



Bessemer Grange Primary School

Part of the Bessemer and Keyworth Federation

www.bessemergrangeprimary.co.uk

Address: Dylways, London, SE5 8HP

Tel: 020 7274 2520

E-Mail: office@bessemergrange.southwark.sch.uk

Executive Headteacher: Ms Sarah Beard

Head of School: Mrs Elizabeth Whitehead

30.1.20

Dear Parents / Carers of Year 6 children,

As you may be aware the National Curriculum Tests (known as SATs) are approaching and will take place on the week beginning the 11th May. With that in mind, we would like to inform you of some important information and share some tips / ideas in preparing for the week. This letter is in lieu of a SATs parent workshop this year.

Timetable

The following tests will take place on the following days:

| Date | Activity |
|-----------------------|--|
| Monday 11 May 2020 | English grammar, punctuation and spelling papers 1 (Grammar) and 2 (Spelling) |
| Tuesday 12 May 2020 | English reading |
| Wednesday 13 May 2020 | Mathematics papers 1 (arithmetic) and 2 (reasoning 1) |
| Thursday 14 May 2020 | Mathematics paper 3 (reasoning 2) |

Breakfast Club

During the week itself (from Monday to Thursday), all Year 6 children are invited to come to breakfast club free of charge. This helps make sure that children are at school on time and have had a good breakfast, as well as giving them the chance to relax with friends before the tests start. If the children are interested in doing this, they would need to arrive at the school office by 8.30am at the latest.

Illness

If your child has a minor illness, we would encourage them, where possible, to come in and complete the test and they can then go home when the test is complete. If a child misses their test on the set day, it can be very difficult for them to complete it. We can make arrangements for them to be made as comfortable as possible. If this is the case, then let us know. Obviously if it is a more serious situation, then this would not apply. Please contact the school if you are unsure.

Time Keeping

If children are not coming to breakfast club, it is important that they are here in good time (usual school hours). Any lateness and rushing may increase any stress, which would not be helpful for the children involved.

Other Information

- You will be told your child's National Curriculum levels in July 2020 – both an overall teacher judgement and test level.
- Both results are passed on to secondary schools so they can be used in planning for Year 7 teaching.
- If your child has specific needs, alternative arrangements will be made. Your child's teacher will inform you if this is the case.

Learning support

Please find below a list of hints and tips to help support your child:

- Help children to complete homework and revision tasks, check work and ask questions. Use the **Rising Stars revision guides** and spelling lists provided. If they have finished the books, then they have practised everything that can come up in the test!
- Below are a few websites which you may like to use to support your child's learning:
 - <https://spellingframe.co.uk/> (support with spelling)
 - www.satspapers.org.uk (to download free previous SATs papers)
 - <https://www.topmarks.co.uk/> (support with all subjects – see KS2)
- Encourage your child to explain answers.
- Encourage them not to give up if they find something challenging.
- Encourage them to ask about what they do not understand and to say if they are worried about any of it. Remind them they can ask the adults at school for help with anything they are unsure of.
- Remind children of the hard work they have put in, as well as all of the rewards they have in the summer.

Recommendations

- Encourage children through this time – they are working very hard!
- Children should do a little revision the night before (but ensure that they have a chance to rest as well).
- Ensure they are eating correctly and going to bed at a reasonable time.
- 'Look after' their phones during revision / bedtime.
- Help make sure they are ready to come to school in good time.
- Help them to feel confident (rather than nervous or stressed) by reminding them this is a chance to show what they have learnt and as long as they are trying their best, this is what matters!

If you have any questions or would like any more support, please do not hesitate to get in touch with either Lizzie Clarke or your child's class teacher, who will be more than happy to help.

Thank you for your continued support,

The Year 6 Team.

Information About the Tests

English Grammar, Punctuation and Spelling:

The grammar and punctuation paper is a mixture of multiple choice and short-answer questions. Pupils will also be asked to add punctuation to prewritten sentences. There are 50 questions and each question is worth one mark. The test lasts for 45 minutes.

