

Leadenham Church of England Primary School

A Guide for Parents – What to Expect in Each Year Group



Explore



Achieve



Inspire

Contents

What will my child do in Reception?	5
Personal, social and emotional development.....	5
Physical development	5
Communication.....	5
How can I help my child in Reception?	6
Talking and listening	6
Read, read, read.....	6
Help with phonics	6
Talk numbers.....	6
Getting dressed independently	6
What will my child do in Year 1?.....	7
Phonics.....	7
Topics and stories	7
Maths skills.....	7
Beyond literacy and numeracy	8
How can I help my child in Year 1?	8
Carry on reading.....	8
Keep everyday learning light.....	8
Year 1 Phonics Screening Check.....	8
Ten questions answered	8
What will my child do in Year 2?.....	10
Developing literacy skills.....	10
Grammar	10
Maths.....	10
Science	11
What do the KS1 SATs entail?	11
How can I help my child in Year 2?	11
Help them understand what they read	11
Mix it up	11
Real-life maths	11
Encouraging independence	12
What tests do children take at the end of Year 2?	12
How are the tests marked?.....	12
Will my child be given a Level?	12
Are there any example questions I can look at?.....	12

Key Stage 1 Reading	12
What happens in the Reading test?	12
What kinds of questions are there?	13
Key Stage 1 Mathematics	14
What happens in the Mathematics test?	14
What kinds of questions are there?	14
What can I do to help my child be ready for the test?	15
Key Stage 1 English grammar, punctuation and spelling	15
What happens in the English grammar, punctuation and spelling test?	15
What kinds of questions are there?	15
Increasing independence and empathy	17
What will my child do in Year 3?	17
Increased focus on spelling	17
Developing writing skills	17
Maths	17
Maths mastery	17
Science	17
How can I help my child in Year 3?	17
Practise weekly spellings	17
Continue reading	18
Diversify	18
Identifying issues	18
Maths	18
How else can you support your child's maths learning at home?	18
Times tables, confidence and fun!	19
What will my child do in Year 4?	19
The wider curriculum	19
Maths and English	19
Moving from pencil to pen	19
Becoming confident and independent in learning	19
How can I help my child in Year 4?	20
Carry on reading together	20
Times tables	20
A year of calm study	21
What will my child do in Year 5?	21
Maths	21

English	21
New topics	21
Trips away	21
How can I help my child in Year 5?	21
Encourage them to take responsibility	22
Be encouraging	22
What will my child do in Year 6?	23
Key Stage 2 SATs	23
The wider curriculum	23
Moving on up	24
How can I help my child in Year 6?	24
Help with homework	24
Keep on reading	24
Prepare for SATs	24
What tests do children take at the end of Year 6?	24
How are the tests marked?	25
Will my child be given a Level?	25
Are there any example questions I can look at?	25
Key Stage 2 Reading	25
What happens in the Reading test?	25
What kinds of questions are there?	25
Key Stage 2 Mathematics	26
What happens in the Mathematics test?	26
What kinds of questions are there?	27
Key Stage 2 English grammar, punctuation and spelling	27
What happens in the English grammar, punctuation and spelling test?	27
What kinds of questions are there?	28

What to expect in Reception?

Your child has now started Primary school. The Reception class is about much more than colours and shapes, numbers and letters. This is the year that your child becomes 'school-ready'; developing their independence, confidence, resilience and curiosity. It's an exciting time, for children and parents, as their Primary school career begins.

As parents, we can feel anxious as our child begins 'big school' – how will they cope in a big classroom and in a playground? Will they make friends easily? But very soon most children adjust to their exciting new environment.

What will my child do in Reception?

This year your child will continue to learn by doing things for themselves, by exploring and investigating, watching and listening, talking and discussing, creating and communicating — in other words — playing. Play is children's work and playing hard is very tiring. Your child may be really exhausted and perhaps a bit grumpy when they come home. If they don't want to talk about their day straight away, don't worry, they will gradually let you into their new world as time goes by. Play can also be very messy as your child will be learning both inside the classroom with sand, water, paint, but also in the outdoors with mud, leaves etc. so you can expect some mucky clothes at the end of the day.

All children in Reception follow a curriculum called the Early Years Foundation Stage (EYFS) and this is broken down into 3 prime aspects and 4 specific areas of learning.

Personal, social and emotional development

One of the prime aspects of your child's first year at school will be a focus on their personal, social and emotional development, and their teacher will be aiming to give them a good start to their school experience by helping them form positive relationships, build confidence and self-awareness, as well as manage their feelings and behaviour.

Physical development

Physical development is important too: you will hopefully notice that they are starting to move more confidently and to understand how to look after themselves and be healthy.

Communication

The final prime area this year is communication. Children learn through speaking and listening first and foremost, and this year you may notice your child communicating in a variety of ways at school — for example, through stories, in conversations with adults and their friends, or through facial expression, movement or dance.

For the specific areas of learning, your child will learn the basics of literacy — reading, writing and phonics. Many parents are daunted by phonics, but there's no need to be. We use the 44 phonics sounds and 18 digraphs (two letters making one sound — sh, ch, th, qu, ng, ai, ee, ie, oa, oo/oo, or, er, ow, oi) to read and spell words. Don't worry you will be given lots of helpful advice along the way. In maths, Reception classes will cover numbers, calculations, shapes, spaces and measuring.

Children learn about the world, too, exploring different people and communities, and how we can use different forms of technology in our learning. Finally, imagination and creativity are championed in the area of expressive arts. Your child will explore different media and materials and be encouraged to use their imagination in a range of different experiences.

The key thing to remember here is that your child learns holistically. In other words, most of the time they will be learning all seven areas of learning together. So if your child spends most of his time in the sand area there's no need for concern. They may well be covering all kinds of important learning; working with different materials shapes, quantity and volume, creating imaginative worlds, feeling different textures, and even developing motor skills and strength for writing.

How can I help my child in Reception?

Talking and listening

Two-way communication is really important for Reception children. The EYFS requires all children in Reception to have a key person, either a teacher or a teaching assistant who will make a special relationship with your child and be a point of contact with you.

