

ALDER COPPICE PRIMARY SCHOOL



Achievement through Commitment

Key Stage 2 Test Preparation & Information

Test Timetable for w/b Monday 11 May 2026

Monday 11 May 2026	Key Stage 2 English - Grammar, Punctuation and Spelling test Paper 1- Short answer questions - Grammar, Punctuation and Vocabulary test Paper 2 - Spelling
Tuesday 12 May 2026	Key Stage 2 English - Reading test
Wednesday 13 May 2026	Key Stage 2 Mathematics Paper 1 - Arithmetic test Paper 2 - Reasoning
Thursday 14 May 2026	Key Stage 2 Mathematics Paper 3 - Reasoning

Please **DO NOT book holidays in the run-up to or during this week**

The tests take place on specified dates during the week.

Monday 13 April – Return to School after Easter holidays

Monday 4 May – Bank Holiday

Thursday 7 May – School is closed for Local Elections

Monday 11 May – Test Week begins

18 days of learning/revision left when we return from
Easter

Access Arrangements

What might some children need to help them perform at their best in a test, and why?

- Working in a smaller supervised group
 - Rest breaks
 - A prompt
 - A scribe
 - A reader
 - Extra Time

All provided if part of a child's particular needs in day-to-day learning.

These are discussed individually with those parents of children concerned following our practice tests after half-term.

Teacher Assessment

- ❑ Writing and Science will be assessed through Teacher Assessment only, and specific criteria will be used to make a judgement as to whether a child has or has not met the Expected Standard.
- ❑ In order to make a judgement about a child's writing we have to consider their writing in a range of subjects (not just English). This means that we look at their writing over a period of time – so all **their writing in all subjects at all times is crucial.**

Teacher Assessment

Teacher Assessment judgements have to show a comprehensive and consistent range of evidence to show that a child is meeting the Standard.

These standards are defined by a set of defined criteria.

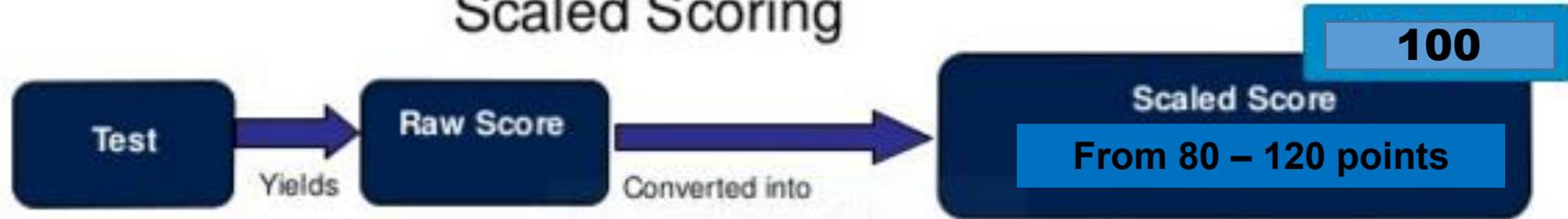
Marking and Scaled Scores

- Tests will be marked externally and on screen.
- Schools will receive results at the beginning of July.
- The results will provide a Scaled Score and whether a child has met or not met the Expected Standard.
- Teacher Assessments will indicate whether a child has met or not met the Expected Standard.

The Scaled Score

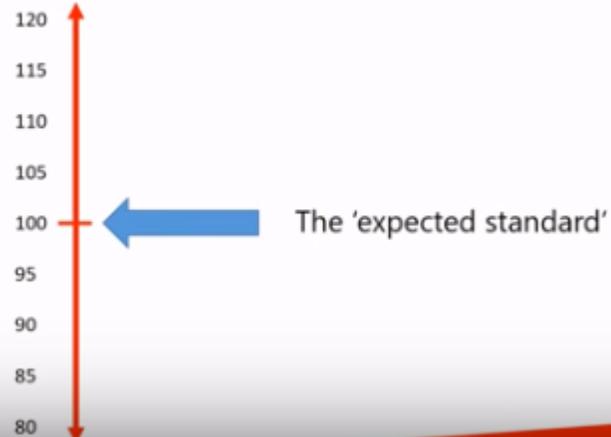
- As in previous years, once all children in the country have sat their papers and they have been marked, the Government will consider the mark ranges.
- They will then decide upon the scores which equate to 100 and therefore meet the Standard.
- Higher scores may indicate more advanced attainment/deeper learning.
- We will continue to do our best for the children in order for them to achieve the best marks they can, however the children must do their part and parents need to do their part.

