Ask Ryan what he thinks about it

☐

What time will the film start

☐

I didn't know what to say

☐

1 mark

Sample questions – GPS Paper 1

23

Draw a line to match each word to its correct **antonym**.

Word

meandering

sympathetic

evade

plausible

Antonym

confront

unfeeling

unbelievable

straight

1 mark

Sample questions – GPS Paper 1

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

Two apple trees screened the open windows on one side.

Sample questions – GPS Paper 1

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

Two apple trees screened the open windows on one side.

Writing

When assessing writing, we will be referring to the age-related standards using the Teacher Assessment Framework.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740345/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_2_WEBHO.pdf

In order to achieve the expected standard, your child must be able to:

- ❑ Independently write showing a range of skills
- ❑ Use joined legible handwriting
- ❑ Able to write effectively for a range of purposes
- ❑ Spell correctly the Year 5/6 spelling words

Writing

I ~~loved~~ ~~liked~~ ~~enjoyed~~ was most intrigued when you told us some of the Viking legends, especially when you told us about the Odin one, and that some of the days of the week we named after Viking gods. It was really, really cool.

Effective use of modal verbs (*I'd, would*) combines with expanded noun phrases (*The only improvement, a little more time, an amazing day*) to soften the recommendation for improvement, creating an appropriately polite and formal ending.

[GP] [C]

The only improvement, I'd say ~~would be maybe~~ more activities because we had a little more time at the end. But apart from that I loved it. It was an amazing day. Thankyou very much for the wonderful visit. I hope you can take my idea on ~~board~~ board.

The punctuation here is mostly accurate, including commas after fronted adverbials, commas for parenthesis, and exclamation marks.

[GP]

Spelling is mostly correct. The word *sincerely*, from the year 5 / 6 spelling list, is correctly spelled.

[T]

Handwriting maintains legibility and fluency with letters appropriately joined.

[T]

Teacher Assessment Framework - writing

Pupils have the same outcomes as Reading and Maths:

- Working towards expected standard (WTS)
- Working at expected standard (EXS)
- Working at greater depth with the expected standard (GDS)

Working at greater depth within the expected standard (GDS)
Working at the expected standard (EXS)
Working towards the expected standard (WTS)

Teacher Assessment Framework - Science

In Science, pupils either meet the expected standard or they have not met the standard.

**Working at the expected
standard (EXS)**

**Has Not Met the standard
(HNM)**

Mathematics Tests

- Children now sit three tests: Paper 1, Paper 2 and Paper 3.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

 $472 - 9 =$

--	--

1 mark

Sample Questions - Paper 1 Arithmetic

7

$$472 - 9 =$$

$$472 - 10 = 462$$

$$462 + 1 = 463$$

OR

$$\begin{array}{r} 2 \\ 9 \overline{) 472} \\ \underline{18} \\ 70 \\ \underline{63} \\ 70 \\ \underline{63} \\ 70 \\ \underline{63} \\ 70 \end{array}$$

$$472 - 2 = 470$$

$$470 - 7 = 463$$



1 mark

Sample Questions - Paper 1 Arithmetic

32

$$\frac{2}{5} \div 2 =$$

☐

1 mark

Sample Questions - Paper 1 Arithmetic

32

$$\frac{2}{5} \div 2 =$$

$$\frac{2}{5} \div \frac{2}{1}$$

$$\frac{2}{5} \times \frac{1}{2} = \frac{2}{5} \times \frac{1}{2} \quad \frac{2}{10} = \frac{1}{5}$$

$$\frac{2}{5} = \frac{1}{5} + \frac{1}{5}$$

1 mark

Sample Questions - Paper 1 Arithmetic

25	<div data-bbox="700 668 1082 735">1 3 3 0 1 6</div>	
Show your method	<div data-bbox="1605 1128 1936 1263"></div>	<div data-bbox="2038 1120 2140 1220"></div> 2 marks

Mathematics – Reasoning papers

Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.

- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.
- The majority of questions on each of the test papers are drawn from earlier year groups in KS2 (Y3-5).

