KS2 SATs Parent Workshop

Autumn 2026

Any children, please take your journal and sit in Year 3 with Miss Bower ☺


KEEP
CALM
IT'S
ONLY
SATS

Writing is teacher assessed and NOT tested.

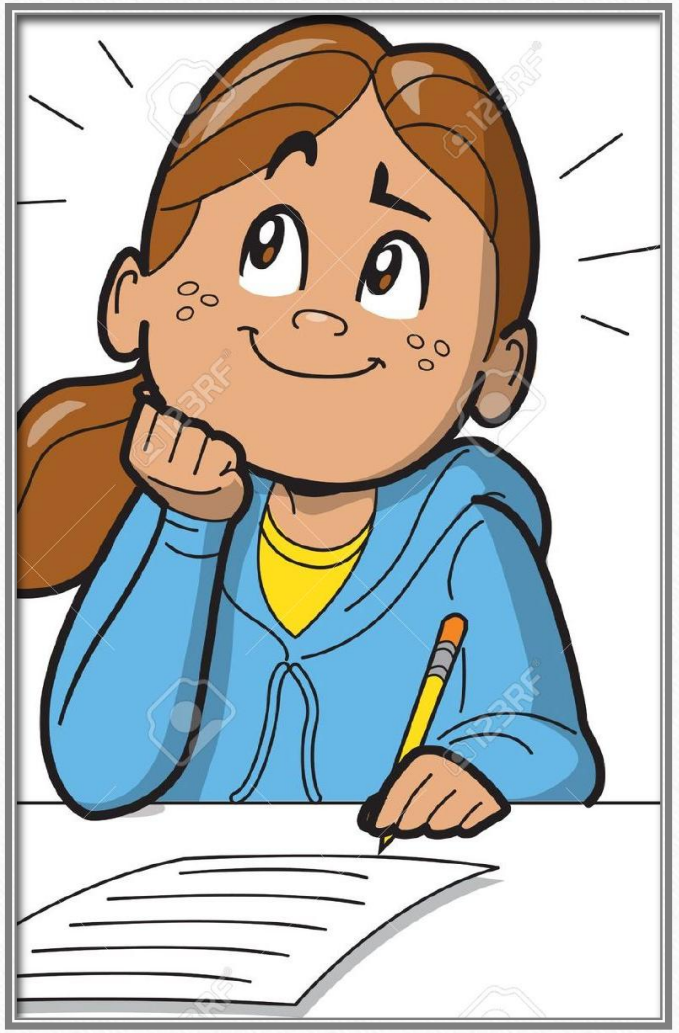
Evidence must be in pupil books: being able to apply all the spelling, punctuation and grammar knowledge.

Write for audience and purpose.

Organise ideas in paragraphs, use appropriate style and tone and be COHESIVE.

Joined, neat handwriting and secure spelling.

Evidence gathered September through to end of June.



Working towards the expected standard

The pupil can:

- write for a range of purposes
- 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)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.[1]

In addition to Working Towards criteria:

Working at the expected standard

The pupil can:

- 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
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.[2]

Working at greater depth

The pupil can:

- 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[3] 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.^

[There are no additional statements for spelling or handwriting]

Handwriting

Children WTS expected standard are not expected to join.

Children working at EXS or GDS are expected to join fluently.

What can you do to help?

Practise handwriting using our school scheme onto lined paper with a pen. **Please do let me know if you would like this and I can print it for you.**

All children have been exposed to joined handwriting and taught it but needs to be revised to encourage it to be used fluently.

SATS:



What will help between now and then at school:

- Completing homework on time
- ASK ASK **ASK** if you need help!
- Revision at home (especially maths)
- Multiplication facts/spelling lists
- Reading and ***reading at speed***
- Be ready to learn each day at school

What will help during the test week:

Early nights!

Keeping active and eating well.

Bottle of water in school.

Arrive at school **by 8:15am**

(breakfast and social time)

Use mindfulness/meditation techniques to stay calm and focused

What we will do at school to help:

Teaching and learning

- Familiarise with style of tests and questioning
- Practice papers
- Analyse texts
- Plug gaps in learning
- Curriculum coverage to access questions
- Provide homework and homework club

Test technique

- Reading tests – scanning/skimming
- Mark schemes – APE- Answer, Prove, Explain
- Quick wins
- Time management
- Working out – showing calculations
- Methodical – deduction skills
- Checking CHECKING **CHECKING**

What do the Maths tests cover?