If you have any worries or concerns do please let the staff know about them. By talking concerns through together you can all benefit and learn more about your child.

Your child will be informally observed throughout their time in Reception and the teachers will use the observations to assess your child's learning. You can do this too by making simple informal observations at home. We encourage you to write WOW Moments that can be added to your child's Learning Journey – via online Tapestry.

Read, read, read

Read to your child and encourage them to read to you. Read anything and everything, not just the reading scheme books. Real books, with pictures, rhyme and enjoyable stories are crucial here. Try to encourage your child to talk about the pictures, or to make predictions about what will happen next. It's most important for your child to enjoy reading above all, so try to relax, and stop when either of you begins to feel pressured or anxious.

Encourage your child to recognise and read print when you are out shopping, on the bus or at the park. Most children can recognise the Golden M for McDonald's a mile away.

We ask that you fill the reading diary each time you read with your child. This can be a really useful communication tool. The teachers are just wanting to find out about how things are going with your child's reading and really don't mind what you write so please don't feel pressured at all here.

Help with phonics

Talk to your child about individual letters (especially the letters in their name) and their sounds. Singing songs and nursery rhymes really helps them to find out more about letters and sounds. Play I-spy when you go out (using the sound the letter makes, rather than its name).

Talk numbers

For maths, there are all sorts of ways to encourage number recognition. Try to involve your child in using numbers at home by singing number rhymes and songs or by encouraging them to recognise and read numbers when you are in the car. When shopping, ask them to select the number of apples or bananas you need — they're helping you out, and learning at the same time.

Getting dressed independently

And finally, (and on a more practical note), it is really useful if you can encourage your child can have a go at dressing themselves at home so that they can do themselves during the day.

What to expect in Year 1?

Leaving Reception behind and moving into Year 1 can feel like a big step for both children and their parents. Your child's teacher is there to make this transition easier for everyone by supporting the children in their next learning step. Having mixed age classes makes this transition much simpler.

The children will still be learning through play, they will still be exploring, discovering and making plenty of use of their role-play corner. Your child's day may be a little more structured than it was in Reception and they may have to sit at a table for a little longer than they are used to, but they will still also be learning in a variety of ways; while moving, exploring outdoors, in groups, on the carpet or walking around the school.

What will my child do in Year 1?

Your child will have left the EYFS behind in Reception, although some goals may be carried on with them as they move into Year 1. This will be their first year of the National Curriculum. Like all year groups, Year 1 has government statutory schemes of learning to follow. The children will be assessed at the end of the year to see if they have reached the expected standard. All children are supported in order to achieve this and are given extra support and guidance if needed.

There is a Year 1 phonics screening test in June, which helps your child's teacher to identify if your child is secure in sounding out and blending graphemes. It also detects if they can read phonically decodable words. Don't be worried about this test. Your child's teacher will be assessing your child daily and will have identified any areas they need to focus on well before the test date.

Phonics

Phonics is a big part of Year 1. Your child will continue to expand on their knowledge of phonics and will probably surprise you with just how quickly they develop their reading. They will do about 20 minutes of phonics learning each day, just like they did in Reception. These are fun, Pacey sessions which involve games and tasks. They will learn tricky words, spelling rules and how to sound out and blend to aid them with their reading and writing. They will probably be encouraged to 'have a go' at spelling when writing independently, by phonetically sounding out words. Their teacher may well ask them to 'write it like it sounds' and, as the weeks go by, they will learn the correct sounds to replace those guesses.

Topics and stories

Your child will be learning through many themes this year, which makes lessons relevant and exciting. They will learn English through all sorts of wonderful stories and they will also act out stories that may be familiar to you at home. They will plan and write their own wonderful creative stories, design posters and leaflets.

Maths skills

Maths lessons this year are enjoyable, with plenty of hands-on activities. Your Year 1 child will count with objects and work in groups to explore shapes and pattern. Now that they are using numbers over 20, they will learn to use a 100 square to help with their adding and subtracting. Number bonds will also be reinforced. They will learn to count forwards, backwards, in 2s, 5s, 10s, 20s, and they will double and halve. They will do maths inside and outdoors and, because we work in a very cross-curricular way in Year 1, he/she will be talking about maths during other subjects, for example; while measuring ingredients for cooking (DT), drawing tables to record experiments in science or drawing maps in geography.

Beyond literacy and numeracy

There are a wide range of topics covered in Year 1, and your child will undoubtedly have their personal favourites. Some of the Year 1 activities include: experiments (science) product design (DT); learning the history of things (history) and about the local area we live in (geography); dancing, playing games (PE); painting, drawing and more creative processes (art). We also develop their social skills and empathy for each other during RE and circle times. Year 1 is an important year for your child's increasing independence.

How can I help my child in Year 1?

Carry on reading

Reading at home with your child is so important. It helps them to develop their learning in lots of areas. Your child's teacher will send a reading book home each evening, and, apart from spellings this is likely to be the only homework your child will get this year.

You may not always have time to read the whole book (schools understand home life is busy — lots of teachers are parents too) but just a few pages a day can increase their confidence and get them into the routine of practising and applying their phonic knowledge. Sometimes parents say 'Oh my child wanted to read a book from home'. As long as they are reading, that's fantastic. Most children this age really love to read new and familiar stories.

Keep everyday learning light

Otherwise, try to keep any home learning light, and don't push it if they seem tired or reluctant. School is exhausting for a child in Year 1. They are learning so many new things at school, and may well also be starting to join activities after school as well, such as swimming or gym. If you do want to do more than reading and spellings, ask your child to write an email to their auntie, count out the cutlery for dinner or help you measure up for a new blind. Disguise the learning. They won't want to sit at a table and focus quietly after such a busy day.

Year 1 Phonics Screening Check

The Year 1 phonics screening check is not a formal test, but a way for teachers to ensure that children are making sufficient progress with their phonics skills to read words and that they are on track to become fluent readers who can enjoy reading for pleasure and for learning.

Ten questions answered

1. What is the Year 1 phonics screening check?

The phonics screening check is taken individually by all children in Year 1 in England. It is designed to give teachers and parents information on how your child is progressing in phonics. It will help to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.

