

SATs Survival Year 2 Parents'

Grammar, Punctuation and Vocabulary

Practice and Revision

Activity Booklet



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Contents

1	Information and Guidance for Parents	page 3
2	Initial Assessment Quiz	pages 4-8
3	Initial Assessment Quiz Answers and Page References	pages 9-13
4	Conjunctions	page 14
5	Sentence Types	pages 15-18
6	Suffixes	page 19
7	Types of Words	pages 20-21
8	Capital Letters	page 22
9	Past and Present Tense	page 23
10	Using an Apostrophe	page 24
11	Commas in a List	page 25
12	Making Sentences	page 26
13	Contracted Forms of Words	pages 27-28
14	Answers	pages 29-39
15	Reward Ideas	page 40

1 Information and Guidance for Parents

This booklet is intended to help you to support your child as they learn, practice and consolidate the rules for grammar, punctuation and vocabulary that they have learnt so far. Grammar and punctuation is a relatively new area to be tested at the end of Key Stage 1. This booklet is based on the content domains tested in the 2016 KS1 SAT assessments for grammar, punctuation and vocabulary. It is not statutory for schools to test Year 2 pupils on their grammar, punctuation and spelling skills this year. However, many schools are still choosing to do so to help to inform their teacher assessment of writing.

How to Use This Booklet

It is entirely up to you how you use this booklet but we would not suggest that you sit down and work through it in its entirety in one sitting with your child. There will almost certainly be rules and patterns that your child already knows very well and others where they need a little more practice. You could ask your child's class teacher which areas they suggest you focus on. You could also ask your child to do the initial quiz on page 4, which will give you an idea of the areas they may need further support with.

Supporting Your Child's Learning and Wellbeing

Many children can become anxious about the prospect of taking assessment tests in school. Try to keep these activities fun and in short bursts when you feel your child is receptive, i.e. not when they are tired after a long day at school. Celebrate progress rather than scores – if your child scores full marks in a quiz, that's great, but remember to praise their perseverance and determination as these are essential skills for success.

At the end of this pack, there are also some ideas of how to reward your child for effort, concentration and progress.

You can find extra support for spelling in the Y2 Parents' Spelling Practice and Revision Activity Booklet.

Grammar, Punctuation and Vocabulary Initial Quiz

1. Tick the correct word to complete this sentence.

Tomorrow, we could go for a walk _____ we could play games indoors.

when

or

if

because

2. Tick the correct word to complete this sentence.

_____ we go to the park, you can play a game.

And

So

But

If

3. Which sentence is a **command**?

Pack away your paints now.

You should be proud of your work.

Will you show me your painting?

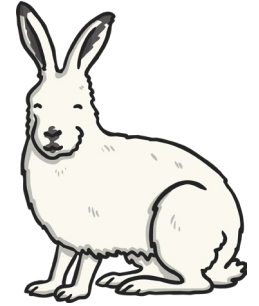
That's your best work yet!

4. Add a **suffix** to the word 'fall' to complete this sentence.

The autumn leaves are fall _____ to the ground.

5. Add a **suffix** to the word 'fast' to complete this sentence.

The hare knew that he could run fast _____ than the tortoise.



6. What type of word is underlined in the sentence below.

Gran thought the flowers were pretty.

noun

verb

adjective

adverb

7. Why do the underlined words start with a capital letter?


On Saturday morning, Sarah and her family went on holiday to Scotland.

8. Circle the two **nouns** in the sentence below.

You have left your pencil on the bench over there.

9. Joe and Sam are finding out about lions.

Write a question they could ask their teacher in the speech bubble.
Remember to use correct punctuation.



10. What type of sentence is below?

One day, Ali decided to make a toy robot.

a question

a command

a statement

an exclamation

11. Circle the adverb in the sentence below.

Jamie knocked softly on his brother's bedroom door.

12. Circle the correct verbs so that the sentence is in the past tense.

The sun **is** **was** shining and Mia **played** **plays** in the garden.

13. Circle the **two verbs** in the sentence below.

I ran up the stairs and opened the door.

14. Which sentence uses an **apostrophe** correctly?

Lucy's bag is green and has lots of pockets.

Lucys' bag is green and has lots of pockets.

Lucys bag is green and has lot's of pockets.

Lucys bag is green and has lots of pocket's.

15. Add **one comma** to the sentence below in the correct place.

The museum shop sells mugs posters and badges.