Arithmetic Test = 30 mins

Calculating using all 4 operations – some mental, most written

Multiplication facts, Place value, Fractions/Decimals/Percentages

Reasoning 2 and Reasoning 3 = 40 minutes

Both test children on ability to apply their knowledge and skills

All areas of maths: shape and space, statistics, measures, number etc



Arithmetic style questions

383,000 + 1,000 + 1,000 =

−16 + 12 =

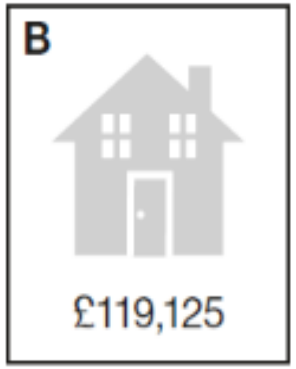
$$\begin{array}{r} 752{,}476 \\ +\ 528{,}015 \\ \hline \end{array}$$

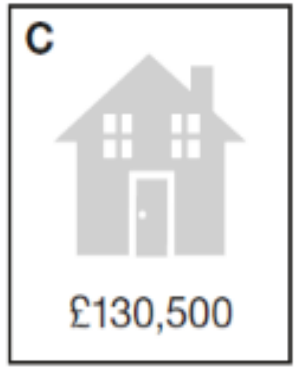
51.4 ÷ 4 =

257.04 − 9.138 =

Reasoning styled questions.











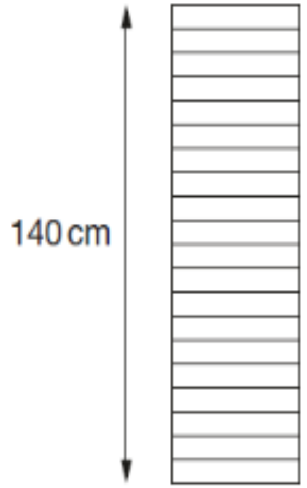
Put these houses in order of price starting with the **lowest price**.

One has been done for you.

B

lowest

A stack of 20 identical boxes is 140 cm tall.



Not actual size

Stefan takes **three** boxes off the top.

How tall is the stack now?

Show your method

cm

Long Multiplication:

Start with expanded multiplication, reminding the children about lining up their numbers clearly in columns. If it helps, children can write out what they are solving next to their answer.

```
  32
x 24
```

8	(4 x 2)
120	(4 x 30)
40	(20 x 2)
600	(20 x 30)
768	

```
      7  4
   x     6  3
   ---------
         1  2
      2  1  0
      2  4  0
+  4  2  0  0
   ---------
   4  6  6  2
```

This moves to the more compact method.

```
   2  3  1
    1 3 4 2
  x   1 8
  -------
  1 3 4 2 0
  1 0 7 3 6
  -------
  2 4 1 5 6
  -------
    1
```

This needs lots of practise. Please take a copy of the method and practise this with your child at home.

Short Division:

Children to the calculation using the short division scaffold.

$$5\overline{)6^{1}1^{1}5}\quad 123$$

*(up to 4 digits by a 1 digit number including remainders)

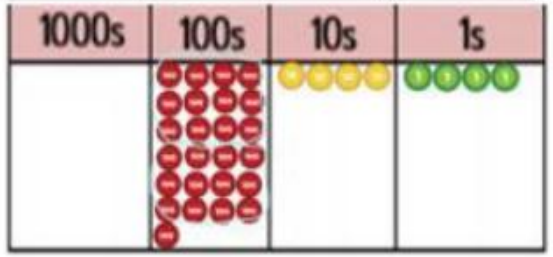
Long Division:

Long division using place value counters

2544 ÷ 12

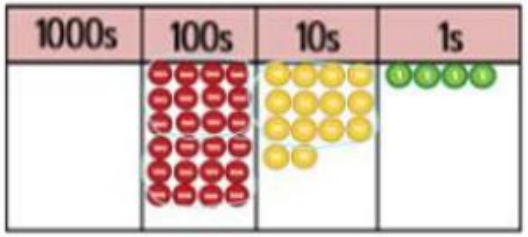


We can't group 2 thousands into groups of 12 so will exchange them.



