

Class 5  
2020/21

# General Information

- P.E - Monday and Thursdays
- Spellings set on Friday– Test on following Friday.
- Homework set on Friday - Due on following Friday.
- ‘My Maths’ set on various days(usually Friday) in the week, but children always have seven days to complete.
- ‘Arithmetic tests’ undertaken on Monday.
- ‘Multiplication tests’ undertaken on a Tuesday.
- SATs slides are more relevant to Year 6 pupils but it’s always useful for Year 5 parents to see what’s coming up.

# 2021 SAT Timetable

The key stage 2 tests are **Monday 10th May to Thursday 13th May 2020.**

Monday – Punctuation and Grammar Test (45 Mins) + Spelling Test (15 Mins)

Tuesday - Reading Test (1 Hour)

Wednesday - Arithmetic (30 Mins) and Reasoning (40 Mins)

Thursday - Reasoning (40 Mins)

## KS2 SPaG

The grammar, punctuation and spelling test consists of two parts:

**Grammar and punctuation paper** requiring short answers, lasting 45 minutes,

**Aural spelling test of 20 words**, lasting around 15 minutes.

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 - SPaG

48

Rewrite the underlined verbs in the sentence below so that they are in the **present progressive** form.

Jim learns French at school. He plans to ski in the Alps in the spring.

↓

↓

46

Insert two **hyphens** in the correct places in the sentence below.

The children have been busy cooking some healthy  
sugar free snacks and learning some well known traditional  
songs for visitors to enjoy.

## KS2 Reading Test

The reading test is a single paper with questions based on three passages of text. **Your child 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.'

From 2018 the Department for Education has announced that the reading content of the KS2 SATs will be more closely linked to the curriculum to ensure children are drawing on their knowledge when answering reading comprehension questions.

23 Look at the section headed: **Frequently asked questions.**

Put a tick in the correct box to show whether each of the following statements is a **fact** or an **opinion**.

|  | Fact | Opinion |
|--|------|---------|
| The temperature of the water in the Channel can range from 12°C to 18°C. |      |         |
| Water with a temperature of 18°C is too cold to swim in.                 |      |         |
| The direct distance across the Channel is approximately 21 miles.        |      |         |
| Faster swimmers do not swim as many miles across the Channel.            |      |         |

36 Look at the paragraph beginning: *Carefully, Michael leaned...*

What does this paragraph tell you about Michael's character?

Explain **two** features of his character, using evidence from the text to support your answer.

25 Look at the section headed: **Safe to swim?**

**Find** and **copy one** word which shows that swimming the Channel is illegal in France.

## KS2 Maths

Children sit three papers in maths:

Paper 1: **arithmetic**, 30 minutes

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: **reasoning**, 40 minutes per paper

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

19

Amina posts three large letters.

The postage costs the same for each letter.

She pays with a £20 note.

Her change is £14.96

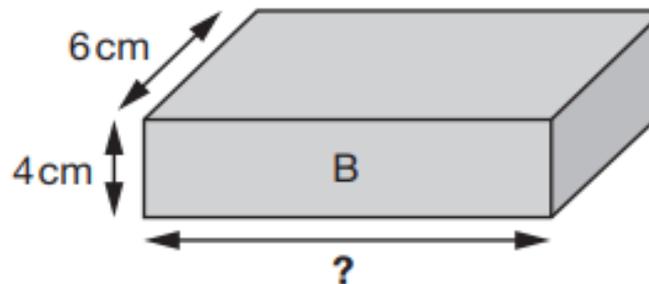
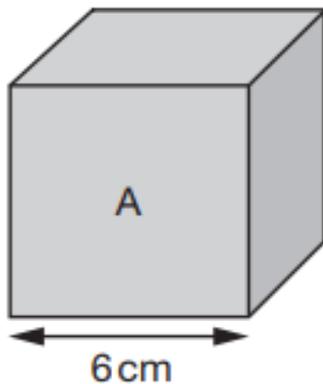
35

$$1\frac{1}{2} \times 57 =$$

What is the cost of posting **one** letter?

24

Cube A and cuboid B have the same volume.



Not to  
scale

Calculate the missing length on cuboid B.

# Encouraging reading for pleasure

- *“Study after study has shown that performance on tests of reading comprehension is heavily influenced by the amount of **self-selected free voluntary reading** that children do” Michael Rosen*
- Reading for pleasure means reading what you chose to read, because you want to



Unique  
Teaching  
Resources

**"The books transported her into new worlds  
and introduced her to amazing people  
who lived exciting lives.**



**~ Roald Dahl  
Matilda**

**She went on olden-day sailing ships with Joseph Conrad. She went to Africa  
with Ernest Hemingway and to India with Rudyard Kipling. She travelled all  
over the world while sitting in her little room in an English village."**



# Reading with children

- It is vitally important to carry on reading with children in KS2
- Share a book, page by page, or chapter by chapter, poem by poem
- Explore a more sophisticated picture book
- Read the same story independently...then discuss the text, watch the film, or go to the theatre and make comparisons



# Talk is important!

- **Listening comprehension and reading comprehension use the same skills**
- Vocabulary building is essential – what words mean, what phrases mean, words that mean the same, words that mean different things
- Children need to learn the “*language of written text*”



# What is the meaning behind this picture?

Have discussions with your child about the meaning of a picture.



# Good readers ask questions...



- When we read, we make predictions, ask ourselves questions about the text and then look out for the answer.
- If the answer is not what we expect, we are prompted to go back and check 😊
- It is more powerful if we can get children to ask the questions themselves....



# Open question starters



- I wonder if....
- I wonder why...
- Tell me about....
- Why do you think....
- Tell me more
- How do you know....

# Retelling is an important skill

- Good readers do not remember the exact words of a text, they remember the **'gist'**
- In order to retell a story, you have to be able to pick out the important parts of the story (summarise) and put them into your own words (synthesise)
- Encourage children to use the language of the story they have been reading



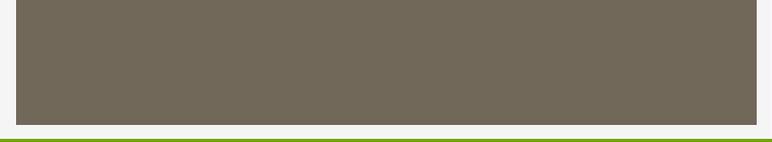
# Share jokes...

- Tell jokes, explain jokes
- Especially the ones with terrible puns and word play.
- Jokes help develop a child's depth of vocabulary and understanding of grammar



# Discuss the lyrics of songs!

- What are the lyrics?
- What does this word mean?
- What is the song about?
- Sometimes we sing along to the words without actually thinking about the meaning of them.
- Is Katy Perry's 'Firework' a song about fireworks?



You don't have to feel like a wasted space  
You're original, cannot be replaced  
If you only knew what the future holds  
After a hurricane comes a rainbow

## In summary...

Get out and about... develop as much **life experience** as possible.

## Talk

### Ask questions...

Explore what words mean, play with language,  
**Encourage children to ask questions**



### Provide reading mileage

Lots and lots of books, magazines, texts, newspapers; opportunities to read

Tell **jokes**, why are they funny?  
Watch adverts, what are they saying?

### Model reading

Try reading the same book to discuss it  
Read articles from the newspaper together

# Remember

- Your child will be shown a number of example test papers.
- They will be fully prepared for the SATs by the time May arrives.
- Go through test papers with them and focus on the questions that children got wrong.
- Most importantly – be positive and praise efforts.
- Children don't need to be able to complete a problem, they just need to believe that they can.
- Self confidence is huge!