



Growing Together

# SATs Information Session

Wednesday 29<sup>th</sup> January 2025

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Ribbon Academy





Growing Together

# Purpose of the Meeting:

- Share the timetable for the KS2 SATs
- Share the expectations for each subject
- Look at examples
- Explain how they are marked
- Explain what we are doing in school
- Outline how you can help
- Opportunity to order revision guides
- Any questions?





# What are the tests?

- SATs are the Standardised Assessment Tests that are given to all children in England at the end of Key Stage 2.
- They test children on their understanding of English and Maths at a KS2 level (Years 3-6).
- Specifically, children are tested on their spelling, punctuation and grammar; reading; and maths.
- The tests take place over four days, starting on **Monday 12<sup>th</sup> May 2025** ending on **Thursday 15<sup>th</sup> May 2025**.





# Timetable

Date	Activity	Time
Monday 12 <sup>th</sup> May	English grammar, punctuation and spelling Paper 1: questions	45 mins
	English grammar, punctuation and spelling Paper 2: spelling	15 mins
Tuesday 13 <sup>th</sup> May	English reading	60 mins
Wednesday 14 <sup>th</sup> May	Mathematics Paper 1: arithmetic	30 mins
	Mathematics Paper 2: reasoning	40 mins
Thursday 15 <sup>th</sup> May	Mathematics Paper 3: reasoning	40 mins

*The key stage 2 tests will be taken on set dates, unless your child is absent, in which case they may be able to take them up to 5 school days afterwards.*





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# How are the tests completed?

- The tests take place during normal school hours, under exam conditions.
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected at the end of the test.
- After the tests are completed, the papers are sent away to be marked externally.
- The results are then sent to the school in July.





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# How are the tests completed?

- Each test lasts no longer than 60 minutes:
  - Spelling, punctuation and grammar (Paper 1: Grammar/Punctuation) – 45 minutes
  - Spelling, punctuation and grammar (Paper 2: Spelling) – 15 minutes
  - Reading – 60 minutes
  - Maths (paper 1: Arithmetic) – 30 minutes
  - Maths (paper 2: Reasoning) – 40 minutes
  - Maths (paper 3: Reasoning) – 40 minutes



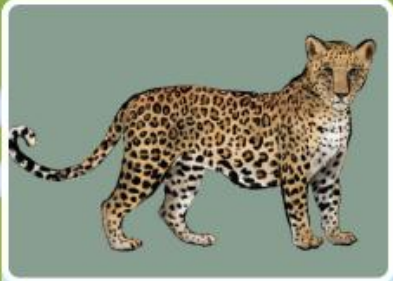




Streaky and Squeaky



The Girl who Walked on Air



The Leopard

Text 1: 551 words  
 Text 2: 653 words  
 Text 3: 947 words  
**Total: 2,151 words**

# Reading Booklet

2024 key stage 2 English reading booklet

# Reading

- Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.



# Streaky and Squeaky

Madagascar is an island country in the Indian Ocean, off the coast of East Africa. It is well known for its range of weird and wonderful wildlife.

Imagine treading through the rainforest in Madagascar and noticing hurried movements in the plants below you. You creep forward to investigate. Suddenly, you see a group of animals unlike anything that you have seen before. Ten of them are sniffing along the ground with long, pointy snouts that look almost like bird beaks. The creatures are quite small – maybe the size of a pet hamster. Their bodies are round and covered with spines like a hedgehog. They are brightly coloured like a bumblebee with yellow streaks running down their backs and legs. On their heads, each of the animals has a crown of bright yellow spikes.

They are not hedgehogs, birds or bumblebees, even if they look like a confused hodgepodge of these animals. You have encountered a family of lowland streaked tenrecs. They are one of many species of tenrecs living in Madagascar.

#### Are all tenrecs the same?

Lowland streaked tenrecs look unlike any of the other types of tenrec except for their cousins who live in highland rainforests. Highland streaked tenrecs are as spectacularly weird as their lowland cousins, but they have white stripes running down their sides instead of yellow ones.

Both highland and lowland streaked tenrecs are very social animals and are the only kinds of tenrec that live in family groups.