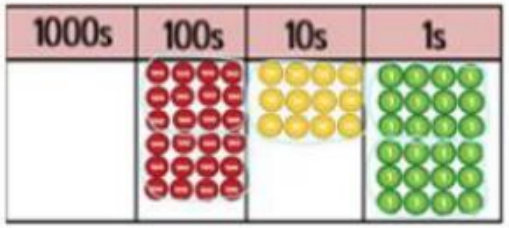
We can group 24 hundreds into groups of 12 which leaves with 1 hundred.

$$\begin{array}{r} 02 \\ 12\overline{)2544} \\ 24 \\ \hline 1 \end{array}$$



After exchanging the hundred, we have 14 tens. We can group 12 tens into a group of 12, which leaves 2 tens.

$$\begin{array}{r} 021 \\ 12\overline{)2544} \\ 24 \\ \hline 14 \\ 12 \\ \hline 2 \end{array}$$



After exchanging the 2 tens, we have 24 ones. We can group 24 ones into 2 group of 12, which leaves no remainder.

$$\begin{array}{r} 0212 \\ 12\overline{)2544} \\ 24 \\ \hline 14 \\ 12 \\ \hline 24 \\ 24 \\ \hline 0 \end{array}$$

What does the GPS(SPAG) test cover?

One paper testing grammar, punctuation and some spelling/vocabulary = 45 mins

Separate spelling test- 20 words approximately 20 minutes. Words given within context of a sentence and then repeated twice



Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix	Word
re	mature
de	understood
mis	legible
im	frost
il	do

1 mark

Which sentence uses an **apostrophe** correctly?

Tick **one**.

- The children's clothes were hanging up. ☐
- The childrens' clothes were hanging up. ☐
- The childrens clothe's were hanging up. ☐
- The childrens clothes' were hanging up. ☐

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We **was / were** planning to hold a cake sale at school.

I **was / were** chosen to design the posters.

Spelling



- Your child will be set spelling on Spelling Shed to support their progress.
- Please help your child learn them and encourage them to engage on Spelling Shed!
- Spellings will be given out on a weekly basis, however as we get closer to testing they may be given out more frequently.

Say it slowly, sound it out "Say the word slowly, counting one finger for each sound you hear. **Repeat it, recording each sound as you hear it."**	**Imaginary Phoneme Frames** "Slide one finger into each box of an imaginary phoneme frame while saying the word slowly, to help you to hear and record each sound."	**Check – does it look right?** "Write the word down." "Check – does it look right?" "Is there any part of the word you think you need to change?"
Syllables Clap or tap the beats of a word to break it into smaller, manageable chunks: Sep/tem/ber Im/por/tant Dic/tion/ary Con/den/sa/tion	**Mind Photos – when a word is not phonetic** "Take a picture of the word, framing it with your fingers. Once you've clicked, say the letter names out loud. Either turn around and write it down or carry it into another room and then write it down"	**Analogy – Sounds like...** Think of a word that rhymes with the word you want to spell e.g. ball - all "I think you can spell 'ball'. Try and use it to help you write 'all'."
Root word + pattern/rule smile + ing = smiling (drop the e) cry + ed = cried (change the y to i) hop + ing = hopping (short vowel/single final consonant = double final consonant)	**Mnemonics** said – silly ant is dancing -ough- o u get her -ould – o u like duck because – big elephants can add up small elephants	**Look it up** Use dictionary or spell checker to find your word!!

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

2019 Spelling script

Spelling 1: The word is **creature**.

The dragon is an imaginary **creature**.

The word is **creature**.

Spelling 2: The word is **enough**.

There was **enough** food for everyone.

The word is **enough**.

Spelling 3: The word is **reception**.

My little brother is in **reception** class.

The word is **reception**.

Spelling 4: The word is **numb**.

Playing in the snow made my fingers **numb**.

The word is **numb**.

Spelling 5: The word is **division**.

We learned how to do **division** in mathematics.

The word is **division**.

Spelling 6: The word is **sighed**.

Charlie **sighed** with relief.

The word is **sighed**.