16. Circle the **full stops** that are in the wrong places. One has been done for you.

My classroom is quite. big. There are some colourful paintings. on the walls. My best friend. Ahmed painted one of them.

17. Write the words **did not** as one word using an **apostrophe**.

I _____ think my sandcastle would win a prize.

18. Which punctuation mark completes the sentence below?

What a wonderful present you gave me

full stop

exclamation mark

question mark

comma

19. Tick to show whether each sentence is written in the past tense or the present tense.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		

3 Spelling, Grammar and Punctuation Initial Quiz – Answers

1. Tick the correct word to complete this sentence.

Tomorrow, we could go for a walk _____ we could play games indoors.

when

or

if

because

If you need support with this, go to page 14.

2. Tick the correct word to complete this sentence.

_____ we go to the park, you can play a game.

And

So

But

If

If you need support with this, go to page 14.

3. Which sentence is a **command**?

Pack away your paints now.

You should be proud of your work.

Will you show me your painting?

That's your best work yet!

If you need support with this, go to page 15-18.

4. Add a **suffix** to the word 'fall' to complete this sentence.

The autumn leaves are falling to the ground.

If you need support with this, go to page 19.

5. Add a **suffix** to the word 'fast' to complete this sentence.

The hare knew that he could run faster than the tortoise.

If you need support with this, go to page 19.

6. What type of word is underlined in the sentence below.

Gran thought the flowers were pretty.

noun

verb

adjective

adverb

If you need support with this, go to pages 20-21.

7. Why do the underlined words start with a capital letter?

On Saturday morning, Sarah and her family went on holiday to Scotland.

Pupils need to indicate that these are all 'proper' nouns' and so need a capital letter. Proper nouns include any kind of name – people, places, brand names, etc, as well as they days of the week and months of the year.

If you need support with this, go to page 22.

8. Circle the two **nouns** in the sentence below.

You have left your pencil on the bench over there.

If you need support with this, go to pages 20-21.

9. Joe and Sam are finding out about lions.

Write a question they could ask their teacher in the speech bubble.

Remember to use correct punctuation.

Any question is acceptable here as long as it is related to lions – for example, ‘Where do they live?’ or ‘What do they eat?’ It is important that children remember to start the question with a capital letter and finish it with a question mark.

If you need support with this, go to pages 15-18.

10. What type of sentence is below?

One day, Ali decided to make a toy robot.

a question

a command

a statement

an exclamation

If you need support with this, go to pages 20-21.

11. Circle the **adverb** in the sentence below.

Jamie knocked **softly** on his brother’s bedroom door.

If you need support with this, go to pages 15-18.

12. Circle the correct verbs so that the sentence is in the past tense.

The sun is **was** shining and Mia **played** **plays** in the garden.

If you need support with this, go to page 23.

13. Circle the **two verbs** in the sentence below.

I ran up the stairs and opened the door.

If you need support with this, go to pages 15-18.

14. Which sentence uses an **apostrophe** correctly?

Lucy's bag is green and has lots of pockets.

Lucys' bag is green and has lots of pockets.

Lucys bag is green and has lot's of pockets.

Lucys bag is green and has lots of pocket's.

If you need support with this, go to page 24.

15. Add **one comma** to the sentence below in the correct place.

The museum shop sells mugs, posters and badges.

If you need support with this, go to page 25.

16. Circle the **full stops** that are in the wrong places. One has been done for you.

My classroom is quite . big. There are some colourful paintings . on the walls. My best friend . Ahmed painted one of them.

If you need support with this, go to page 25.

17. Write the words **did not** as one word using an **apostrophe**.

I **didn't** think my sandcastle would win a prize.

If you need support with this, go to pages 27-28.

18. Which punctuation mark completes the sentence below?

What a wonderful present you gave me

full stop

exclamation mark

question mark

comma

If you need support with this, go to pages 15-18.

19. Tick to show whether each sentence is written in the past tense or the present tense.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.	✓	
Aziz spills water on the table.		✓
Aziz needed some glue.	✓	

If you need support with this, go to pages 23.

What you need to know: Conjunctions are joining words that join different parts of sentences. A **co-ordinating conjunction** joins two sentences of equal weight or importance. Children often learn the term '**FANBOYS**' to remember their co-ordinating conjunctions:

for and nor but or yet so

I had an apple **and** James had a banana.

You can go to the park **or** you can go swimming.

A **subordinating conjunction** introduces a **subordinate clause** – a part of the sentence that does not make sense on its own. Examples of subordinating conjunctions are:

when because if that

We couldn't go for a walk **because** it was raining.