The spelling paper requires the student to listen to their teacher as a transcript is read and spell out the missing words on their answer booklet. There are 20 words that they need to spell and each word is worth one mark each. The test lasts for 15 minutes and is worth 20 marks overall. A spelling list will be sent home to help with revision which can be used in conjunction with the spelling rules in the Rising Stars booklets.

Reading

The reading paper requires pupils to read a booklet that contains three extracts. They must then answer questions that test them on their comprehension of the three texts. There are 40 questions that together are worth 50 marks, comprising a mixture of multiple choice, short-answer and long-answer questions. The test lasts for 60 minutes, including 15 minutes of reading time.

Maths

Paper one is a written arithmetic test. There are 36 questions, with questions worth one or two marks. The test lasts for 30 minutes and is worth 40 marks overall.

Paper two is a reasoning test. There are 23 questions, with questions worth one, two or three marks. The test lasts for 40 minutes and is worth 35 marks overall.

Paper three is also a reasoning test. There are 21 questions, with questions worth one or two marks. The test lasts for 40 minutes and is worth 35 marks overall.

None of the above tests permit the use of a calculator.

All of these tests are sent away to be externally marked and the papers and scores are then sent back to the school.

Writing

English writing, speaking and listening are assessed by the child's class teacher. The level is based on the children's work in class, rather than by children taking a formal written test. The level is then submitted to the Department for Education, and is subject to moderation.

If you have any further questions about the SATs please do come and ask.

Yours sincerely,

Lizzie Clarke

The following list was found useful by parents who attended a workshop earlier in the year. It is intended to be supportive for those who want it for reference, it is not homework!

Mrs Clarke's Super SATs Spelling Revision List!

In the SATs, children will be tested on spelling rules for Year 3, Year 4, Year 5 and Year 6. I have outlined each of the spelling rules below, as well as words that meet the criteria of the rule. Some rules have exceptions to the rule and where possible, these exceptions have been included.

This list does not aim to be comprehensive but merely to support children's understanding of the spelling rules and words that relate to that rule in particular. Please add any other words you can think of that may also follow the rule or even be an exception to it!

| Spelling Pattern | Rules for this pattern | Examples |
|--|---|--|
| Adding suffixes that start with a vowel letter to words with more than one syllable | If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed. | happiest, adoring, funniest, copier, improving, sunnier, required, beginning, beginner, gardener, gardening, forgetting, forgotten, committing, multiplying, preferred, limiting, limited, limitation, absorbent, admired, allowance, assistant, controlled, controller, controlling, coverage, creative, criticism, decorative, deferred, deferring, disturbance, heroism, inquired, inquiring, investigator, journalism, narrative, narrator, observant, occurred, occurring, occurrence, producer, provider, relative, thunderous, traveller, vandalism, visitor, polishing |
| The /i/ sound spelt y other than at the end | | myth, gym, Egypt, pyramid, mystery, dynasty, mystic, symbol, synagogue, synonym, antonym, mysterious, mythical, syrup, cymbal, typical, cycle, symptom, tyre, rhythm, python, hymn, system, crystal, gymnast, gymnastics, rhyme, idyllic, cyclone, physical |
| The short sound /u/ spelt with the letters ou | | touch, young, double, trouble, couple, country, cousin, courage, encourage, flourish, nourish, rough, tough, enough, mysterious, disastrous, famous, tremendous, fabulous, hazardous, ridiculous, southern, dangerous, enormous, generous, nervous, jealous |
| Prefixes (group of letters before a word) | UN, DIS and MIS all have negative meanings RE means 'again' or 'back' IN, IL, IM and IR can mean 'not' and 'in/into' SUB means under INTER means 'between' or 'among' SUPER means above ANTI means against AUTO means 'self' or 'own' | <ul style="list-style-type: none"> • UN - unsuitably, unable, unnecessary, unwell, unusual, unhappy, unofficial, untidy, unfriendly, undo, unpleasant, untie, unbelievable, unzip, unorganised, unsure, unqualified, unwrap, unlimited, unfair, unknown, unwelcome, unlikely, unnoticed, unlocked, unseen, unpick, unlucky, untrained, unlock • DIS - disappear, disappoint, disobey, distrust, disqualify, disagree, dishonest, discontinue, disapprove, disorder, dishearten, dislike, displeasure, disconnect, disable, disadvantage, disbelieve, disbelief, disown, disinfect, disgrace, discourage, disallow • MIS - misbehave, mistake, misunderstand, misunderstood, misfire, misbelieve, mishear, misconception, misread, misfortune, misuse, misinterpret, miscopy, misaddress, mispronounce, misadventure, misquote, miscalculate, miscount, misdirect, misinform, misjudge, misplace, misconduct, mislead, misspell, mischarge • RE - recycle, refill, rebuild, replay, repay, reconsider, replace, rearrange, reassure, return, recapture, reuse, rebound, redo, reconstruct, rewire, reinforcement, rewind, repurchase, renew, revisit, reheat, rewrite, reclaim, recount, reform, re-join, reunion, refresh, readjust, redecorate, reappear • IN - inactive, incorrect, inedible, insufficient, inconsiderate, independent • IL - illegal, illegible, illness, illogical, illiterate, illustrate • IM - immature, immortal, impossible, impatient, imperfect • IR - irregular, irrelevant, irresponsible • SUB - subdivide, subheading, submarine, submerge • INTER - interact, intercify, international, interrelated |