2. What is in the phonics screening check?

There are two sections in this 40-word check and it assesses phonics skills and knowledge learned through Reception and Year 1. Your child will read up to four words per page for their teacher and they will probably do the check in one sitting of about 5-10 minutes.

3. What sort of check is it and is it compulsory?

It is a school-based check to make sure that your child receives any additional support promptly, should they need it. It is not a stressful situation as the teacher will be well-equipped to listen and understand your child's level of skills.

There will be a few practice words first to make sure your child understands the activity.

4. What does it check?

It checks that your child can:

Sound out and blend graphemes in order to read simple words.

Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.

Read a selection of nonsense words which are referred to as pseudo words.

5. What are nonsense or pseudo words and why are they included?

These are words that are phonically decodable but are not actual words with an associated meaning e.g. brip, snorb. Pseudo words are included in the check specifically to assess whether your child can decode a word using phonics skills and not their memory.

The pseudo words will be shown to your child with a picture of a monster and they will be asked to tell their teacher what sort of monster it is by reading the word. This not only makes the check a bit more fun, but provides the children with a context for the nonsense word which is independent from any existing vocabulary they may have. Crucially, it does not provide any clues, so your child just has to be able to decode it. Children generally find nonsense amusing so they will probably enjoy reading these words.

6. Is there a pass mark?

The check is not about passing or failing but checking appropriate progress is being made. If children do not reach the required standard, then the teacher will make plans and offer additional, tailored support to ensure that your child can catch up. Children progress at different speeds so not reaching the threshold score does not necessarily mean there is a serious problem. Your child will re-sit the check the following summer term.

7. What happens to the results?

The school will report your child's results to you by the end of the summer term as well as to the local authority, but the results won't be published in a league table as with SATs. If you have any concerns, do talk to your teacher about this.

8. Do all schools and children have to participate?

All schools and academies in England must take part in the phonics screening check unless they are an independent school. There is a process in place for reviewing children with special educational needs, so if your child's teacher thinks there are very special reasons related to your child and their needs that make them think the phonics screening check may not be appropriate, they will decide on appropriate action and discuss this with you.

9. What can I do to help my child?

Check with your child's teacher if there are any particular areas that you should focus on at home so that you are working together to support your child.

What to expect in Year 2?

Your child has now entered an important stage of their primary school experience: this is the year of the Key Stage 1 (KS1) end of year attainment tests known as SATS which mark the end of their KS1 journey. For many parents, this can feel like an emotional time, as their child prepares for their first formal testing and reaches the end of their stage as an infant. While you do need to be mindful of the end goal for this year, it is also important to see it for the wonderful year that it is.

The final year of KS1 will see your child being encouraged to work more independently. At this age, most children will have improved their ability to coordinate movement and their language/speech will be increasingly complex and grammatically correct, so it's an exciting year for children, parents and teachers.

What will my child do in Year 2?

Developing literacy skills

In English, the children will continue to work on the phonics they have learned in Year 1, aiming to read words by sight without having to sound them out individually. They will learn further spelling patterns and rules, and begin to apply those in their writing. They will look at the possessive apostrophe, homophones and near homophones and suffixes.

There will be a more detailed focus on handwriting, with children encouraged to form their letters correctly, learn which letters are to be joined and make letters a consistent size. Children will learn to write for a range of purposes including stories, poetry and real events.

Grammar

Grammar is a hot topic in Year 2. Children this age are expected to understand the following terms, to be able to spot them in their reading and apply them in their writing:

Noun, adjective, adverb, suffix, subordination, noun phrase, past tense, present tense, statement, question, exclamation, command, capital letter, full stop, question mark, exclamation mark, compound sentence and expanded noun phrase.

Maths

Mathematics in Year 2 focuses on the 2, 5 and 10 times-tables. Children in Year 2 will learn to add and subtract with two-digit and one-digit numbers. They will learn multiplication and division facts for the 2, 5 and 10 times-tables. In fractions, they will find $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ of a shape or a quantity of objects. They will study measures, including weight, capacity and length, and they will learn to tell the time to five minutes. They will also study properties of 2D and 3D shapes, as well as a range of data-handling methods such as bar charts and pictograms. By the end of Year 2, pupils will be expected to know the number bonds to 20 and be precise in using and understanding place value. The new curriculum 'mastery' style of teaching concentrates on breadth of knowledge and children will be encouraged to use their understanding of the new concepts to solve challenges to deepen their understanding.

Science

Science in Year 2 is engaging and fun. Expect your child to learn about living things and their habitats, plants, animals (including humans) and uses of everyday materials. They will also learn how to work scientifically, how to observe closely, and how to record their observations.

What do the KS1 SATs entail?

At the end of Year 2, all pupils will take SATS in reading, SPAG (spelling, punctuation and grammar) and maths.

The reading test is made up of two papers, each worth 50% of the marks. They are designed to take roughly 30 minutes, although the children won't be strictly timed. The SPAG test consists of two papers; one is a spelling test of approximately 15 minutes and the other is another short paper which will focus on punctuation and grammar. Maths is also split into two papers. The first is arithmetic where the basic understanding of place value and number is tested. The second is reasoning, where your child will need to apply their problem solving and reasoning skills to show their understanding.

The chances are that your child will be completely oblivious to the SATs process. Some schools prepare for the tests without ever using the word 'test' or 'exam', and most will try and keep it light.

How can I help my child in Year 2?

Help them understand what they read

As reading comprehension is so important this year, checking your child's understanding of the book they are reading is an excellent way to support them. Asking questions about the plot such as: 'What might happen next? Why do you think the boy is feeling sad? What sort of mood is being created?' will help them to engage with their reading on a deeper level.

You can also do this when you are reading to them, which is still so important at this age. Children learn a lot from the way we read aloud and we can encourage them to see how the author's use of punctuation changes the way we read their work. Think about pointing out statements, commands, questions or exclamations when reading with your child. You might want to use a range of voices to show how types of sentences and punctuation can be read in different ways.