I cooked the pasta **when** I got hungry.

Finish these sentences that all contain conjunctions:

I like chocolate ice cream **but** _____

Mum gave me a cuddle **because** _____

Mo brushed his teeth **when** _____

Pick the best conjunction to complete these sentences:

I am going shopping _____ I am getting my hair cut.

Dad felt ill _____ he went back to bed.

Make sure you come inside _____ you get cold.

5 Sentence Types

What you need to know: In Year 2, children need to know about the four main sentence types: statements, questions, commands and exclamations, and also how to punctuate them.

A **statement** is a sentence that tells you something. It begins with a capital letter and ends with a full stop.

Lions are carnivores.

A **question** is a sentence that asks something. It begins with a capital letter and ends with a question mark.

Where do lions live?

A **command** is a sentence that tells you to do something. It begins with a capital letter and ends with a full stop.

Read that book about lions.

An **exclamation** is a sentence that begins with 'what' or 'how', contains a verb, begins with a capital letter and ends with an exclamation mark.

How beautiful that lion is!

What a fierce lion he is!

It is worth noting that sometimes exclamation marks can be used to express anger, surprise or annoyance, but this does not necessarily make them exclamation sentences:

Punctuate these sentences correctly and say what type of sentence they are:

Can we go swimming tomorrow, please _____

I have lots of homework to do this weekend _____

How sunny it is today _____

Don't drop litter on the floor _____

Which of these sentences is a **question**? (Tick one)

Joe likes to ride his bike.

Where has Joe put his bike?

Don't forget your cycle helmet.

What a shiny new bike Joe has!

Which of these sentences is a **command**? (Tick one)

Brush your teeth.

How minty this toothpaste is!

Why do we brush our teeth?

Your toothbrush is in the bathroom.

Which of these sentences is an **exclamation**? (Tick one)

Tidy your bedroom now!

I am cross because your toys are all over the floor!

How messy your bedroom is!

How long will it take to tidy this room?

Which of these sentences is a **statement**? (Tick one)

What would you like for dinner?

My favourite dinner is pasta.

What a delicious dinner I have had!

Eat all your dinner up.

Challenge: Can you label all the different sentence types on this page?

What type of sentence is this?

Grandad made us a cup of tea.

statement

exclamation

question

command

What type of sentence is this?

What time is it?

statement

exclamation

question

command

What type of sentence is this?

What a sunny day it is!

statement

exclamation

question

command

Dad is helping Lily to get ready for school. Write a command that he might say.



Holly is finding out about dinosaurs. Write a question that she might ask.



Fatima has just seen a squirrel in her garden. Write an exclamation she may say to the squirrel.



6 Suffixes

What you need to know: Suffixes are letter strings that are added on to the end of a word (called the 'root' word) to change its meaning or grammatical function. Common suffixes learnt in Year 2 are:

-s and -es , which change nouns from singular to plural (cat – cats, fox – foxes) and verbs from first person to third person (I sit - he sits, I watch – he watches)

-ing and -ed which change verbs to progressive tense and past tense (I walk – I am/was walking – I walked)

-er and -est which change adjectives in order to compare two or more nouns (I am tall – you are taller – he is the tallest)

There are certain rules about how some root words change when suffixes are added. For more detail on this, look at the [SATs Survival Spelling Practice and Revision Activity Booklet](#).

Add suffixes to these root words so that the sentences are complete.

“Are you listen_____?” asked the teacher.

Yesterday, I talk_____ to my grandma on the phone.

Dad put three box_____ of cereal in the trolley.

The elephant is the big_____ land mammal.

I took a small_____ piece of cake than my brother.

7 Types of Words

What you need to know: In Year 2, children learn about the four main word types:

nouns – people, places, things and feelings: bird, school, pencil, sadness

This includes '**proper nouns**' - the names of people and places, days and months, which need a capital letter: Joanna, London, Tuesday

verbs – action/doing words: run, shout, cry, have, is/was/were

adjectives – describe a noun: happy, lazy, pink, horrible

adverbs – describe a verb: nicely, slowly, carefully, sadly

Underline the **nouns** in these sentences:

Emily ran to school carrying her new bag.

Polar bears have thick, white fur.

Caterpillars turn into beautiful butterflies.

Underline the **verbs** in these sentences:

I sang a new song at school today.

We built a snowman with a carrot nose.