#### What do tenrecs eat?

Tenrecs forage in the rainforest for soft-bodied invertebrates such as worms and beetle larvae. They sometimes stamp on the ground with their forepaws, to create vibrations, which may increase earthworm activity. They have very fragile jawbones and can only eat soft food. If they tried to eat anything harder, it could damage or even break their jaws.

4

#### How do streaked tenrecs communicate?

Sometimes streaked tenrec families get separated in the rainforest and need to communicate with each other. They make high-pitched sounds when they need to find each other. This process is called stridulation.

#### What is stridulation?

Unlike other types of tenrecs, a streaked tenrec has special spines on its back that it can rub together to produce high-pitched squeaks and chirps. Crickets and other insects commonly use stridulation to communicate.

Humans cannot hear the noises made when streaked tenrecs stridulate because they are made at sound frequencies that are too high for human hearing. Scientists need a specialist microphone to pick up and record the sounds.

#### What issues are streaked tenrecs facing?

Streaked tenrecs are unique to the rainforest in Madagascar and cannot be found anywhere else in the world. In recent years much of this landscape has been destroyed. As a result of deforestation, where humans cut down the rainforest for wood, tenrecs are in decline. Streaked tenrecs play an important role in their habitat as they hunt smaller creatures and are prey for larger animals like birds and snakes. Without tenrecs, the whole food-chain could be disrupted, causing serious problems for wildlife in Madagascar.

#### How are people helping streaked tenrecs?

While there have been efforts to help tenrecs by keeping some in zoos, this is not necessarily the best solution due to their short lifespan and the need to keep them in groups or pairs.

Zoos are working to build a population of these animals by breeding them in captivity, so that people around the world can learn about the marvellous streakiness and squeakiness of the streaked tenrecs.

5

## Questions 1–13 are about *Streaky and Squeaky* (pages 4–5)

- 1 According to the text, Madagascar is well known for its range of weird and wonderful wildlife.

This suggests...

Tick one.

- it is very difficult to find your way around the island.
- tenrecs are the most famous animals on the island.
- there are lots of unusual animals on the island.
- streaked tenrecs live all over the world.

1 mark

- 2 Read the paragraph beginning: *They are not hedgehogs...*

Find and copy one word that means the same as 'met'.

\_\_\_\_\_

1 mark

- 3 How can you tell streaked tenrecs are social animals?

\_\_\_\_\_

1 mark



# Streaky and Squeaky

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5

4

Why are beetle larvae suitable food for streaked tenrecs?

1 mark

5

Draw **three** lines to match each paragraph to its main content.

#### Paragraph

The paragraph beginning: *Imagine treading through...*

The paragraph beginning: *Both highland and lowland streaked tenrecs are...*

The paragraph beginning: *Tenrecs forage...*

#### Content

diet

behaviour

appearance

1 mark

6

Look at the sections: ***What do tenrecs eat?*** and ***What is stridulation?***

(a) Which part of their body do tenrecs use to encourage worms?


1 mark

(b) Which part of their body do they use to make sounds?

1 mark

This is an extract from a story in which Louie shows her circus skills to her friend, Ned. This is the first time she has ever shown anyone her ability to walk across a tightrope.

### The Girl who Walked on Air



I was ready. No one had ever watched me before. Jittery though I was, I trusted Ned to be straight with me. He saw all the acts go in and out of the ring, so he'd know a star turn if he saw one.

The rope was now about ten feet off the ground. Ned watched from the ground. He thought it was all one big prank. Right up until I kicked off my dogs, tied back my hair and asked him for a leg-up on the rope.

"You ain't getting up on that?" he said in amazement.

"Of course I am! Now help me up."

"It isn't safe, Louie. You can't just get up on the rope and ... well ... do it. It's a proper skill. It takes years of practice!"

"Yes," I said. "I know."

I could've told him about my scrapbook. About Blondin<sup>1</sup>, my hero. And that while he, Ned Bailey, had been snoring away in his cosy bed, I'd been practising every morning for as long as I could remember. But I wanted him to see it for himself.

<sup>1</sup>Charles Blondin was a French tightrope walker and acrobat who was famous in the 1800s.