Scaled Scoring



Reporting results

- Results returned: early July



A score of 100 will represent the "expected standard"



110+ has been used to indicate children are working at a greater depth of understanding.

Developing good habits for Tests and to be Secondary Ready

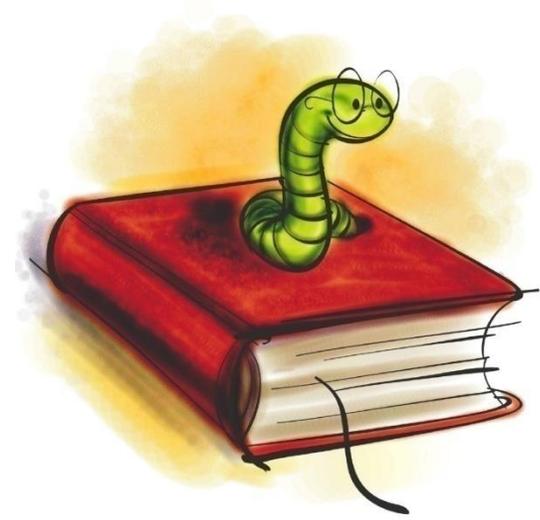
- Ensure the children understand the importance of their learning, not just for Y6 Tests, but for their ongoing educational journey.
- Children at this point should be undertaking longer sessions of revision of Maths and English. They have Study Guides that they use in School, and should bring home every night.
- Children have regular feedback on aspects such as spelling and Maths tasks, as well as their Strengths and Areas to Improve.
- Children have been given a Revision Planner to help them organise regular slots of preparation around their other commitments.

Revision

Plenty of reading and discussing reading at home

Study Guides

Test technique



SATs Companion

- Tasks are set for classes on SATs Companion – these are for Maths and English.
- Tasks are accompanied by videos to support revision.
- Children should also be completing some of their own "Practice" work based upon feedback given in class and from tests.
- Good practise for secondary readiness and managing their own workload.
- 50% take-up across the Year Group.

Things that we know help -

- Sleep - Ensure that children get lots of sleep. This can be an anxious time for many children, therefore plenty of sleep is essential for their physical and mental well-being.
- Food - Eat a healthy and balanced diet – breakfast, lunch etc...
- Children may bring in fresh fruit or vegetables for a breaktime snack.
- Water – ensure that all children have a clear, plastic bottle of water. **Essential during test week.**
- Online or offline? Avoid unnecessary distractions!

Maths

Maths

- A Curriculum based upon both developing a knowledge of different areas of Maths as well as being fluent with numbers.
- Number - calculation skills, fractions, decimals and percentages
- Measures – units and conversions for length, weight, capacity and time.
- Geometry – shape and space
- Statistics – reading, interpreting and making different charts, tables and graphs.

- Attempt **ALL** questions

Ways to help your child with Maths:

- Ensure regular opportunities to work on basic skills **-times tables (6,7,8s)** (needed for many elements of Maths: fractions, percentages, area).
- Talk through questions
 - “What area of Maths is this question?” (e.g. Fractions)
- Talk about Maths language – “What does perimeter mean?”
- “What DO you know/what don’t you know?”
- “What method might you use?”
- “Explain to me why you have done that.”
- “What if I change the numbers to...?”
- “Convince me that your answer is correct.”
- “How would you check your answer?”

- Read the question carefully and extract the key information – make sure you fully understand the whole question before you start
- Will a representation help you? Bar models are great.
- Look at the numbers carefully – what do you notice? Is there a link?
- Use reasoning – e.g. is there a pattern?
- Estimate your answer- use this to check
- Would you use a mental method or a formal written method?
- Ensure that the answer is actually in the answer box provided!
- Check your answer by working it out in a different way
- Re-read the question- have you answered the problem?

11 Little Paws Animal Rescue buy 600kg of small animal food every year. This year, they used $\frac{3}{5}$ of the food to feed the rabbits. They used $\frac{3}{4}$ of the remaining food to feed the guinea pigs. How much food did they not use?

Use a bar model to represent the problem and help you to solve it.

Nikita went to the shop with her pocket money. She bought a magazine for £3.66 and a bag of sweets for £1.38. She has one third of her pocket money remaining. How much pocket money did she have to start with?

Use a bar model to represent the problem and help you to solve it.

English

Reading Skills children need to demonstrate

It is still important to hear your child read and discuss what they have read.

