

Within school, your child will receive many supportive procedures throughout the year. They are currently in very small groups to allow for greater individual attention within English and Maths.

Intervention support, revision weeks and reading support will also be available to support the needs of your child.

If you have any questions or queries, do not hesitate to make contact with us.

How you can support your child.

Encourage them to complete their homework tasks independently (Homework club is available to all pupils every lunchtime, also view the school website as reading lists and recommended websites are available as support)

Make sure your child attends school during the SATs week and if they are ill please inform us, straight away, so that we can make arrangements for them.

Make sure they don't get worried and that they speak to their teacher about any concerns they may have.

Make sure your child either has breakfast at home or attends the breakfast club during SATs week.

Do some real-life maths such as telling the time and dealing with money. Practise their written methods of calculation frequently.

Look at revision guides and study books that are available along with revise-wise sites on the internet.

Finally keep life normal.

Parkside Middle School

End of Key Stage 2 assessments.

The Key Stage 2 assessments are designed to test your child's knowledge and understanding of specific elements of the Key Stage 2 programmes of study within the National Curriculum. They provide a snapshot of your child's attainment at the end of Key Stage 2.

The Key Stage 2 assessments are held
from:

**Monday 11th May to Thursday 14th May
2020**

During the week your child will be tested in Reading, Grammar, Punctuation and Spelling (GPS) and Mathematics. The Reading, GPS and Mathematics papers will be marked externally, whilst the Writing will be internally assessed by your child's group teacher. The Writing score your child receives will be a teacher assessment, made over a range of written work. Your children will need to meet the following expectations in: Writing, Reading and Mathematics.

In Writing:

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.

In Reading:

Pupils must read age-appropriate books with confidence and fluency (including whole novels with challenging and new vocabulary)

- 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.

In Mathematics:

Demonstrate an understanding of place value, including large numbers and decimals (e.g. what is the value of the '7' in 276,541?)

Calculate mentally, using efficient strategies such as manipulating expressions (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$)

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?).

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).

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 $\frac{1}{3}$)

Substitute values into a simple formula to solve problems (e.g. perimeter of a rectangle or area of a triangle).

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).

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).

In preparation to the assessment week the pupils will have plenty of opportunities to work with their English and Maths teachers on SATs style questions. This will help them to understand the format and also to work in the time constraints.