When I reached the middle, the rope began to sway. Not badly, but enough to make me steady myself. I didn't have a balance pole; I made do with outstretched arms. Bending my knees a little helped too. Slowly, surely, I kept moving, the rope always a part of me. As it grew still again, I spun on one foot like a dancer. Below me, Ned breathed in sharp. Eventually, at the other side, I leaned on the tree trunk and grinned down at him.

"What d'you reckon?"

His mouth hung open. "Do it again," he said. "Blimey, Louie! Do it again!"

The flames were there inside me. Now I'd started, I wanted more. More people, more cheers, more gasps of delight.

Focus, Louie.

A deep breath, a thought of Blondin and my mind cleared. I stepped out onto the rope, spread my arms and walked as if I was strolling in the park. Then I turned right round and did it all again. Finally Ned said, "You better come down."

Back on the ground, I felt suddenly shy in my too-big tunic and old tights. Ned seemed unable to speak.

"Help me up," I said.

So he cupped his hand for my foot and on the count of three he heaved me upwards. I moved onto the rope till I lay flat across it. Slowly, I eased myself into a crouching position. Now I was a lot taller than Ned. The thought made me giggle. Or maybe it was just my nerves.

"I've got a bird's-eye view of the top of your head," I said. "Now step back and watch."

"Shouldn't I stay here? Just in case you fall?"

"You're a pea-brain, Ned. Course I won't fall."

My mind went quiet. I stood up slowly, counted to five and focused straight ahead. The entire world had shrunk right down on this one length of rope. Nothing else existed. Under my feet the rope swayed slightly. It was part of me now. It had grown out of my heels and toes. We were the same thing, this rope and me. It made me feel wonderfully light.



Arms out to the side, I took a step forward. Then another. Left foot, right foot, sliding forward along the rope. When I reached the other side I stopped. Turned right round to face the way I'd come. The only movement was in my ankles as they worked to keep me upright. I started walking again, this time making more of a show, flourishing my wrists, stopping to crouch down and stretch out each leg in turn. It felt good to be watched. It made me think harder about how I moved, what shapes and lines I made.

21

Look at page 7.

Give **two** pieces of evidence that tightrope walking is difficult.

- \_\_\_\_\_
- \_\_\_\_\_

2 marks

26

Look at the whole text.

Write **three** pieces of evidence that show Ned was nervous about Louie's tightrope walking.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3 marks



In this account, the writer Ruskin Bond looks back on the experiences he had while living in the mountains and forests near Mussoorie, in northern India.



# The Leopard

I first saw the leopard when I was crossing the small stream at the bottom of the hill. As I began climbing, the grunting and chattering increased, as though the monkeys were trying to warn me of some hidden danger. A shower of pebbles came rattling down the steep hillside, and I looked up to see a sinewy, orange-gold leopard poised on a rock about twenty feet above me.

He was not looking toward me, but had his head thrust attentively forward. Yet he must have sensed my presence, because he slowly turned his head and looked down at me. He seemed a little puzzled at my presence there; and when, to give myself courage, I clapped my hands sharply, the leopard sprang away into the thickets, making absolutely no sound as he melted into the shadows. I had disturbed the animal in his quest for food. But a little later I heard the quickening cry of a deer as it fled through the forest. The hunt was still on.

The leopard, like other members of the cat family, is nearing extinction in India, and I was surprised to find one so close to Mussoorie. It was some weeks before I saw the leopard again, although I was often aware of its presence. A dry, rasping cough sometimes gave it away. At times I felt almost certain that I was being followed. Once, when I was late getting home, and the brief twilight gave way to a dark, moonless night, I was startled by a family of porcupines running about in a clearing. I looked around nervously, and saw two bright eyes staring at me from a thicket. I stood still, my heart banging away against my ribs. Then the eyes danced away, and I realised that they were only fireflies.

On one occasion, I found the remains of a deer, which had only been eaten. I wondered why the leopard had not hidden the rest of his meal. I decided that it must have been disturbed while eating.

Then, climbing the hill, I met a party of hunters resting beneath the trees. I asked them if they had seen a leopard. They said they had seen a leopard in the forest.