- Give/explain the meaning of words in context
- Retrieve and record information
- Summarise main ideas
- Make inferences and justify with evidence from the text
- Predict
- Discuss choice of words and phrases

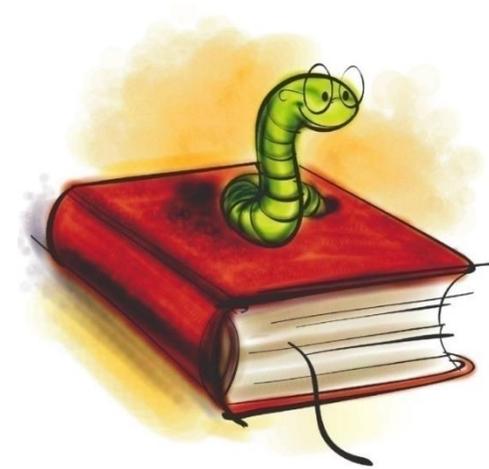
Strategy

Reading stamina

Experience of text

Quick retrieval

Pace



Test Paper

Reading

One paper

3 texts

A possible mix from fiction, non-fiction & poetry

Reading Task

Explain what you must do to be successful with a 3-mark question.

Reading Task

Explain what you must do to be successful with a 3-mark question.

Make at least 2 points and evidence at least one of them using information from the text.

i.e. Josh was a brave character because he went fishing on his own in a boat out in the ocean. It says, ".....".

Writing/GPVS

Spelling rules (not just word lists)

High level terminology of the word classes

Tenses – being consistent in writing and identifying these

Having a wide vocabulary – synonyms and antonyms

Knowledge of a range of punctuation and how it is used

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

1 mark

31

Explain how the different **prefixes** change the meanings of the two sentences below.

The chef said the pasta was uncooked.

This means that the pasta _____

The chef said the pasta was undercooked.

This means that the pasta _____

1 mark

44

Complete each sentence below with a word formed from the root word thought.

Olisa was a very _____ girl.

The children looked _____ at the poster on the wall.

1 mark

Spelling also matters here

Practice Test

Week – w/b Monday 23 February

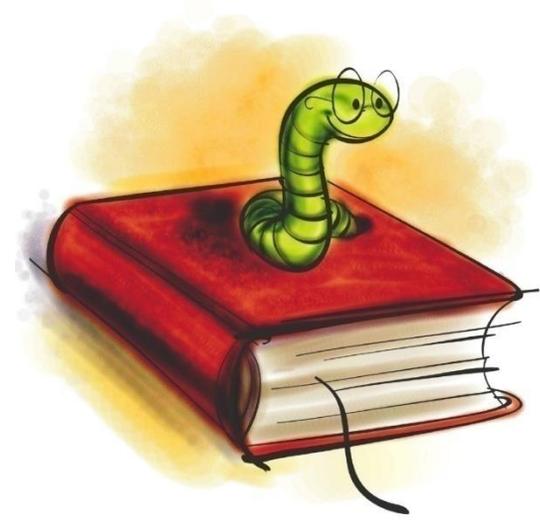
- After half-term the children will sit a set of practice test papers.
- These are designed to be the **end of Key Stage 2 tests**, **but** we know that the children still haven't yet completed all of their learning programme. It is, therefore, not reasonable to expect all the children to meet the Expected Standard at this stage, however, we should see improvements from their last practice tests in October.
- It will be a useful experience for the children and a useful guide for us to see how well they can use and apply the knowledge, skills and understanding from their work so far.
- This will also help with their confidence in sitting this style of test as they will be carried out exactly as we do the tests in May.

Secondary Ready – Working Towards BIG School

These strategies and ways of working will help your child in the transition to secondary education:

Managing homework and revision

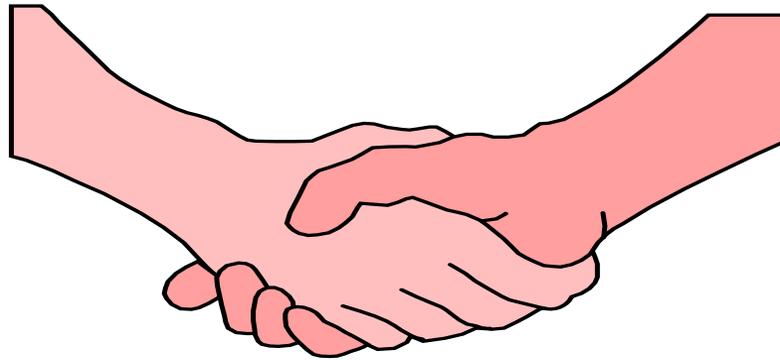
Tests in later education





Alder Coppice Primary School

Thank you



Working Together