Mix it up

Giving your child access to a variety of writing styles — including a range of fiction and non-fiction books — will expand their vocabulary and knowledge as well as develop their reading fluency.

Real-life maths

Any opportunity to use maths in a real-life context is really useful. For example, ask them to help you pay for goods or calculate change when shopping. This will help to develop their reasoning and problem solving skills. Learning to tell the time, especially to five minutes, is another great way to support your child's learning at home; this also links neatly to their counting in 5s in the 5 times-table.

Perhaps most importantly for maths, you can help your child at home by practising their times tables (2, 5 and 10) regularly. There are many different ways you can do this, but it is beneficial if your child can use and apply this knowledge — for example, not just knowing that 10×2 is 20, but also realising that 20 divided by 2 is 10. You could use journey time to school to give your child fun times table challenges. You can also make up word problems relating times-tables facts to real life

Encouraging independence

Finally, you can develop their independence at home by encouraging your child to get dressed on their own or organise their belongings more independently. This will help enormously as they move up through the school.

Key Stage 1 SATs

The National Curriculum tests or SATs can seem like a daunting part of your child's education, but if you know what to expect, they don't need to be scary for you or your child.

Below you will find all the answers to parents' most common questions about the SATs for Key Stage 1 with some example questions for each paper.

What tests do children take at the end of Year 2?

There are papers in:

Reading (2 papers, 40 marks, about 70 minutes)

Mathematics (2 papers, 60 marks, about 55 minutes)

English grammar, punctuation and spelling (2 papers, 40 marks, about 35 minutes)

Your child's teacher will decide when in May to administer the tests. Tests are not strictly timed and children will be given breaks between the papers.

How are the tests marked?

At Key Stage 1, the teachers in your child's school will mark the SATs papers. The mark your child gets in each test is called the 'raw score' (out of 40 for Reading, out of 60 for Mathematics, out of 40 for Grammar, punctuation and spelling). This 'raw score' for each test will be translated into a 'scaled score', which will show how well your child has done against the expected standard. Children need to achieve a scaled score of 100 to meet the expected standard. Above 100 means they are exceeding the expected standard; below 100 means they are still working towards the expected standard.

Will my child be given a Level?

No. The system of levelling related to the previous National Curriculum and has been replaced with standardised scaled scores. The Department for Education has said that the expected national standard score of 100 at Key Stage 1 will be broadly equivalent to a Level 2b under the previous system.

Are there any example questions I can look at?

Yes. The Department for Education has produced some free sample papers for the Key Stage 1 SATs tests that you can download.

Key Stage 1 Reading

What happens in the Reading test?

There are two papers in the Reading test, each worth 20 marks. Each may include fiction, non-fiction and poetry. Children answer comprehension questions to show their understanding of the texts.

In Paper 1, children are given a booklet that contains a selection of short texts to read (between 400 and 700 words). There are questions to answer at various points within each text with space for children to write their answers. The test lasts approximately 30 minutes.

In Paper 2, children are given a booklet of longer texts (between 800 and 1100 words) and questions in a separate answer booklet. The test lasts approximately 40 minutes.

Paper 2 is more challenging than Paper 1, but in each paper easier questions appear at the beginning and more difficult ones later on.

What kinds of questions are there?

There will be a mixture of question types. In some, your child will need to choose an answer (selected responses). For others, they will need to write their own answer (short and extended responses).

Examples of selected response questions include:

Multiple choice, e.g. What is Lucy looking for in the story? Tick one of the boxes below.

Ranking/ordering, e.g. Number the events below to show the order in which they happen in the story.

Matching, e.g. Match the character to what they do in the story.

Labelling, e.g. Label the text to show the title.

Examples of short response questions include:

Find and copy, e.g. Find and copy one word that shows how Lucy is feeling.

Short response, e.g. What does Lucy eat?

Examples of extended response questions include:

Open-ended response, e.g. Why did Lucy write the letter to her grandmother? Give two reasons.

What can I do to help my child be ready for the test?

Try these activities:

Check out our fun ideas for ages 6-7 to find language games and activities to play together.

Choose a book from the Oxford Owl free eBook library to read together.

Read our top tips for ages 6-7 to find ways to help develop your child's reading skills.

Play games and print out activity sheets in our kids' activities section.

Key Stage 1 Mathematics

What happens in the Mathematics test?

There are two papers in the Mathematics test. One focuses on simple arithmetic and is worth 25 marks. One focuses on mathematical reasoning and is worth 35 marks. In each paper the questions appear in order of difficulty.

In Paper 1: arithmetic, children answer 25 context-free questions to test their fluency with number and calculation skills. They may not use calculators, rulers or any number apparatus to help them. In the test booklet, space is provided for children to use for working out, but they should write their answers in the answer box. The test lasts approximately 20 minutes, so children with good mental arithmetic skills will have a better chance of completing all the questions.

In Paper 2: reasoning, children answer questions to test their understanding of number, measures, geometry and statistics. The teacher will read the first 5 questions and children must listen and write their answer in their booklet. After this, children have approximately 30 minutes to read and answer the remaining questions in the booklet. Some questions involve a problem-solving context. Some questions prompt children to show their working and are worth 2 marks. Children may use rulers, but are not allowed calculators or any other number apparatus.

What kinds of questions are there?

In Paper 1: arithmetic, all the questions will be context-free calculations, for example:

$$17 - 6 = []$$

$$[] + 5 = 9$$

$$8 \times 10 = []$$

$$35 \div 5 = []$$

$$65 + [] = 93$$

$$\frac{3}{4} \text{ of } 40 = []$$

In Paper 2: reasoning, there will be a mixture of question types. In some, your child will need to choose an answer (selected responses). For others, they will need to write, draw or complete a table to give their answer (constructed responses), sometimes in a problem-solving context. In some questions, children can gain an extra mark for showing their working.

Examples of selected response questions include:

Multiple choice, e.g.

Look at the shapes. Tick the hexagon.

One shape is in the wrong place on the sorting grid. Draw a cross on it.

True/False or Yes/No, e.g.

Do these calculations have the same answer? Write yes or no next to each.

$$8 + 2 \text{ and } 2 + 8$$

$$8 \times 2 \text{ and } 2 \times 8$$

$8 - 2$ and $2 - 8$

$8 \div 2$ and $2 \div 8$

Examples of constructed response questions include:

Constrained question, e.g.

Complete the number sentence below.

$$3 \times 8 = 2 \times [\quad]$$

Less constrained question, e.g.

Amy plants 4 rows of carrots. There are 3 carrots in each row. A rabbit eats two of the carrots. How many carrots are left? Show your working.

[What can I do to help my child be ready for the test?](#)

Try these activities:

Play games and print out activity sheets.

[Key Stage 1 English grammar, punctuation and spelling](#)

[What happens in the English grammar, punctuation and spelling test?](#)

There are two papers in the English grammar, punctuation and spelling test. The first paper is an aural spelling test. The second test includes questions on grammar, punctuation and vocabulary. In each paper the questions appear in order of difficulty. Both are worth 20 marks.

In Paper 1: spelling, children are given an answer booklet containing 20 sentences with a missing word in each sentence. For each sentence, your child's teacher will read aloud the missing word, then the whole sentence, and then the missing word again. Children must spell the missing word correctly, including any necessary capital letters or apostrophes, to gain a mark. The test will last approximately 15 minutes.

In Paper 2: questions, children are given a booklet containing various questions that assess their understanding of grammar, punctuation and vocabulary. The test will last approximately 20 minutes.

[What kinds of questions are there?](#)

There will be a mixture of question types. In some, your child will need to choose an answer (selected responses). For some, they will need to write their own answer (constructed responses).

Examples of selected response questions include:

Multiple choice, e.g.

Tick one box to show where a comma should go in the sentence below.

Circle the verbs in the sentence below.

Underline the sentence that uses capital letters correctly.

Matching, e.g.

Draw lines to match the words that have the same meaning.

Examples of constructed response questions include:

Complete / correct / rewrite, e.g.

Complete the sentence below with the missing punctuation mark.

Write, e.g.

Write one word to complete the sentence below in the past tense.

Write a command including the word 'Look'.



At Leadenham CE Primary School

ACHIEVE **INSPIRE**

Want to know more about your child's learning?

WORKSHOP
How We Assess Depth of Learning
Wednesday 2nd Oct from 3pm

EXPLORE

Parents and Families Welcome

The Depth of Learning System answers two key questions about your child's progress:

1. Will your child meet or master end of key stage expectations?
2. How well has your child progressed from their starting point?

Leadenham CE Primary School
Main Road, Leadenham, LN50QB
www.leadenhamprimaryschool.co.uk/

CALL NOW! 01400 27 27 02

What to expect in Year 3?

Increasing independence and empathy

Welcome to Year 3: a fun year for your child. The intensity of Year 2 and the focus on grammar, arithmetic and spelling will seem like a distant memory as the new term starts.

This stage marks the end of Key Stage 1 as your child enters Key Stage 2 and becomes a Junior.

What will my child do in Year 3?

Increased focus on spelling

In English, your child will continue to work on the spelling patterns they have begun in previous years, but this year there is less of a focus on phonics and more emphasis on understanding and learning the spelling rules, as well as attention to prefixes and suffixes. There are statutory spelling lists for Year 3 and 4, so schools will split these across the two years, with teachers adding additional topic-linked words or words they feel their class needs to practise.

Developing writing skills

In writing, schools focus on creativity and writing styles; looking at settings, language style and character within their writing. Your child will also study different genres of writing such as poetry and play scripts.

Maths

Mathematics in Year 3 has more of a times-tables focus. Quick recall of the required 3, 4, 8 and 50 times-tables (as well as the 2, 5 and 10 times-tables they've already learned in Year 1 and 2) is important as they form the foundation for a large majority of the work the children will cover within the year.

You will probably notice your child beginning to use column addition and subtraction of three-digit numbers this year, as well as learning about multiplication and division, and using — and applying — their times-tables knowledge. They will also cover fractions of quantities, equivalent fractions, angles, parallel and perpendicular lines, area, perimeter and shape.

Maths mastery

The national curriculum 'mastery' style of teaching concentrates on breadth of knowledge, and children will be encouraged to use their understanding of the new concepts to solve challenges to deepen their understanding.

Science

Science in Year 3 is engaging and fun. Your child will learn about life processes, rocks, light, forces and magnets, and animals (including humans). How to work scientifically and write up their investigations in a more formal way — using predictions, methods, results and conclusions — is also a key part of this year's science curriculum.

How can I help my child in Year 3?

Practise weekly spellings

You can support your child at home by helping them to learn their all-important weekly spellings — these are usually tested once a week.

Continue reading

Reading is key this year and there are plenty of ways you can help. It is still important to listen to your child read regularly. Ask questions about what they're reading. This will encourage your child to think deeply about their reading, whether they're reading aloud or independently.

Reading to your child is still important at this age too. Listening to your intonation helps children with their own expression, and also enhances their writing. A fun way to encourage expression is to use silly voices — and even to make the occasional deliberate mistake. Allowing your child to correct you helps them to see why certain punctuation changes the way we read aloud.

You can extend this to their own writing: encourage them to read their writing back to themselves and make punctuation choices based on their expression.

Diversify

Give your child access to as many different styles of writing as you can. This will assist with their reading fluency and expand their vocabulary and knowledge.

Identifying issues

If you have concerns about your child's reading or writing, then talk to their teacher. It is at this age when difficulties such as dyslexia are more likely to be diagnosed. Keeping an open dialogue with school about your child and any concern you have is hugely important.

Maths

In maths, you can support your child at home by practising the relevant times-tables (3, 4, and 8 times-tables — as well as the 2, 5 and 10 times-tables from Year 1 and 2) regularly. This can be done in many ways and different children respond to different styles.

How else can you support your child's maths learning at home?

You might like to help them learn to tell the time. Or, give them the opportunity to use money in real life contexts. Asking them questions such as how much change you need when shopping will help them with their reasoning skills in and out of class.

Year 3 can be a fun and rewarding year. Children develop and mature at this stage, becoming increasingly independent and more empathetic towards others.

What to expect in Year 4?