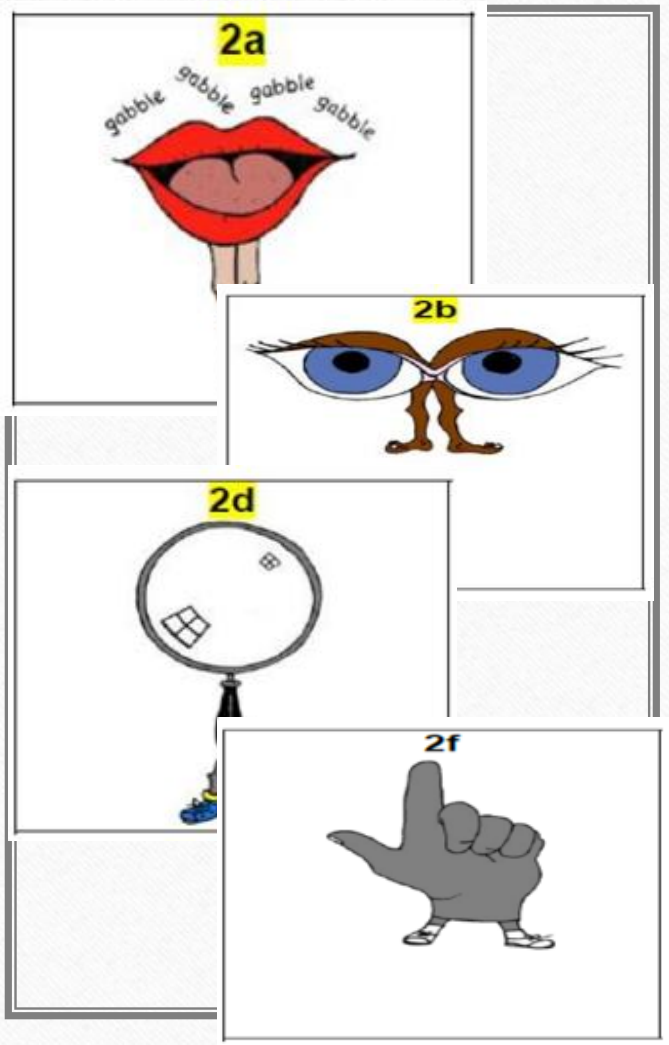
Spelling task

1. The dragon is an imaginary _____.
2. There was _____ food for everyone.
3. My little brother is in _____ class.
4. Playing in the snow made my fingers _____.
5. We learned how to do _____ in mathematics.
6. Charlie _____ with relief.
7. _____ is easier with a compass.
8. Khalid was a _____ boy.
9. Gran _____ us a snack when we arrived.
10. Do your stretches so you don't pull a _____.

Reading

Between 3 and 4 text extracts = 1 hour

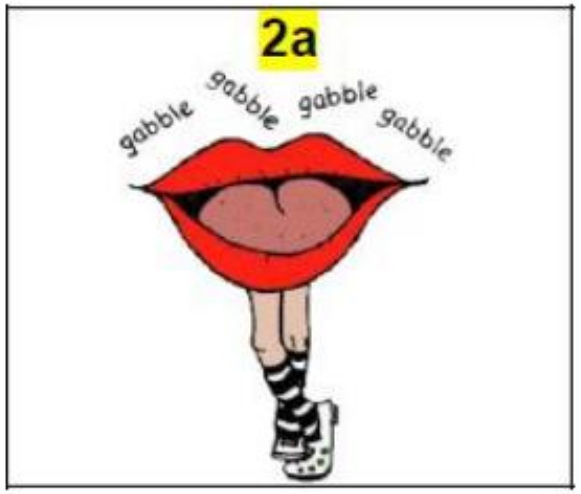
Extracts could be: poetry, range of fiction and non-fiction each text immediately followed by questions



Reading Comprehension – Key Stage Two

In Key Stage Two, Reading Comprehension is taught to the whole class daily. A class text is used and explored through both whole class and focus group teaching. The reading characters are used as the main driver of these sessions. Children are expected to analyse texts closely in order to be able to:

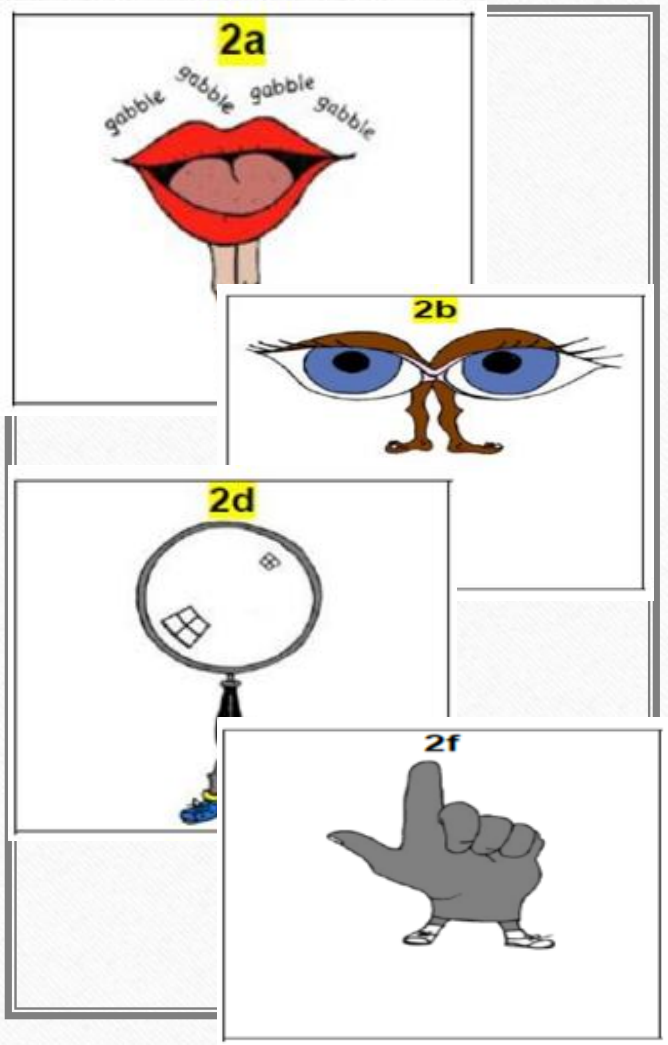
2a	Give / explain the meaning of words in context
2b	Retrieve and record information / identify key details from fiction and non-fiction
2c	Summarise main ideas from more than one paragraph
2d	Make inferences from the text / explain and justify inferences with evidence from the text
2e	Predict what might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

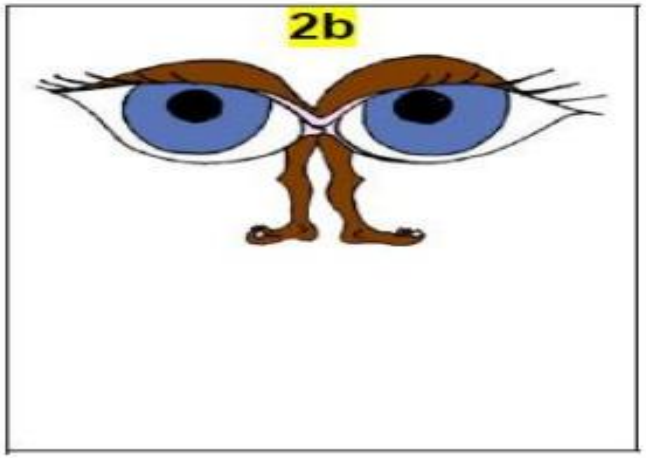


CHATTERER

Give or explain the meaning of words:

Which word(s) is/are used to describe…?
Which words tell you that…?
Can you identify any adjectives/expanded noun phrases which have been used to describe the setting/character?
What does…mean?
What does the word…tell you about…?