Leopard skins, they told me, were selling in Delhi for very good money. Of course there was a ban on the export of skins, but they gave me to understand that there were ways and means... I thanked them for their information and walked on, feeling uneasy and disturbed.

The hunters had seen the carcass of the deer, and they had seen the leopard paw prints, and so they kept coming to the forest. Almost every evening I heard their guns banging away, for they were ready to fire at almost anything.

"There's a leopard about," they always told me. "You should carry a gun."

"I don't have one," I said, and they went away.

After that, there were fewer birds to be seen, and even the monkeys had moved on. The pine martens, who had previously become bold, now dashed into hiding at my approach. The smell of one human is like the smell of any other.



One day, I was out walking and came across the entrance to a cave. The silence was so absolute that it seemed to be ringing in my ears. But there was something else of which I was becoming increasingly aware: the strong feline odour of one of the cat family.

I paused and looked about. I was alone. There was no movement of dry leaf or loose stone. Perhaps the leopard was crouching there in the dark, watching me, recognising me, knowing me as the man who walked alone in the forest without a weapon.



I like to think that he was there, that he knew me, and that he acknowledged my visit in the friendliest way: by ignoring me altogether.

Perhaps I had made him confident - too confident, too careless, too trusting of the human in his midst. I did not venture any further; I was not out of my mind. I did not seek physical contact, or even another glimpse of that beautiful sinewy body, springing from rock to rock. It was his trust I wanted, and I think he gave it to me.

But did the leopard, trusting one man, make the mistake of bestowing his trust on others? Did I, by casting out all fear - my own fear, and the leopard's protective fear - leave him defenceless?

37

Read the paragraph beginning: *I paused...* to the paragraph ending: *...ignoring me altogether.*

Tick one box in each row to show whether each statement is something **Ruskin knew** or something **Ruskin imagined**.

	Ruskin knew	Ruskin imagined
There was no movement inside the cave.	<input type="checkbox"/>	<input type="checkbox"/>
The leopard was hiding inside the cave.	<input type="checkbox"/>	<input type="checkbox"/>
The leopard recognised Ruskin.	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

Ruskin's personality made him different from the hunters he met in the forest.

Explain **two** ways in which his personality made him different from them, using evidence from the text to support each answer.

- \_\_\_\_\_
- \_\_\_\_\_

3 marks





# Spelling, Punctuation and Grammar (SPAG/GPS)

- Part 1 - Punctuation, Vocabulary and Grammar.
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice. This test has a total of 50 marks.
- Part 2 - Spelling test containing 20 words, lasting approximately 15 minutes. This test has a total of 20 marks.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar out of 70.



5

Circle the correct word in each underlined pair to complete the sentences below using **Standard English**.

The autumn leaves was / were crunching beneath our feet as we walked along.

We done / did a great job in picking the juiciest fruit for our pie.

My brother didn't do anything / nothing to help us.

1 mark

6

Which pair of words are **antonyms**?

Tick **one**.

marine submarine

unicycle bicycle

proper improper

act interact

1 mark

## Word Class

- Noun
- Verb
- Adjective
- Adverb
- Determiner
- Preposition
- Pronoun

## Vocabulary

- Synonym & Antonym
- Formal & informal
- Standard English
- Past, present, future tense

## Punctuation

A . , ( ) " " - - : ; - '

## Phrases and Clauses

- Main clause
- Subordinate clause
- Relative clause
- Noun phrase
- Adverbial phrase
- Prepositional phrase

# S Q a u m e p s l t e i o n s

16

Insert a **dash** in the correct place in the sentence below.

The house was in need of repair the windows were broken and the roof was leaking.

1 mark

22

Tick one box in each row to show whether the underlined word is a **verb**, a **noun** or an **adjective**.

Sentence	Verb	Noun	Adjective
There are many <u>magnetic</u> materials.			
<u>Magnets</u> attract some metals.			
We can <u>magnetise</u> the nail.			

1 mark

37

Explain how the position of the **comma** changes the meaning of the sentences below.