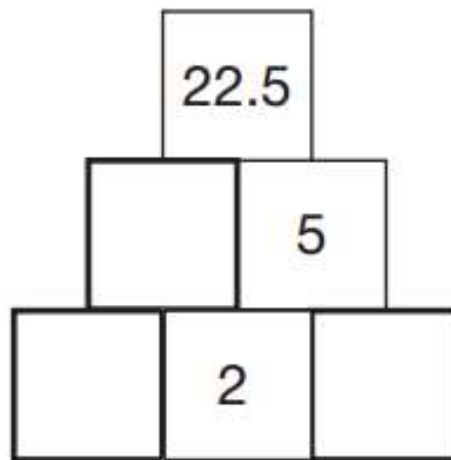
Reasoning papers – sample questions

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

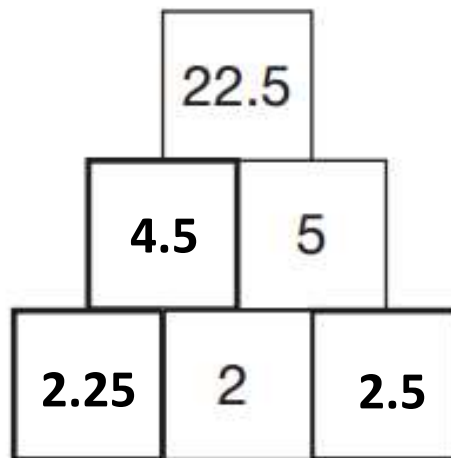
Reasoning papers – sample questions

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

100

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

Reasoning papers – sample questions

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

$$1 \times £8.50 = £8.50$$

$$3 \times £6.75 = £18 + £2.25 = £20.25$$

$$£8.50 + £20.25 = £28.75$$

$$£28.75 \div 5 =$$

$$£25 \div 5 = £5$$

$$£3.75 \div 5 = £0.75$$

$$£5 + £0.75 = £5.75$$

£ 5.75

2 marks

Reasoning papers – sample questions

10

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

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

11

Write the four missing digits to make this **addition** correct.

$$\begin{array}{r} \boxed{} 6 \boxed{} 8 \\ + 3 \boxed{} 9 \boxed{} \\ \hline 9 0 1 9 \end{array}$$

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.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Support your child with any homework tasks.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).

How can you support your child at home

- **Make sure your child has a good sleep and healthy breakfast every morning!**
- **Help your child to achieve the very best results so that he/she is ready for secondary school and the demands of the KS 3 curriculum.**
- **Use revision books and websites together, to support retention of knowledge and skills.**
- **Undertake additional practice in areas that your child finds difficult.**
- **Provide a supportive atmosphere, conducive to homework and learning.**

How to help your child with Reading

- Listen to your child read - however confident and whichever book band they are on!
- Develop an enjoyment and love of reading and stories together:
 - Share reading stories
 - Read alternate pages/characters
 - Listen to audio books
 - Read to your child
 - Let your child see you reading for enjoyment
 - Read a book together and then watch the film version.

How to help your child with Reading

- Read a little at a time.
- Build up a reading stamina. How many words can you read in 1 minute?
- Discuss vocabulary- what does it mean? What other words mean the same?
- Ask questions- encourage your child to show you the evidence from the text. Highlighting might help. Question reading stems on website.
- Homework- comprehension
- CGP books

What do phrases such as ... tell you?

What do phrases such as "It is probably true to say..." tell you?

Why did the author choose the verbs ... and ...?

Why did the author choose the verbs "creeping" and "tickling"?

Was this text trying to ...?

How to help your child with writing

- Practise and learn weekly spelling patterns
- Encourage opportunities for writing
- Write together
- Get involved with their homework

How to help your child with Punctuation, Grammar and Spelling

When reading, identify word classes, phrases, clauses or punctuation.

For example:

In this paragraph how many nouns can you find? What different types of nouns are there? Common nouns, proper nouns, abstract nouns or collective nouns.

- **Glossary of Grammar on school website in the curriculum information.**

Useful websites include:

- www.theschoolrun.com
- www.bbcbite-size.com

How to help your child with Maths

‘Mental fluency’ – how does your child calculate?

- **MyMaths**
- **CGP books**
- **Telling the time/calculating time differences using analogue clock/watch**
- **Using money and calculating change**



St Cuthbert Mayne School

Growing together in love and learning as followers of Jesus

SATs Parent Information Evening

31ST JANUARY 2022