I want a chocolate cake for my birthday.

Underline the **adjectives** in these sentences:

My new dress is pink and spotty.

Parrots have a sharp beak and bright feathers.

The Big Bad Wolf wanted to eat Little Red Riding Hood.

Underline the **adverbs** in these sentences:

John ran happily into school.

The man trudged sadly down the street.

The audience clapped loudly after the show.

What type of word is underlined in these sentences?

Ali carefully checked his work.

noun verb adjective adverb

Jacob loved his new football kit.

noun verb adjective adverb

Tom felt nervous about playing in the match.

noun verb adjective adverb

Will you come to my house after school on Friday?

noun verb adjective adverb

What you need to know: There are two main reasons why we use capital letters. The first is to show the start of a sentence. A word which follows a full stop, question mark or exclamation mark should always have a capital letter:

Today is my birthday. **I**t is a sunny day.

Why are you running? **P**lease walk in school.

What a super piece of work this is! **W**ell done.

The second main reason we use capital letters is to show a proper noun – names of people, places, days, months, brand names and so on:

Lily is going on a school trip to **L**ondon on **F**riday, **A**pril 3rd. She will visit the **N**atural **H**istory **M**useum and **T**rafalgar **S**quare.

In addition to these two rules, we also use a capital letter for the personal pronoun 'I':

I am doing my homework this morning.'

Put the missing capital letters in these sentences.

sarah goes swimming every thursday with her friend katie.

in august, we are going on holiday to spain.

big ben is a famous landmark. it is in london.

my teacher is called mrs jones. she makes me laugh.

What you need to know: In Year 2, children are expected to be able to differentiate between present tense (happening now) and past tense (happened in the past) and to use tense consistently in their writing. The **progressive tense** is created by adding -ing, and can be present progressive (I am talking) or past progressive (I was talking). Most verbs change to the **past tense** by the simple addition of the suffix -ed. However, children are also expected to know that some verbs are irregular when changing to the past tense – for example, run/ran, see/saw, go/went.

Circle the correct verbs to make these sentences past tense.

Today, my dad **talks** **talked** to the teacher after school.

Yesterday, I **colour** **coloured** a picture and I **listen** **listened** to music.

This morning, I **do** **did** my homework then I **go** **went** swimming.

I **am** **was** walking to school and I **see** **saw** my friend with her mum.

Rewrite these sentences so they are in the past tense.

I run onto the playground and kick a football.

I have chicken for tea then I play outside with my sister.

10 Using an Apostrophe

What you need to know: In Year 2, children are taught to use apostrophes to show singular possession (i.e. one person owning something). For example:

My **dog's** lead is red.

Lucy's hair is long and brown.

I held **Dad's** hand when we crossed the road.

The apostrophe sits between the noun that is 'possessing' and the letter 's'. Children need to remember that the apostrophe 'floats' above the word rather than sitting on the line.

Children in Year 2 are also taught to use an apostrophe to show missing letters in the contracted form of words such as **such as can't, hasn't and I'm.**

(see p.27-28)

Rewrite these phrases using a possessive apostrophe.

The mane of the lion.	The lion's mane.
The glove of my mum.	
The lunchbox of my brother.	
The crown of the queen.	
The birthday cake of Jimmy.	

Put apostrophes in the correct place in these sentences.

I put water in the dogs bowl.

Today's homework is to learn my spellings.

Paris is Frances capital city.

11 Commas in a List

What you need to know: In Year 2, children are taught to use commas to separate items in a list. The rule is that commas go between each of the items in the list apart from the final two items, which are instead separated by the word 'and'.

For example:

I went to the shop and I bought bread, milk, eggs **and** juice.

Put commas in the right place in these sentences:

I am going to invite William Mia Tom and Molly to my party

These monkeys eat fruit nuts seeds and small insects.

I need to take my bag book and water bottle to school.

Here is a shopping list. Write out the items on the list as a sentence:



When we go shopping, we need _____

12 Making Sentences

What you need to know: One of the trickiest things for children to learn in Year 2 is how to demarcate sentences. Children usually know that they need a full stop, question mark or exclamation mark at the end of a sentence, but they often forget to use them in their writing and then find it difficult to go back and add them in. The basic rule for a sentence is that it has to be a unit of meaning in itself, and must contain a verb and a subject (usually a noun or pronoun). So...

'The lion' is not a sentence but if we add a verb, it becomes a sentence (the 'lion' is the subject):

The lion roared.