Times tables, confidence and fun!

Your child is in Year 4. This can be a year in which teachers work to nurture and encourage the feelings of independent thinking, learning and decision making. So just what can you expect if you have a child in Year 4? They already know the routines for the Juniors; they have already realised that they have to do homework; they already understand that they are expected to learn a lot in a year; they can dress themselves.

What will my child do in Year 4?

As with other years in primary school, Year 4 teachers follow the statutory schemes of learning set by the government.

The wider curriculum

In Year 4 there are some great science topics that children love, such as: food chains, sound, electricity and gases. Fun and engaging history and geography topics are also taught in Year 4. It will vary slightly from year to year, but expect them to learn all about the Stone Age, the Romans and the Anglo-Saxons at some point. These are the subjects that fire the imagination and that children remember. These are also the lessons that will get your child talking at home, so you might enjoy finding out a little about the topics they are learning so you can chat about them together.

Maths and English

In maths and English too, the teachers will be aiming to ensure that your Year 4 child knows and understands particular key skills. Apostrophes, commas, times tables and key spellings are just some of the things children in Year 4 are expected to use accurately.

Moving from pencil to pen

Year 4 is also often the year that children earn their 'pen licence' — that peak of handwriting neatness that allows your child to write in pen at school. This can be a big thing for the child whose handwriting is not the neatest. It is good to have something to aim for and often raises the profile of handwriting. However, don't worry if your child is not writing with a pen straight away. They will get there eventually.

Becoming confident and independent in learning

Overall, perhaps the single most important aspect of this year is children's increasing independence and confidence in what they can achieve at school. Your child will be encouraged to start to think about their own learning. They need to make decisions on how to present work, how and when to complete homework and also how to learn best.

Children often ask questions and their teacher will encourage them think for themselves too: Could they answer the question themselves? Can they make that choice? If they can, then they are learning skills which are vital for Year 5, Year 6 and adult life. That is how their learning changes from the beginning to the end of the year.

How can I help my child in Year 4?

Carry on reading together

For English, the single most important thing that you can do is to hear your child read. Good readers make good writers because they are exposed to a greater variety of vocabulary, syntax, grammar and style.

When you listen to your child read, there are a number of things to remember:

Make it fun! Use silly voices and read to each other as well as just listening.

Ask questions about the text, the characters, the plot, the setting, the style of writing, the words. Anything to get them to think about what they are reading and understand the language and the deeper hidden messages in the sub-text.

Read a wide range of writing — from comics to newspapers; from novels to Pokémon cards; and even the children's own writing.

Look up individual words in a dictionary or thesaurus together to find out what they mean.

Stop if they or you are tired!

Be a good role model for reading yourself. This is the perfect excuse to curl up on the sofa, forget the chores and read a good book yourself.

Of course, children in Year 4 are perfectly capable of reading to themselves as well, and independent reading (and writing) must also be encouraged. However, it is important that those comprehension skills are regularly checked and reading aloud is perfect for that. There are lots of free eBooks - a quick and easy way to expose children to different books without spending a lot of money.

Times tables

In maths there is an expectation that by the end of Year 4 all times tables are known and learnt fluently. Anything you can do to help that knowledge go in and stay in is fantastic.

Practise regularly and go back and repeat tables, previously practised.

Sing tables in the car; at mealtimes; before bed; walking the dog; at any spare minute.

Put a poster at the end of their bed or give them tapes to listen to in the car.

Download an app to practise on a laptop or tablet.

What to expect in Year 5?

A year of calm study

Year 5 can be a calm and studious year; a year to embed all of the knowledge learnt in lower Key Stage 2; a year to start the preparations for transition to secondary school. This is often a year when children grow in maturity — sometimes even more so than in their final year in primary. They gain a greater independence and confidence from being given more responsibility in their learning.

Children in Year 5 are increasingly encouraged to take responsibility for their own learning: to do their homework, to pack their school bag, to remember their PE kits. And they develop and grow as a result. It is about encouraging independence in preparation for bigger things to come.

What will my child do in Year 5?

As with every other year, the government have set out statutory schemes of learning that must be taught in Year 5. There is an expected standard to reach by the end of the year and most teachers will make assessments throughout the year to judge how your child is performing, and whether they are on track to achieve the 'expected standards' for maths and English.

Maths

In maths, there is definitely an emphasis on fractions, decimals and percentages in this year. There is also an expectation that they will know all of the written methods for addition, subtraction, multiplication and division.

English

For English, new punctuation is introduced such as hyphens, semi-colons and colons. There is a greater emphasis on grammar features too, for example using modal verbs (these are words like would, could, might and must).

New topics

There are some fantastic topics this year. A favourite science topic in Year 5 is often space as the children find it so engaging. With lots of space travel in the news, it is also very easy to incorporate science into all areas of the curriculum, especially English and maths.

Trips away

Another first experience for many children in Year 4, Year 5 or Year 6 is their first residential visit — a couple of nights away from home, learning lots of new things, mostly outdoors. Some children are over-excited, some are nervous, some are laid-back and some are homesick. Don't worry if your child has never slept away from home before. Often, it is the parents who miss the children more than the other way around.

How can I help my child in Year 5?

Obviously, keep doing all of the usual things that schools say. Continue to hear them read, practise times tables, help them with homework, talk to them about their day and encourage them to read by visiting the local library, bookshops or using eBooks from the free Oxford Owl eBook library (just google).

Encourage them to take responsibility

But just like in school, give them some independence and responsibility for their learning at home. Here are a couple of ways you can start giving them some responsibility at home:

Make them pack their own bag for school so that they get into the habit of thinking for themselves about what they need and what they will be doing that day.

Allow them to make mistakes. If they forget their homework, make them tell the teacher themselves (they learn more quickly from their mistake and they are taking responsibility for it too).

Get into the routine of doing homework at a set time each week if possible. By all means help them, but make sure they make their own decisions about presentation, for example.

If your child is not very organised, then taping a list by the door or to a lunch box works well, as does getting equipment ready the night before.