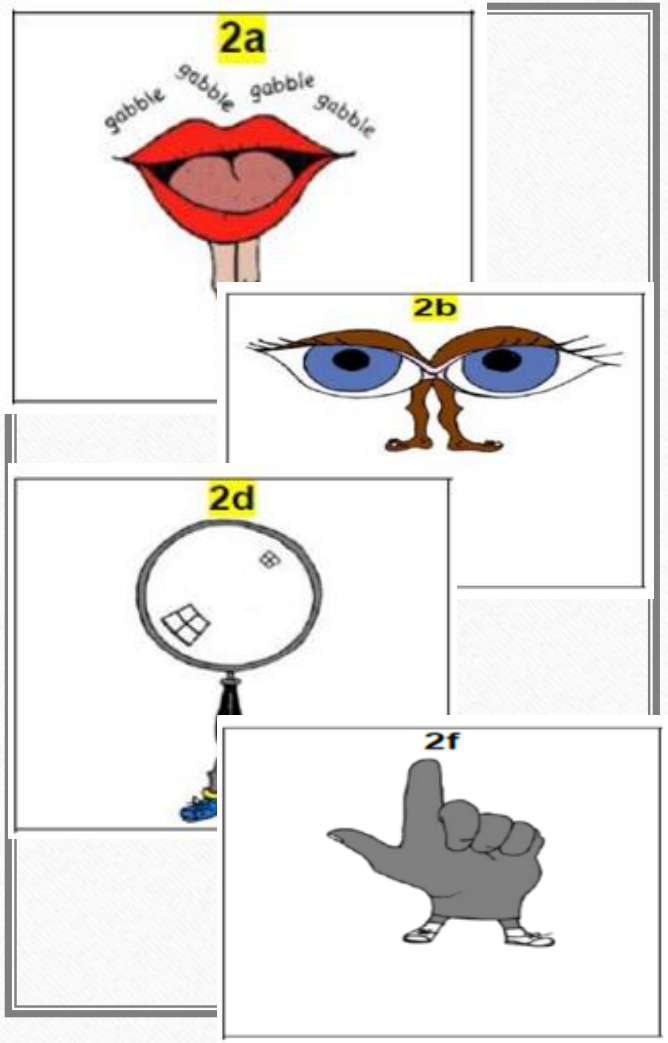


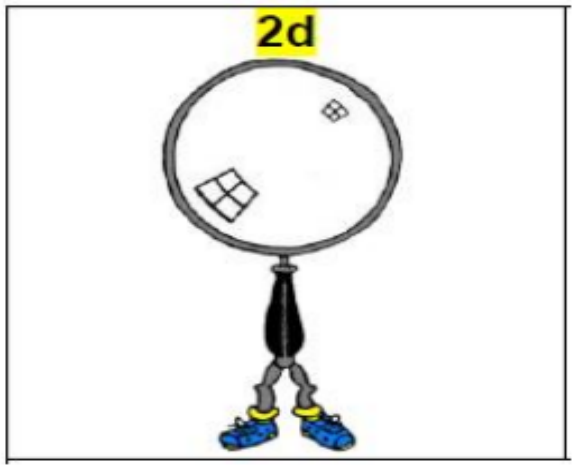


SPOTTER

Retrieve, record and summarise information or identify key details from fiction and non-fiction:

Which devices has the author used to indicate an opinion?
Can you distinguish between fact, opinion and fiction?
Which words are used to describe the…?
There are two characters in this text. Can you explain why they have been presented in different ways?