The best way for children to decide where full stops should go is for them to read a piece of writing a couple of times and decide where they would pause if they were reading aloud. They need to check that the sections of text they are turning into sentences make sense when they are read on their own.

It is also worth reminding your child that the end of the line does not necessarily mean the end of a sentence!

Circle the full stops that are in the wrong place in these pieces of text.

Little Red Riding Hood walked. along the path to Grandma's house. She carried a basket. of treats and hummed softly to herself as she walked.

The Three Little Pigs built their. houses of straw, sticks and bricks. The Big Bad Wolf tried to blow their houses. down.

Put four full stops in the correct place in this piece of text. Don't forget to add in any capital letters that you may need.

The Fairy Godmother turned a pumpkin into a coach she turned four white mice into horses and made a beautiful dress for Cinderella she waved her magic wand Cinderella went off to the ball

13 Contracted Forms of Words

What you need to know: In Year 2, children are expected to start using the contracted forms of words in their writing, and to spell these forms correctly, including the use of apostrophes. The basic rule is that the apostrophe replaces any missing letter(s) and the two words are combined together to make one word:

did not – didn't, could not – couldn't, I am – I'm

There are, as ever, some exceptions to this, e.g.

will not – won't

do	not	don't
----	-----	--------------

can	not	
-----	-----	--

I	have	
---	------	--

you	are	
-----	-----	--

did	not	
-----	-----	--

have	not	
------	-----	--

I	will	
---	------	--

will	not	
------	-----	--

Write the contracted form of each word in these sentences. Remember to use an apostrophe.

After dinner _____ going to watch a film.

(I am)

He tried to climb over the fence but he _____ do it.

(could not)

My brother _____ want to go to bed.

(did not)

If you want to go outside, _____ have to put your coat on.

(you will)

If Dad doesn't hurry up, _____ going to be late.

(he is)

Before lunch, _____ going to do our spelling test.

(we are)

Leave your umbrella at home as it _____ going to rain today.

(is not)

Conjunctions

Example answers:

I like chocolate ice cream but I don't like vanilla.

Mum gave me a cuddle because I had hurt myself.

Mo brushed his teeth after he ate the bag of sweets.

I am going shopping and I am getting my hair cut.

Dad felt ill so he went back to bed.

Make sure you come in if you get cold.

(Other conjunction words could be used).

Sentence Types (1)

Can we go swimming tomorrow, please?

I have lots of homework to do this weekend.

How sunny it is today!

Don't drop litter on the floor.

Sentence Types (2)

Which of these sentences is a **question**?

Joe likes to ride his bike.	statement
<u>Where has Joe put his bike?</u>	question
Don't forget your cycle helmet.	command
What a shiny new bike Joe has!	exclamation

Which of these sentences is a **command**?

<u>Brush your teeth.</u>	command
How minty this toothpaste is!	exclamation
Why do we brush our teeth?	question
Your toothbrush is in the bathroom.	statement

Which of these sentences is an **exclamation**?

Tidy your bedroom now!	command
I am cross because your toys are all over the floor!	statement
<u>How messy your bedroom is!</u>	exclamation
How long will it take to tidy this room?	question

Which of these sentences is a **statement**?

What would you like for dinner?	question
<u>My favourite dinner is pasta.</u>	statement
What a delicious dinner I have had!	exclamation
Eat all your dinner up.	command

Challenge: As shown next to each sentence.

Sentence Types (3)

Grandad made us a cup of tea.

statement

exclamation

question

command

What time is it?

statement

exclamation

question

command

What a sunny day it is!

statement

exclamation

question

command

Dad is helping Lily to get ready for school. Write a command that he might say.

Accept any command that contains an imperative (bossy) verb e.g.

Put your shoes on.

Holly is finding out about dinosaurs. Write a question that she might ask.

Accept any question with a question mark, e.g.
What did dinosaurs look like?

Fatima has just seen a squirrel in her garden. Write an exclamation she may say to the squirrel.

Accept any exclamation that begins in 'what' or 'how', has a verb and an exclamation mark, e.g.
What a beautiful animal it is!

Suffixes

“Are you listeninging?” asked the teacher.

Yesterday, I talked to my grandma on the phone.

Dad put three boxes of cereal in the trolley.

The elephant is the biggest land animal.

I took a smaller piece of cake than my brother.

Types of Words

Underline the **nouns** in these sentences:

Emily ran to **school** carrying her new **bag**.