- As Fred ate the sweet orange, balloons were given to the children.
- As Fred ate the sweet, orange balloons were given to the children.

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1 mark

## Word Class

- Noun
- Verb
- Adjective
- Adverb
- Determiner
- Preposition
- Pronoun

## Vocabulary

- Synonym & Antonym
- Formal & informal
- Standard English
- Past, present, future tense

## Punctuation

A . , ( ) “ ” - - : ; - ’

## Phrases and Clauses

- Main clause
- Subordinate clause
- Relative clause
- Noun phrase
- Adverbial phrase
- Prepositional phrase



## Spelling

1. There was a \_\_\_\_\_ in the field.
2. I kept in \_\_\_\_\_ with my old friends when we moved.
3. The questions were \_\_\_\_\_ from one to ten.
4. The cup of tea was so hot it was \_\_\_\_\_.
5. We learnt the \_\_\_\_\_ to the song.
6. You \_\_\_\_\_ to wear your coat.
7. The footballer got a red card for \_\_\_\_\_.
8. We saw a \_\_\_\_\_ sunset.
9. The dog was trained to \_\_\_\_\_ its owner.
10. The \_\_\_\_\_ spokesperson delivered a speech.

## 2023 Spelling script

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

There was a **lamb** in the field.

The word is **lamb**.

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

I kept in **touch** with my old friends when we moved.

The word is **touch**.

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

The questions were **numbered** from one to ten.

The word is **numbered**.

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

The cup of tea was so hot it was **undrinkable**.

The word is **undrinkable**.

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

We learnt the **lyrics** to the song.

The word is **lyrics**.

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

You **ought** to wear your coat.

The word is **ought**.

**Spelling 7:** The word is **misconduct**.

The footballer got a red card for **misconduct**.

The word is **misconduct**.

**Spelling 8:** The word is **glorious**.

We saw a **glorious** sunset.

The word is **glorious**.

**Spelling 9:** The word is **obey**.

The dog was trained to **obey** its owner.

The word is **obey**.

**Spelling 10:** The word is **official**.

The **official** spokesperson delivered a speech.

The word is **official**.

S Q  
a u  
m e  
p s  
l t  
e i  
o n  
s

11. Each person's fingerprint is \_\_\_\_\_.
12. I found a \_\_\_\_\_ in my bicycle tyre.
13. The rain became \_\_\_\_\_ heavier during the day.
14. The \_\_\_\_\_ fixed Mum's car.
15. I like most flavours of ice cream, but my \_\_\_\_\_ is for chocolate.
16. \_\_\_\_\_ is one of the main food groups.
17. Giant pandas have \_\_\_\_\_ appetites.
18. We acted out a \_\_\_\_\_ in drama.
19. The \_\_\_\_\_ recommended a pair of glasses.
20. A \_\_\_\_\_ is a type of dried fruit.

END OF TEST

**Spelling 11:** The word is **unique**.

Each person's fingerprint is **unique**.

The word is **unique**.

**Spelling 12:** The word is **puncture**.

I found a **puncture** in my bicycle tyre.

The word is **puncture**.

**Spelling 13:** The word is **steadily**.

The rain became **steadily** heavier during the day.

The word is **steadily**.

**Spelling 14:** The word is **mechanic**.

The **mechanic** fixed Mum's car.

The word is **mechanic**.

**Spelling 15:** The word is **preference**.

I like most flavours of ice cream, but my **preference** is for chocolate.

The word is **preference**.

**Spelling 16:** The word is **protein**.

**Protein** is one of the main food groups.

The word is **protein**.

**Spelling 17:** The word is **substantial**.

Giant pandas have **substantial** appetites.

The word is **substantial**.

**Spelling 18:** The word is **scenario**.

We acted out a **scenario** in drama.

The word is **scenario**.

**Spelling 19:** The word is **optician**.

The **optician** recommended a pair of glasses.

The word is **optician**.

**Spelling 20:** The word is **currant**.

A **currant** is a type of dried fruit.

The word is **currant**.



Growing Together

# Maths

- Children will 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. There are 36 questions, with a total of 40 marks.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes with 35 marks available on each.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.