| | | |
|---|--|---|
| | | <ul style="list-style-type: none"> • SUPER - supermarket, superman, superstar • ANTI - antiseptic, anticlockwise, antisocial • AUTO - autobiography, autograph, automatic |
| The suffix -ation | The suffix –ation is added to verbs to form nouns. | information, adoration, sensation, sensational, preparation, admiration, inspiration, inspirational, variation, frustration, deprivation, improvisation, innovation, determination, accommodation, anticipation, alliteration, collaboration, complication, confrontation, desperation, exclamation, recommendation, revelation, exaggeration, temptation, manipulation, appreciation, dedication, fascination, hesitation, illustration, imagination, multiplication, vibration, organisation, separation, decoration, celebration, combination, education, examination, expectation, exploration, generation, identification, observation, obligation, occupation, operation, situation, transportation, conversation, population, preparation, punctuation, relation, reputation, creation, nation, location, station, vacation, national, nationality |
| The suffix –ly | <p>The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.</p> <p>The suffix –ly starts with a consonant letter, so it is added straight on to most root words.</p> | <p>finally, comically, suddenly, importantly, crazily, dimly, ghastly, secondly, firstly, thoroughly, extraordinarily, ferociously, anxiously, creepily, gratefully, desirably, instantly, quickly, friendly, deadly, elderly, likely, lovely, unfriendly, ghostly, heavenly, kindly, leisurely, wobbly, lonely, atrociously, actually, carefully, generally, originally, gradually, slowly, physically, frequently, gingerly, highly, particularly, perfectly, smoothly, approximately, extremely, angrily, cautiously, cheerfully, courageously, crossly, cruelly, defiantly, doubtfully, elegantly, enthusiastically, foolishly, frantically, gently, gladly, gracefully, happily, hungrily, merrily, nervously, sadly, safely, shyly, solemnly, weakly, wildly, punctually, recently, annually, constantly, daily, hourly, monthly, occasionally, regularly, repeatedly, usually, yearly, completely, entirely, totally, mostly, easily, hopefully, shortly, sharply, carelessly, seriously, scarcely, carefully, wonderfully, swiftly, softly, currently, considerately, competently, effortlessly, competently, confidently, confidentially, comfortably, angrily, humbly, nobly, basically, dramatically</p> |
| The suffixes sure and ture | <p>The ending sounding like /zʊə/ is spelt –sure</p> <p>The ending sounding like /tʃʊə/ is often spelt –ture</p> | <p>measure, treasure, pleasure, enclosure, leisure, assure, reassure, pressure, unsure, sure,</p> <p>creature, furniture, picture, nature, adventure, feature, lecture, structure, capture, moisture, fracture, mixture, future, texture, puncture, sculpture, culture, fixture, posture, torture, vulture, mature, departure, venture</p> |
| The suffix ous | Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. | poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous, infamous, vicious, ridiculous, ludicrous, raucous, boisterous, hazardous, mischievous, marvellous, miraculous, hideous, perilous, monotonous, generous, momentous, gorgeous, tremendous |
| Endings spelt sion | If the ending sounds like /zʊən/, it is spelt as –sion | division, invasion, confusion, decision, collision, television, vision, excursion, exclusion, delusion, conversion, omission, possession, extension, admission, passion, occasion, confession, conclusion, impression, expression, permission, provision, session, supervision, mansion, discussion, expansion, explosion |
| Endings spelt –tion, -sion, -ssion and –cian | <p>Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter/s of the root word:</p> <ul style="list-style-type: none"> • –tion is the most common spelling. It is used if the root word ends in t or te. • –ssion is used if the root word ends in ss or –mit. • –sion is used if the root word ends in d or se. | <p>invention, injection, action, hesitation, completion, attention, intention, creation, location, nation, question, station, subtraction, vacation, addition, condition, emotion, foundation, competition, registration, destination, examination, expectation, exploration, obligation, proportion, satisfaction, convention, transportation, solution, graduation, reception, recreation, resolution, portion, proportion, selection, suggestion, collection, direction, humiliation, situation, conversation, completion, decoration expression, discussion, confession, permission, admission expansion, extension, comprehension, tension</p> <p>musician, electrician, magician, politician, mathematician</p> |