Polar bears have thick, white **fur**.

Caterpillars turn into beautiful **butterflies**.

Underline the **verbs** in these sentences:

I **sang** a new song at school today.

We **built** a snowman with a carrot nose.

I **want** a chocolate cake for my birthday.

Underline the **adjectives** in these sentences:

My new dress is pink and spotty.

Parrots have a sharp beak and bright feathers.

The Big Bad Wolf wanted to eat Little Red Riding Hood.

Underline the **adverbs** in these sentences:

John ran happily into school.

The man trudged sadly down the street.

The audience clapped loudly after the show.

Ali carefully checked his work.

noun verb adjective adverb

Jacob loved his new football kit.

noun verb adjective adverb

Tom felt nervous about playing in the match.

noun verb adjective adverb

Will you come to my house after school on Friday?

noun verb adjective adverb

Capital Letters

Sarah goes swimming every **T**hursday with her friend **K**atie.

In **A**ugust, we are going on holiday to **S**pain.

Big **B**en is a famous landmark. It is in **L**ondon.

My teacher is called **M**rs **J**ones. **S**he makes me laugh.

Past and Present Tense

Today, my dad talked to the teacher after school.

Yesterday, I coloured a picture and I listened to music.

This morning, I did my homework then I went swimming.

I was walking to school and I saw my friend with her mum.

Rewrite these sentences so they are in the past tense.

I run onto the playground and kick a football.

I ran onto the playground and kicked a football.

I have chicken for tea then I play outside with my sister.

I had chicken for tea then I played outside with my sister.

Using an Apostrophe

The mane of the lion.	The lion's mane.
The glove of my mum.	My mum's glove.
The lunchbox of my brother.	My brother's lunchbox.
The crown of the queen.	The queen's crown.
The birthday cake of Jimmy.	Jimmy's birthday cake.

I put water in the dog's bowl.

Today's homework is to learn your spellings.

Paris is France's capital city.

Commas in a List

I am going to invite William, Mia, Tom and Molly to my party.

These monkeys eat fruit, nuts, seeds and small insects.

I need to take my bag, book and water bottle to school.

Example answer: When we go shopping, we need milk, apples, soap, flour and carrots.

Making Sentences

Circle the full stops that are in the wrong place in these pieces of text.

Little Red Riding Hood walked along the path to Grandma's house. She carried a basket of treats and hummed softly to herself as she walked.

The Three Little Pigs built their houses of straw, sticks and bricks. The Big Bad Wolf tried to blow their houses down.

Put four full stops in the correct place in this piece of text. Don't forget to add in any capital letters that you may need.

The Fairy Godmother turned a pumpkin into a coach. She turned four white mice into horses and made a beautiful dress for Cinderella. She waved her magic wand. Cinderella went off to the ball.

Contracted Forms of Words (1)

do not

don't

can not

can't

I have

I've

you are

you're

did not

didn't

have not

haven't

I will

I'll

will not

won't

Contracted Forms of Words (2)

After dinner, **I'm** going to watch a film.

He tried to climb over the fence but he **couldn't** do it.

My brother **didn't** want to go to bed.

If you want to go outside, **you'll** have to put your coat on.

If Dad doesn't hurry up, **he's** going to be late.

Before lunch, **we're** going to do our spelling test.

Leave your umbrella at home as it **isn't** going to rain today.

15 Reward Ideas

When completing this booklet, it is vitally important to reward and celebrate your child's **effort** and **perseverance** rather than only celebrating achievements. By rewarding effort (even if they don't master what they are revising), you will be helping your child to develop the right **mindset**, which will give your child the motivation they need to keep going within their revision and assessment tests.

When praising your child, try to use the following terminology, to help develop a growth mindset:

'Well done, you tried really hard to achieve that.'

'I was very impressed! Even though you found it tricky, you didn't give up.'

'You may not have mastered it yet, but I'm thrilled with the effort you put in and I know you will master it soon.'

During the SATs period, discuss with your child the rewards that they would like to receive for all their hard work, determination and effort.

Reward ideas could include:

- A new magazine or book;
- A trip to the park;
- An invite to play football (or other sport) with a parent;
- A family bike ride;
- A treat at a local café;
- A length of computer or tablet time;
- A trip to a favourite place;
- A family film night;
- Or any other treat that your child would enjoy!

You may also want to use the [Twinkl SATs Survival Year 2: Reward Cheques](#) as an exciting and motivational way to inspire children to be a successful learner.