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s

2  = 6,138 + 456

1 mark

9 450 ÷ 9 =

1 mark

**Arithmetic**

- + - x ÷
- Numbers
- Fractions
- Decimals
- Percentages

**36 questions in 30 minutes**

S  
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o  
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s

<b>20</b>	$\begin{array}{r} 508 \\ \times 74 \\ \hline \end{array}$	<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 30px; height: 30px;" type="text"/> 2 marks
Show your method			

**Arithmetic**

- + - x ÷
- Numbers
- Fractions
- Decimals
- Percentages

**36 questions in 30 minutes**

<b>25</b>	$47 \overline{)611}$	<input style="width: 100px; height: 30px;" type="text"/>	<input style="width: 30px; height: 30px;" type="text"/> 2 marks
Show your method			

5

Cars and motorbikes are parked in a street.



car  
4 wheels



motorbike  
2 wheels

Stefan counts 3 motorbikes and 5 cars.

He counts **28 wheels** altogether.

Explain why Stefan **cannot** be correct.

A large, empty, cloud-shaped outline with a scalloped border, intended for the student to write their explanation.

## Reasoning

Application of mathematical knowledge.



S Q  
a u  
m e  
p s  
l t  
e i  
o n  
s

16

One day last year, the rate of rainfall from 6:30 am until 9:00 am was 2 millimetres per hour.

What was the **total** rainfall from 6:30 am until 9:00 am?

1 mark

17

The manager of a flower shop orders 4 boxes of red roses.  
There are 50 roses in each box.  
The manager makes bunches with 6 roses in each bunch.

What is the **greatest** number of bunches that can be made?

Show your method

2 marks

Reasoning

Application of mathematical knowledge.



Growing Together

## How are the tests marked?

Children receive a raw score (their total number of marks).

It is then 'scaled' – this means it is converted to a score where 100 is the national benchmark.

If they get a **scaled** score 100, they will have reached Y6 'expected' standard. A higher score (above 110) is called 'Greater Depth' and a lower score (below 100) will be classed as 'Working towards' the Year 6 expectations.

Your child will receive a report with this information on it.