| | | |
|---|---|--|
| | <ul style="list-style-type: none"> •-cian is used if the root word ends in c or cs. <p>Exceptions: attention, intention, etc.</p> | |
| Words with the k sound spelt ch | | scheme, chorus, chemist, echo, character, ache, anchor, chaos, monarch, orchid, stomach, architect, chemistry, orchestra, mechanic, technical, technology, school |
| Words with the sh sound spelt ch | | chef, chalet, machine, brochure, chute, parachute, chandelier, charade, penchant |
| Words ending with gue and que | | fatigue, league, intrigue, plague, rogue, tongue, vague, vogue, catalogue, dialogue, monologue, colleague antique, unique, boutique, picturesque, grotesque, plaque, cheque, queue |
| Words with the /s/ sound spelt sc | | science, scene, discipline, fascinate, crescent, ascent, descent, scent, scenery, scented, scissors, ascend, descend, fascinate, muscle, obscene, adolescent |
| Words spelt ei, eigh, or ey | | vein, weigh, eight, neighbour, they, obey, prey, convey, survey, reins, veil, reign, neigh, weight, sleigh, freight, eighteen, reindeer, beige |
| -cious and -tious endings (sound shus) | | conscious, precious, suspicious, delicious, vicious, spacious, gracious, ferocious, malicious, tenacious, ambitious, cautious, infectious, nutritious, pretentious, fictitious, superstitious, fractious, vexatious, anxious |
| -cial and -tial endings | <p>-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions.</p> <p>Exceptions: initial, financial, commercial etc.</p> | social, special, official, financial, commercial, crucial, artificial, beneficial, superficial, facial, potential, essential, initial, substantial, partial, confidential, impartial, torrential, palatial, martial |
| Words ending in -ant, -ance -ancy & -ent, -ence -ency | <p>Use -ant / -ance /-ancy if there is a related word ending in -ation.</p> <p>There are many exceptions though!</p> | <p>observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial)</p> <p>innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential), violent, violence</p> <p>assistant, assistance, obedient, obedience, independent, independence</p> |
| Words ending in -able -ably & -ible -ibly | <p>The -able/-ably endings are far more common than the -ible/-ibly endings. Use -able ending if there is a related word ending in -ation.</p> <p>If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept.</p> | <p>adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration), probable/probably</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p> |
| Adding suffixes beginning with vowel letters to words ending in -fer | <p>The r is doubled if the -fer is still stressed when the ending is added.</p> <p>The r is not doubled if the -fer is no longer stressed.</p> | referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference |
| Use of the hyphen | Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel and the root word also begins with one e.g. re-enter | co-ordinate, re-enter, co-operate, co-own, re-examine, re-evaluate, re-employ |
| Words spelt ei after c | The 'i' before e except after 'c' rule applies to many words but not all... | deceive, conceive, receive, perceive, ceiling, receipt, deceit, conceit, species, science, sufficient |