Be encouraging

Another simple thing that you can do as a parent is to be a good example. Never say: 'I was no good at spelling at school!' Never tell your child: 'Go to Dad and let him help you with your maths because he is better than me.' Children need adults to show them that learning is fun, relevant and enjoyable — and difficult sometimes. Does it matter if you don't know the answer? Of course, it doesn't. Instead, look it up together and show that you want to find things out too.

Join an after school club
We run a variety of after school clubs from 3:30pm-4:20pm

Look out for events and celebrations all year that you can attend and get involved in, such as:
Open mornings
Big Projects!

Become a Parent Governor

Parent Workshops
Look out for workshops and events and find out how you can best support your child

Have a particular skill or interest and are happy to share this with the children? Let us know!

Parents are very welcome to join us as we celebrate our children's achievements at our Celebration Assembly – They take place on Mondays at 3:00pm and finish at 3:20pm
Mon 9th Sept, Mon 16th Sept, Mon 30th Sept, Mon 14th Oct

Join the Parents and Friends Association

Church and school events such as:
New Starter's Service
Harvest
Remembrance Service
Nativity

Volunteer to hear readers in class

GET INVOLVED

What to expect in Year 6: Memories and magic?

For even the most confident of 10 year olds (and their parents), the move into Year 6 can be a daunting time but it really doesn't have to be. Being in Year 6 truly is the most memorable time in your child's primary education. Year 6 is a key moment in your child's life; they will develop more independence, a huge amount of resilience and, most importantly, they should become very aware of who they are as both learners and as young adults.

What will my child do in Year 6?

As in all other year groups, Year 6 follow statutory schemes of learning set down by the government. Children are now assessed at the end of the year as to whether they have met the 'expected' national standard. All teachers will do their best to follow these schemes whilst also making their teaching personalised, exciting, creative and thematic.

Key Stage 2 SATs

Firstly, no guide to Year 6 would be complete without some mention of the SATs — the assessment tasks that all Year 6 pupils sit in May of each year. The results of these will determine whether your child has met the 'expected' level in English and maths.

In both maths and English, there are a wide range of expectations for the children. Some of the content previously covered in Year 7 in secondary school has now been moved to Year 6.

For maths this includes things like simple algebra, missing angles in a range of shapes, and pie charts using percentages. In English the children are now expected to understand how to use a full range of punctuation, to write with a wide variety of sentence structures, use powerful vocabulary and have generally accurate spelling of all words. There are many more 'expected' aspects to both English and maths but these are some of the newer ones.

There is no doubt that that the testing will become a focus during the year and in most schools a great deal of work will be carried out to prepare for this time. Your child's teacher will help your child prepare for the tests.

The wider curriculum

There are many other valuable subjects that are not assessed in the tests which many children excel in – and these are equally as important. In Year 6 the children always love our history topics. History schemes vary from year to year but may look at World War 2. It makes for some amazing cross-curricular learning involving art, drama, DT, music, geography and fabulous English writing activities. Some years they will explore the Ancient Maya and South American cultures or other aspects of Ancient History instead.

The science topics in Year 6 have recently changed. In evolution and inheritance, your child will get to look at dinosaurs, fossils, genetics, Darwin and so much more. Other topics include the circulatory system, microorganisms, and light and electricity. Where possible your child will carry out a variety of scientific investigations during all of these topics, building on the skills they have already acquired. Most children love practical lessons and the opportunity to use scientific equipment.

Moving on up

Of course, a big part of your child's summer term in Year 6 will be preparing for the move to secondary school — a huge milestone in their lives. This may involve going to their new schools, maybe a visit from some of their new teachers, and shared classroom activities which should help with any concerns they have.

Your child is likely to have lots of fun in their last year of primary school.

How can I help my child in Year 6?

Help with homework

For parents in Year 6 the most important thing is to continue to help where possible with reading, homework, times tables and projects whilst stepping back just a little more than in previous years. Your child will learn during this year possibly more than any other that it is their own hard work and effort that matters; not someone else's, and their teacher will be aiming to help them develop their independence, organisation and self-motivation in time for the increased demands of secondary school — a tricky thing for both parents and teachers.

Keep on reading

As ever, it is still important that your child continues to read, both alone and to you, as much as possible. It is never too late to develop a love of reading. Spend time finding the best books for your child — speak to their teacher too, or a librarian, if this is proving a challenge.

Prepare for SATs

You will probably want to support your child in the lead up to the SATs. Working with your child, when needed, will help you see where they need the most support. It is often a surprise to some parents just how much the children are expected to know and just how clever they have become.

Key Stage 2 SATs

The National Curriculum tests or SATs can seem like a daunting part of your child's education, but if you know what to expect, they don't need to be scary for you or your child.

Below you will find all the answers to parents' most common questions about the SATs for Key Stage 2 with some example questions for each paper.

What tests do children take at the end of Year 6?

There are papers in:

Reading (1 paper, 50 marks, 60 minutes)

Mathematics (3 papers, 110 marks, 110 minutes)

English grammar, punctuation and spelling (2 papers, 70 marks, 60 minutes)

Tests will take place in May. Tests are strictly timed, but children will be given breaks between the papers.

How are the tests marked?

At Key Stage 2, the SATs papers are marked externally by trained markers. The mark your child gets in each test is called the 'raw score' (out of 50 for Reading, out of 110 for Mathematics, out of 70 for English grammar, punctuation and spelling). This 'raw score' for each test will be translated into a 'scaled score', which will show how well your child has done against the expected standard. Children need to achieve a scaled score of 100 to meet the expected standard. Above 100 means they are exceeding the expected standard; below 100 means they are still working towards the expected standard. You will receive your child's raw score and scaled score for each test and confirmation of whether or not they have achieved the expected standard.

Will my child be given a Level?

No. The system of levelling related to the previous National Curriculum and has been replaced with standardised scaled scores. The Department for Education has said that the expected national standard score of 100 at Key Stage 2 will be broadly equivalent to a Level 4b under the previous system.

Are there any example questions I can look at?

Yes. The Department for Education has produced some free sample papers for the KS2 SATs that you can download.