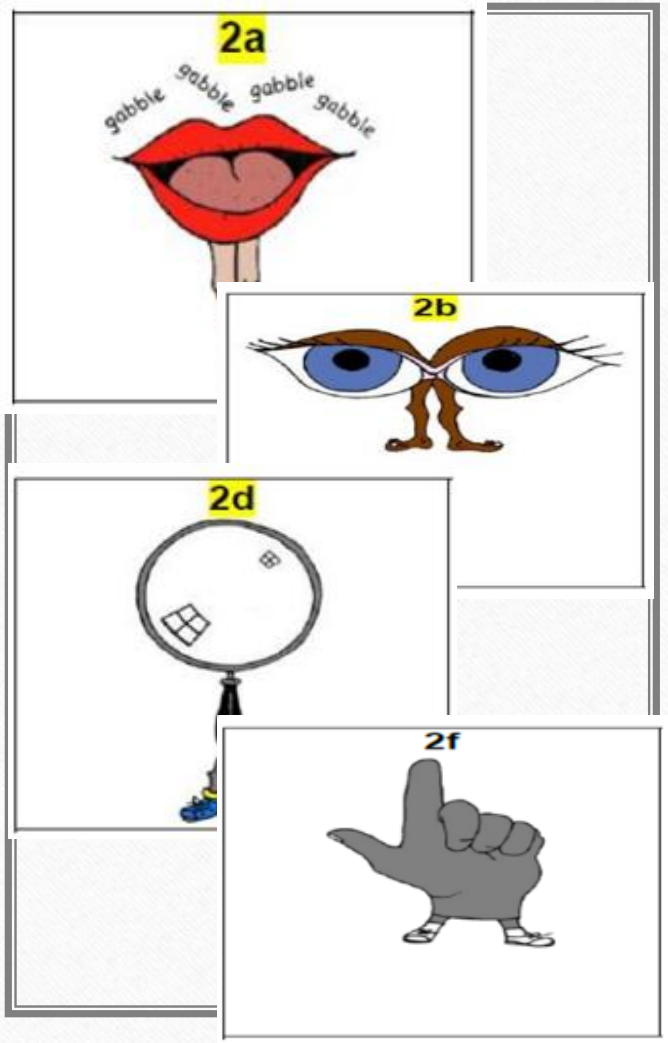


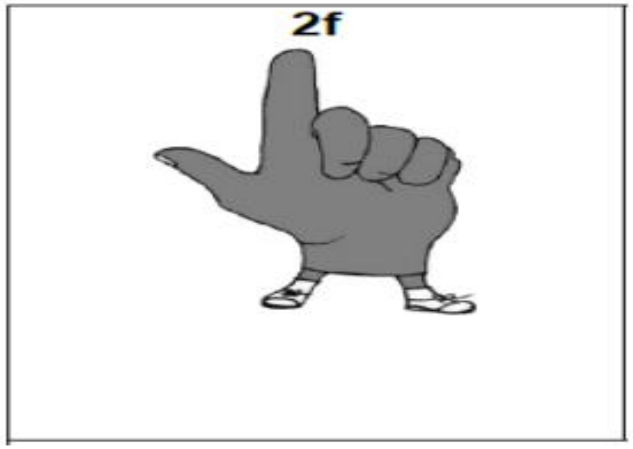


CLUE FINDER

Make inferences from the text or explain and justify inferences using evidence from the text:

What do writers mean…?
How do the characters get on with each other? What evidence tells you that?
Why do you think the author describes… as…?
How do you know that x and y were enemies? Best friends? Find 2 pieces of evidence.