| | | | | |
|---|--|--|---|--|
| | Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound). | seize, vein, weird, their, feisty, foreign | | |
| Words containing the letter-string ough | ough is one of the trickiest spellings in English, as it can be used to spell a number of different sounds. They have been split into groups based on how the ough sounds. | ought, bought, thought, thoughtful, nought, brought, fought rough, roughest, tough, toughest, enough cough though, although, dough, doughy through thorough, borough plough, bough | | |
| Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) | Unstressed letter sounds but not necessarily silent letters | knight, doorknob, knowledge, knee, knit, knobbly, knuckle, answer, bomb, comb, climb, crumb, debt, doubt, lamb, limb, numb, plumber, tomb, subtle, thumb, fasten, glisten, listen, nestle, whistle, island, solemn, thistle, knife, gnome, whale, sword, honest, kneel, rhyme, when, what, which, witch, wheat, gnaw, gnarl, gnash, knead, knock, ascend, ascent, conscience, conscious, crescent, descend, descent, muscle, scene, scent, scissors, sandwich, Christmas, design, foreign, reign, ache, chaos, character, anchor, chemist, chemical, choir, psychic, stomach, scheme, school, chorus, autumn, column, condemn, hymn, receipt, bristle, castle, hustle, jostle, moisten, often, rustle, soften, straight, Wednesday, whistle, wrap, wreck, wrestle, wriggle, wrinkle, wrist, write, wrong, bustle, biscuit, build, built, circuit, disguise, guess, guest, guide, guilt, guilty, guitar, silhouette, know, wrapper, mortgage, swordfish, resign Family, bound ^{ar} y, rasp ^{ber} ry, list ^{en} er, differ ^e nt, separ ^a te, desper ^a te, factur ^y , gener ^a lly, gener ^o us, govern ^m ent, inter ^e sting, explan ^a tory, environ ^m ent, secret ^a ry, jewell ^e ry, poison ^o us, compan ^y , desper ^a te, definit ^e ly, differ ^e nce, volunt ^a ry, refer ^e nce, temperatur ^e | | |
| Homophones and near-homophones (Years 3 and 4) | | accept/except berry/bury grate/great heel/heal/he'll main/mane missed/mist rain/rein/reign whose/who's | affect/effect brake/break groan/grown knot/not meat/meet peace/piece scene/seen | ball/bawl fair/fare here/hear mail/male medal/meddle plain/plane weather/whether |
| Homophones and other words that are often confused (Years 5 & 6) | Generally, nouns end -ce and verbs end -se. e.g. advice and advise | advice/advise affect/effect bridal/bridle desert/dessert descent/dissent prophecy/prophesy heard/herd past/passed profit/prophet wary/weary | aisle/isle alter/altar cereal/serial draft/draught licence/license farther/father led/lead precede/proceed stationary/stationery who's/whose | aloud/allowed ascent/assent compliment/complement device/devise practice/practise guessed/guest morning/mourning principal/principle steal/steel |
| Year 5 and 6 word list | 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 curiosity definite desperate determined develop dictionary disastrous embarrass environment equip, equipped, equipment, especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate 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, sincerely soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht | | | |

