

**How do we prepare
your child
for their
Standard Attainment Tests?**

Writing

The children have to be able to show that they are able to use all strands of the 'Working at Expected Standard' to be considered able to do so.

Working at the 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* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

The complete list of objectives for writing are on page 4 of your teacher assessment booklet.

We start working towards having a portfolio of work that includes all text types as soon as the children start year 6.

In each text type we work through grammar and punctuation relevant to that text type to ensure that the children will have been able to show that they can include all required objectives in their writing by May.

For example we have just written a story about an evacuee. This has given us the chance to use dialogue to convey character, spell words correctly, use ambitious vocabulary and use a range of conjunctions.



Reading



Again, we start working towards answering SATs reading questions in the Autumn term. Although we don't sit any formal papers until assessment week in November, I read to the children every day and we discuss the story as we go along. We also have a daily guided reading session in which the children read topic based books and answer questions based on what they have read.

After Christmas they will bring home a past SATs reading booklet every week. We encourage you to read through this booklet with your child. Discuss the texts and which type of questions might be asked about them. The children will sit the test in class time. Rewards will be given to those who improve their score over time.



Interim teacher assessment framework at the end of key stage 2 - reading

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.



Maths

This is, of course, the subject that is the most important for your child!

Again we are working towards embedding and internalising all areas of maths from the beginning of the Autumn term. All homework is important. Just because the children are enjoying Sumdog, does not mean they are not learning. Sumdog homework is set to challenge the children in the topics they are at present covering in school. Encouraging them to try for a high level of accuracy is important.

From January your child will have one maths paper a week to complete at home. As with reading, they will receive rewards for progress they make.



Interim teacher assessment framework at the end of key stage 2 - mathematics

Working at the expected standard

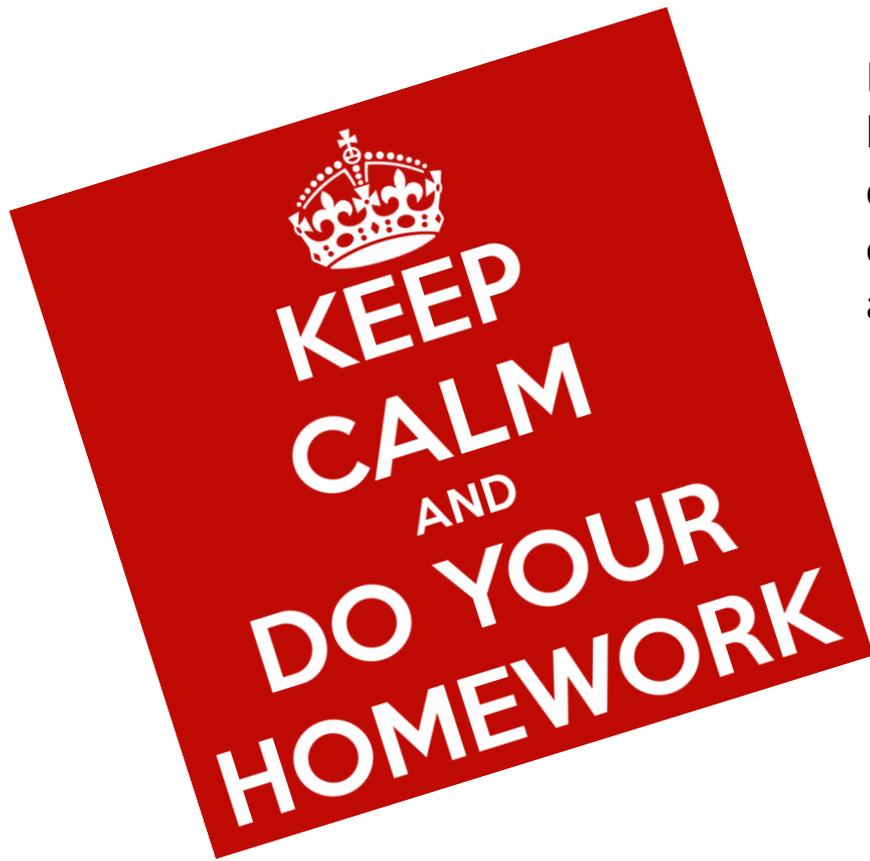
- The pupil can demonstrate an understanding of place value, including large numbers and decimals
(e.g. what is the value of the '7' in 276,541?;
find the difference between the largest and smallest whole numbers that can be made from using three digits;
 $8.09 = 8 + \frac{9}{100}$;
 $28.13 = 28 + \square + 0.03$).
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation
(e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$;
 $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$;
 $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$).
- The pupil can use formal methods to solve multi-step problems
(e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55;
a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?;
a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities
(e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake).
- The pupil can calculate using fractions, decimals or percentages
(e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$;
15% of 60;
 $1\frac{1}{2} + \frac{3}{4}$; $\frac{7}{9}$ of 108;
 0.8×70).
- The pupil can substitute values into a simple formula to solve problems
(e.g. perimeter of a rectangle or area of a triangle).
- The pupil can calculate with measures
(e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- The pupil can use mathematical reasoning to find missing angles
(e.g. the missing angle in an isosceles triangle when one of the angles is given;
the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).

S.P.a.G.

A good understanding of Spelling, Punctuation and Grammar is essential to clear written and oral communication. The SPaG test consists of multi-choice questions and tick-type questions.

During the Spring term we will be practising how to answer these questions using our knowledge and understanding of the Grammar Gang etc.

I have produced a grammar dictionary for the children to help them with terms which they may not always remember when it comes to using them for their homework.



During the Spring Term I will run a homework club where your children can come and discuss their homework with each other. I will also be available to help with any areas in which they are having difficulty.

By the time SATs week gets here, the children will be completely confident about how to tackle each paper. The atmosphere in the classroom is always calm.

And there's always Freshwater and the Chocolate Challenge to look forward to.....