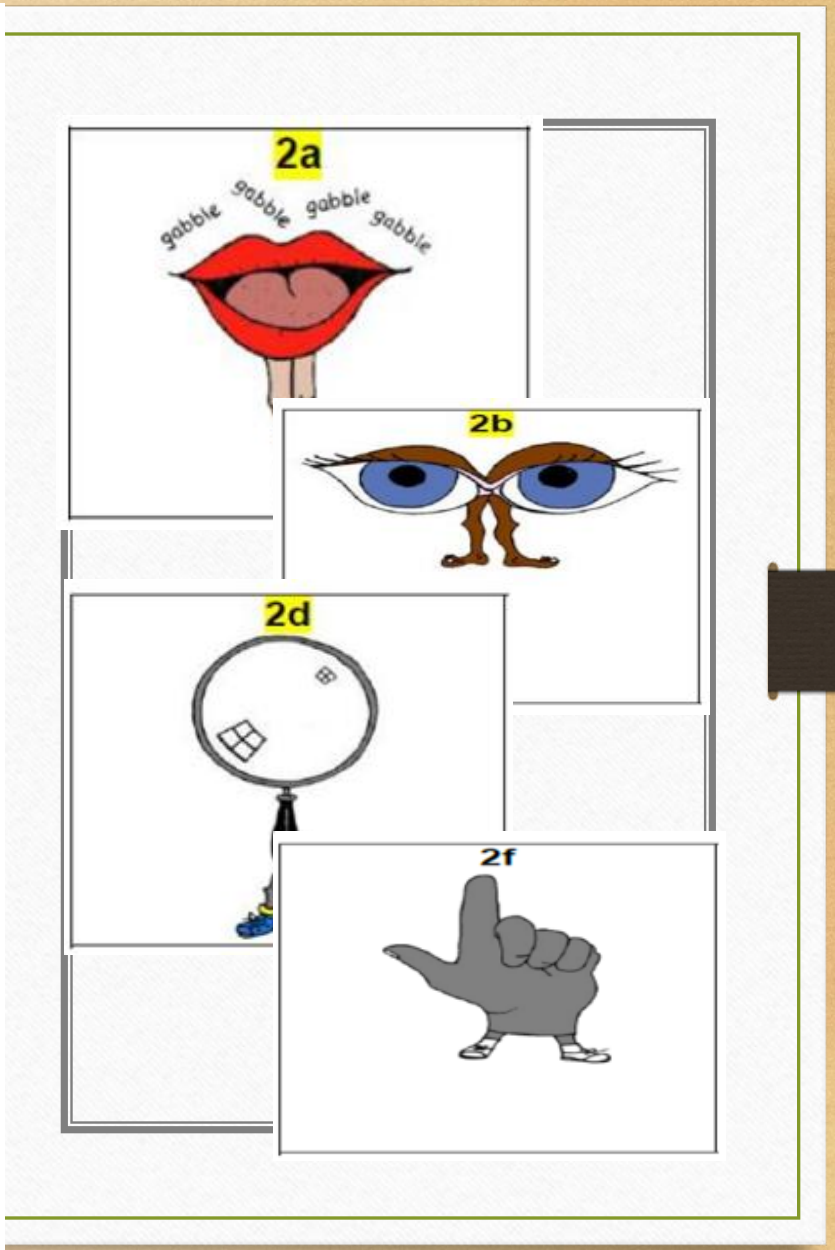




SELECTOR

Identify/ explain how information/ narrative content is related and contributes to meaning:

What type of text is this?
What is the purpose of this text?
Is this text a good example of…?
Does this story have a moral/message?
What can we learn about… from reading…?
How does the author try and persuade you to…?



Skimming – to quickly identify the main ideas

- Reading key 'signpost' information: eg headings, subheadings
- Using visuals / layout features
- Reading the first and last sentences of paragraphs / sections
- Think about the overall meaning of the text

Scanning – to find specific information

- Know what questions / ideas you are trying to answer or respond to
- Don't try and read every word
- Read vertically rather than horizontally
- Visualise key words
- Look for text clues – numbers, capital letters, length of words, punctuation, spelling patterns
- Use signposts
- Use layout / textual organisation features – eg sections or alphabetical order


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.
Excel.

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.



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.

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

9. Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

_____

_____

_____

_____

2 marks

Award 2 marks for all **three** correct.

Award 1 mark for **two** correct.

Where did she start her trip?	• Russia **Do not accept** Russian ISS or Earth
Where did she stay in space?	• space station / ISS
How long did she stay in space?	• 8 days **Do not accept** 8

Look at Anousheh's blog entry for September 27th. Explain how Anousheh felt about being in space that day. (2 marks)

Award 2 marks for answers that contain **both** an appropriate reference to Anousheh's positive attitude, inferred from the text, **and** development in the form of a relevant quote / example(s) of activities she did in space, e.g.

- *you can tell that she liked space because of all the fun things she wrote like floating about without any effort and lifting heavy things*
  [positive attitude + examples of activities]
- *she enjoyed it because of all the wonderful advantages she kept on describing*
  [positive attitude + quote]
- *she felt wonderful being able to do somersaults and flying around*
  [positive attitude + examples of activities].

Award 1 mark for identifying Anousheh's positive attitude inferred from the text, e.g.

- *she loved it / she felt it was wonderful.*

Also accept for 1 mark the following quotations (as they convey positive emotion), e.g.

- *she said being weightless had some wonderful advantages*
- *everything is effortless.*



Additional support:

- School can apply for certain arrangements such as extra time and early opening.
- **Strict criteria** has to be met.
- Support in reading the questions in GPS and Maths papers.
- Scribes/transcripts/readers
- This has to be part of usual practice at school.

Results

Received by parents in envelope the day we receive them.

Age Appropriate – Yes or No

Scaled Score – 100 = ARE

Writing is teacher assessed and moderated.

Below expected standard

Working Towards the expected standard

At Expected Standard

At Greater Depth

Results capture your child's achievement over their primary education.

Informs secondary provision (groupings).

Remind your children about good test techniques:

- Read questions carefully.
- Think about what the question is asking and remember strategies that they have been taught.
- If they are stuck on a question move on to a question that they can answer. When they have completed the test, carefully check their answers and tackle any questions that they are unsure of.
- Encourage children to BUG The Question





BUG

BOX

UNDERLINE

GO OVER

Box the **command** words:

list | describe | explain | compare | calculate | evaluate

Underline the key information:

Words numbers comparisons content variables

Go over the question again:

Check the marks allocated make a brief plan read over your answer

- If your child is feeling anxious, reassure them and explain that these feelings are normal but encourage them to be positive and picture themselves trying their best- that is all anyone is asking of them!

- Positive self-talk releases a hormone called serotonin which helps children to keep calm and function well.

- Make sure you child is hydrated and remind them to drink especially if the weather is hot.





https://youtu.be/dIbCj1QoEIE - Key Stage 2 Information Video for parents.