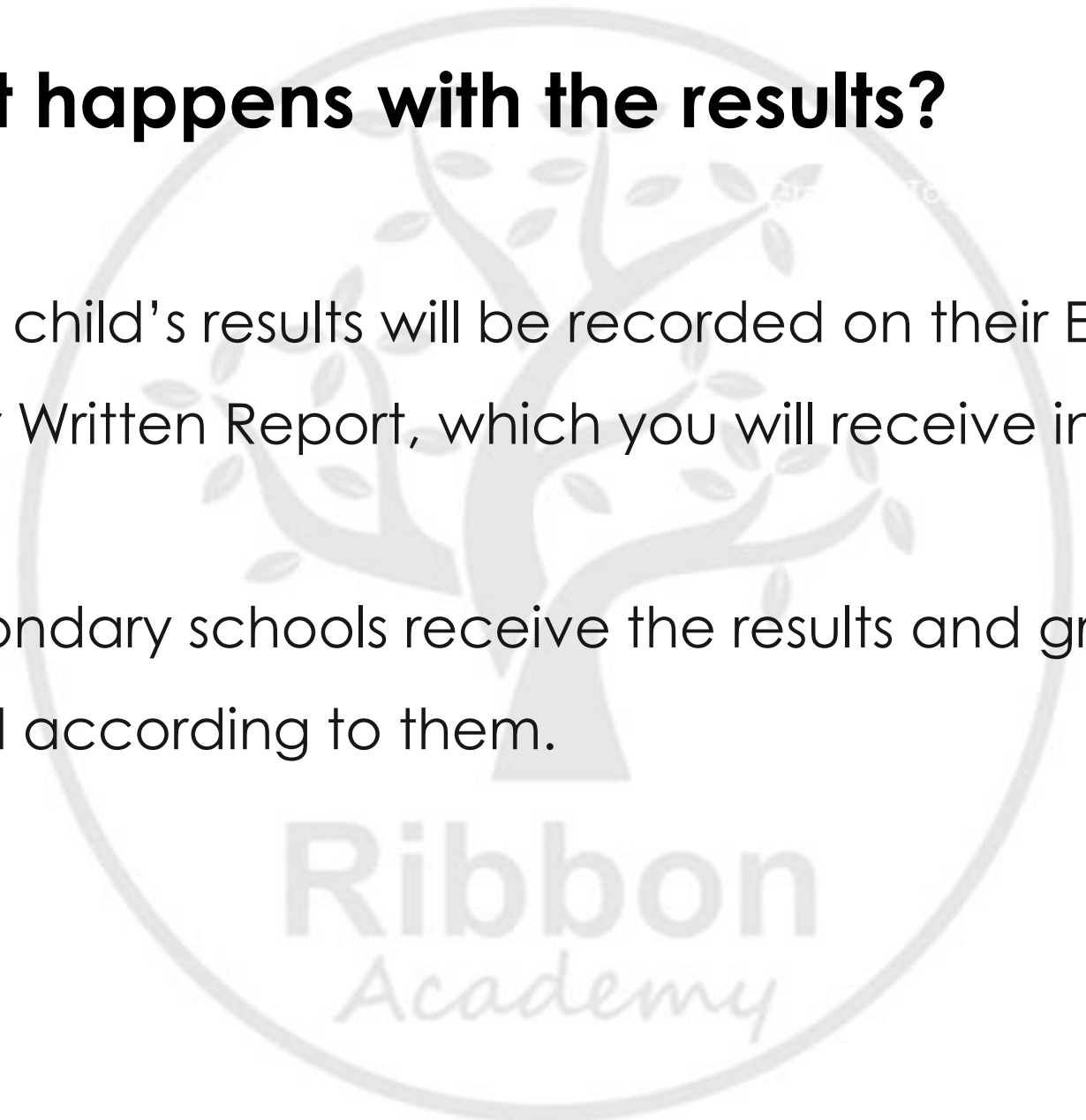




Growing Together

## What happens with the results?

- Your child's results will be recorded on their End of Year Written Report, which you will receive in July.
- Secondary schools receive the results and group your child according to them.







Growing Together

# Writing: Assessed by the class teacher

## 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<sup>1</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>



# Writing: Assessed by the class teacher

## 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<sup>3</sup> 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.<sup>^</sup>

[There are no additional statements for spelling or handwriting]



Academy

# Y5/6 Word List



Growing Together

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee  
communicate  
community  
competition  
conscience  
conscious  
controversy  
convenience

correspond  
criticise (critic + ise)  
curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
embarrass  
environment  
equip (-ped, -ment)  
especially  
exaggerate  
excellent  
existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass  
hindrance

identity  
immediate(ly)  
individual  
interfere  
interrupt  
language  
leisure  
lightning  
marvellous  
mischievous  
muscle  
necessary  
neighbour  
nuisance  
occupy  
occur  
opportunity  
parliament  
persuade  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation

queue  
recognise  
recommend  
relevant  
restaurant  
rhyme  
rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere(ly)  
soldier  
stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle  
yacht







Growing Together

## How will we help your child?

- Use careful planning and assessment
- Intervention groups
- Revisit taught topics often for revision
- Provide weekly homework
- Progress meetings





Growing Together

# How can you 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.
- Support your child with any **homework** tasks – encourage the use of TT Rock Stars, Maths Bot, Reading Plus, Spelling Shed, Rollama and completion of written homework tasks.