KS2 SATs: English, grammar, punctuation and spelling test materials

KS2 SATs: 2018 Mathematics test materials

Key Stage 2 Reading

What happens in the Reading test?

There is only one paper in the Reading test, worth 50 marks. The paper will cover a selection of texts with between 1500 and 2300 words for children to read, including fiction, non-fiction and poetry. Children will be given a reading booklet and a separate answer booklet containing comprehension questions about each text. Easier texts will appear first in the reading booklet. The test will last one hour.

What kinds of questions are there?

There will be a mixture of question types including 1-mark, 2-mark and 3-mark questions. In some questions, your child will need to choose an answer (selected responses) by ticking, drawing lines or circling. For some, they will need to write their own answer (short or extended constructed responses). The length of the answer expected will be shown by the space given for the answer, e.g. a short line or box for one-word answers, a few lines for a sentence or two, or a large box for a detailed answer to explain an opinion.

Examples of selected response questions include:

Multiple choice, e.g.

Where would you be most likely to see this text? Tick one of the options below.

Circle the correct option to complete each sentence below.

Ranking/ordering, e.g.

Number the events below to show the order in which they happen in the story.

Matching, e.g.

Match the events below to the year in which they happened.

Labelling, e.g.

Label the text to show the title.

Examples of short constructed response questions include:

Find and copy, e.g.

Find and copy one word on page 9 that suggests Malone feels part of the team of explorers.

Short response, e.g.

How did Anousheh's trip into space make history?

What is the tremendous monster in the poem?

Examples of extended constructed response questions include:

Open-ended response, e.g.

Look at the paragraph beginning 'Once upon a time ...'. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.

Based on what you have read, what does the last paragraph suggest might happen to the explorers next? Use evidence from this paragraph to support your prediction.

Key Stage 2 Mathematics

What happens in the Mathematics test?

There are three papers in the Mathematics test. The first focuses on arithmetic and is worth 40 marks. The other two papers focus on mathematical reasoning and are worth 35 marks each. In each paper the questions appear in order of difficulty.

In Paper 1: arithmetic, children answer context-free calculations to test their confidence across the range of mathematical operations. The majority of questions are worth 1 mark, but 2 marks will be available for long multiplication and long division. In the test booklet, space is provided for children to use for working out, but they should write their answers in the answer box. Children have 30 minutes to complete the test, so children with good mental arithmetic skills will have a better chance of answering all the questions.

In Paper 2 and Paper 3: reasoning, children answer questions to test their mathematical fluency and skills in problem solving and reasoning with number, measures, geometry and statistics. Children have 40 minutes to complete each paper. Some questions are set in a context and some prompt children to show their method to gain extra marks.

Children may use a ruler, angle measurer or protractor, and a mirror, but are not allowed to use calculators in any of the papers.

What kinds of questions are there?

In Paper 1: arithmetic, all the questions will be context-free calculations, for example:

$$979 + 100 = [\quad]$$

$$472 - 9 = [\quad]$$

$$1.28 \times 100 = [\quad]$$

$$630 \div 9 = [\quad]$$

$$42 = [\quad]$$

$$20\% \text{ of } 1500 = [\quad]$$

$$1/4 \times 1/8 = [\quad]$$

$$234,897 - 45,996 = [\quad]$$

$$20\% \text{ of } 1500 = [\quad]$$

In Paper 2 and Paper 3: reasoning, there will be a mixture of question types. In some, your child will need to choose an answer (selected responses). For others, they will need to write their own answer (constructed responses), sometimes from a problem-solving context.

Examples of selected response questions include multiple choice, matching and true/false questions.

Examples of constructed response questions include:

Constrained question, e.g.

Look at this number: 23,451.96

Write the digit that is in the hundreds place.

Write the digit that is in the hundredths place.

Less constrained question, e.g.

On Saturday Lara read $\frac{2}{5}$ of her book. On Sunday she read the other 90 pages to finish the book. How many pages are there in Lara's book? Show your method.

Key Stage 2 English grammar, punctuation and spelling

What happens in the English grammar, punctuation and spelling test?

There are two papers in the English grammar, punctuation and spelling test. The first paper includes questions on grammar, punctuation and vocabulary and is worth 50 marks. The second paper is an aural spelling test worth 20 marks. In each paper the questions appear in order of difficulty.

In Paper 1: questions, children are given a booklet containing various questions that assess their understanding of grammar, punctuation and vocabulary. The test will last 45 minutes.

In Paper 2: spelling, children are given an answer booklet containing 20 sentences with a missing word in each sentence. For each sentence, your child's teacher will read aloud the missing word, then the whole sentence, and then the missing word again. Children must spell the missing word

correctly, including any necessary capital letters, apostrophes and hyphens, to gain a mark. The test will last approximately 15 minutes.

What kinds of questions are there?

There will be a mixture of question types. In some, your child will need to choose an answer (selected responses). For some, they will need to write their own answer (constructed responses).

Examples of selected response questions include:

Multiple choice, e.g.

Tick the sentence that must end with a question mark.

Underline all the conjunctions in the sentence below.

Circle the two words in the sentence below that are synonyms of each other.

Matching, e.g.

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

Examples of constructed response questions include:

Complete / correct / rewrite, e.g.

Rewrite the sentence below, adding a subordinate clause.

Write, e.g.

Write a sentence using the word cover as a noun.

Explain, e.g.

Explain how the use of commas changes the meaning in the two sentences below.



Join an after school club
We run a variety of after school clubs from 3:30pm-4:20pm

Look out for events and celebrations all year that you can attend and get involved in, such as:
Open mornings
Big Projects!

Become a Parent Governor

Parent Workshops
Look out for workshops and events and find out how you can best support your child

Have a particular skill or interest and are happy to share this with the children? Let us know!

Parents are very welcome to join us as we celebrate our children's achievements at our Celebration Assembly – They take place on Mondays at 3:00pm and finish at 3:20pm
Mon 9th Sept, Mon 16th Sept, Mon 30th Sept, Mon 14th Oct

Join the Parents and Friends Association

Church and school events such as:
New Starter's Service
Harvest
Remembrance Service
Nativity

Volunteer to hear readers in class

GET INVOLVED