	Now	Mark	0/20	Answers	Print		
1	$4 + 3 =$	<input type="text"/>	<input type="checkbox"/>	14	$14 \div 2 =$	<input type="text"/>	<input type="checkbox"/>
2	$2 - 1 =$	<input type="text"/>	<input type="checkbox"/>	15	$67 - 65 =$	<input type="text"/>	<input type="checkbox"/>
3	$1 + 10 + 3 =$	<input type="text"/>	<input type="checkbox"/>	16	$92 - 60 =$	<input type="text"/>	<input type="checkbox"/>
4	$16 - 1 =$	<input type="text"/>	<input type="checkbox"/>	17	$98 - 9 =$	<input type="text"/>	<input type="checkbox"/>
5	$10 \times 10 =$	<input type="text"/>	<input type="checkbox"/>	18	$60 \div 10 =$	<input type="text"/>	<input type="checkbox"/>
6	$50 - 10 =$	<input type="text"/>	<input type="checkbox"/>	19	$72 + 18 =$	<input type="text"/>	<input type="checkbox"/>
7	$5 \times 82 =$	<input type="text"/>	<input type="checkbox"/>	20	$\square = 15 - 2$	<input type="text"/>	<input type="checkbox"/>
8	$10 \times 7 =$	<input type="text"/>	<input type="checkbox"/>	21	$\frac{1}{2}$ of 20 =	<input type="text"/>	<input type="checkbox"/>
9	$96 \div 6 =$	<input type="text"/>	<input type="checkbox"/>	22	$\frac{1}{2}$ of 70 =	<input type="text"/>	<input type="checkbox"/>
10	$11 + 11 =$	<input type="text"/>	<input type="checkbox"/>	23	$100 - \square = 33$	<input type="text"/>	<input type="checkbox"/>
11	$\square + 7 = 15$	<input type="text"/>	<input type="checkbox"/>	24	$\frac{1}{2}$ of 12 =	<input type="text"/>	<input type="checkbox"/>
12	$37 \div 60 =$	<input type="text"/>	<input type="checkbox"/>	25	$50 - 48 =$	<input type="text"/>	<input type="checkbox"/>
13	$3 \times 89 =$	<input type="text"/>	<input type="checkbox"/>	26	$84 - 45 =$	<input type="text"/>	<input type="checkbox"/>







Growing Together

# How can you help your child?

## How much sleep does my child need?

### AGE GROUP

Infants 4 - 12 months old

Children 1 - 2 years old

Children 3 - 5 years old

Children 6 - 12 years old

Teens 13 - 18 years old

### HOURS PER NIGHT

12 - 16 hours per 24 hour period

11 - 14 hours per 24 hour period

10 - 13 hours per 24 hour period

9 - 12 hours per 24 hour period

8 - 10 hours per 24 hours

Naps included, according to the American Academy of Pediatrics





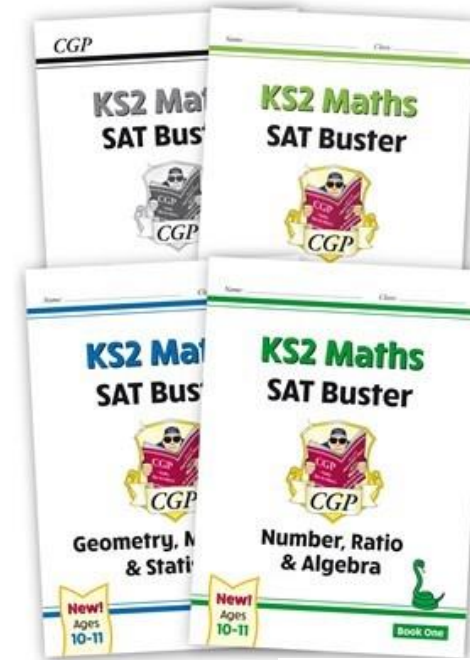


# Revision Guides

- Available to order on Scopay.
- There are 3 bundles:
  - SPAG SAT Buster Bundle
  - Maths SAT Buster Bundle
  - Reading SAT Buster Bundle

• £5.75 per bundle

Available on Scopay now. Deadline to order through school (at the cheaper price above) is **12pm on Friday 7<sup>th</sup> February 2025.**





Growing Together

# Things to remember about SATs

- SATs focus on what children know about Maths and English.
- They will not reflect how talented they are at science, geography, art, PE..., and they certainly won't highlight all of their amazing personal characteristics.
- SATs don't tell the whole story.
- Their results will say if they did or did not meet a certain standard but not necessarily by what margin. These thresholds change each year according to the overall national performance, so what was classed as 'meeting the expected standard' this year might not be the same as last year.
- SATs are only four days out of a whole Primary School career.
- In reality, there's one or two papers each day that last 30 to 60 minutes.

