

Wednesday 30 October 2019



Y6 SATS



What are the SATs?



- SATs is a term people use to refer to End of Key Stage 2 Assessments;
- It lasts for four days beginning on **Monday 11th May 2020** and ending on **Thursday 14th May 2020**;
- Children will sit the following SATs papers:
 - Grammar, Punctuation and Spelling (Paper 1) – Monday 11th May 2020;
 - Grammar, Punctuation and Spelling (Paper 2) – Monday 11th May 2020;
 - Reading – Tuesday 12th May 2020;
 - Maths Paper 1 (Arithmetic) – Wednesday 13th May 2020;
 - Maths Paper 2 (Reasoning) – Wednesday 13th May 2020;
 - Maths Paper 3 (Reasoning) – Thursday 14th May 2020.
-
- Writing is assessed using evidence collected by your child's teacher throughout Year 6, so **there is no Year 6 SATs writing test.**



When and how



- The tests will take place during normal school hours, under exam conditions;
- Children are not allowed to talk to each other from the moment the assessments are handed out until they are collected after the test has ended;
- Afterwards, the completed papers are sent away to be marked externally;
- The children's results are sent back to school at some point in July;
- The standard timings of tests differ:
 - Grammar, Punctuation and Spelling (Paper 1) – 45 minutes;
 - Grammar, Punctuation and Spelling (Paper 2) – 15 minutes;
 - Reading – 60 minutes;
 - Maths Paper 1 (Arithmetic) – 30 minutes;
 - Maths Paper 2 (Reasoning) – 40 minutes;
 - Maths Paper 3 (Reasoning) – 40 minutes.



Access Arrangements



- Children with additional needs, who have similar provision in their day-to-day learning at school, may be allotted specific arrangements, including:
 - Additional (extra) time (25% to be added to test time) All pupils with an EHC receive this without application
 - An adult to read for them (this is not allowed in the reading test);
 - An adult to scribe (write) for them;
 - Written or spoken translations of the mathematics reasoning papers;
 - The use of prompts or rest breaks;
 - Arrangements for children who are ill or injured at the time of the tests.



On the day



- Pupils need to arrive to school on time (no later than 8:40)
- They will go to their form rooms where they will take their tests.
- Pupils will remain with their teacher until breaktime- this is to allow for warm ups, last minute questions and to complete the tests.
- Pupils will then go out to break.
- The rest of the school day will be as normal- so if they have PE lessons 3, 4 or 5, make sure they bring their kit.
- On Friday, pupils will have an afternoon off timetable to celebrate and relax.



Grammar, Punctuation and Spelling



- Grammar, Punctuation and Spelling is made up of two papers which will take place on **Monday 11th May 2020**:
- Paper 1 is the longer paper lasting 45 minutes, **children will be tested on grammar, punctuation and spelling generally**;
- Paper 2 is a shorter paper lasting 15 minutes, where **children will be tested on spelling only** – they are asked to fill in a blank within a sentence, attempting to spell out the spelling word in context correctly.



Grammar, Punctuation and Spelling



- Grammar, Punctuation and Spelling (Paper 1) is the longer paper lasting 45 minutes, which takes place on **Monday 11th May 2020**.
- The children will be prepared by their class teacher so they are equipped with a good knowledge of the technical vocabulary needed to identify and describe various aspects of grammar and punctuation marks.
- Grammar, Punctuation and Spelling (Paper 1) focuses on the following areas:
 - Grammatical terms/word classes;
 - Functions of sentences;
 - Combining words, phrases and clauses;
 - Verb forms, tenses and consistency;
 - Punctuation;
 - Vocabulary;
 - Standard English and formality.





Example questions:

1

Tick the sentence that must end with a **question mark**.

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

Tick **one**.

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

_____ 1 mark

I was / were chosen to design the posters.

_____ 1 mark

23

Draw a line to match each word to its correct **antonym**.

Word

meandering

sympathetic

evade

plausible

Antonym

confront

unfeeling

unbelievable

straight

_____ 1 mark





Example questions:

1

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1 mark





Example questions:

19. Omar put the cutlery back in the _____.

20. Ellen's gold bracelet was her most treasured _____.





Example questions:

19. Omar put the cutlery back in the _____.

20. Ellen's gold bracelet was her most treasured _____.

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

Omar put the cutlery back in the **drawer**.

The word is **drawer**.

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

Ellen's gold bracelet was her most treasured **possession**.

The word is **possession**.



Reading



- The Year 6 Reading SATs paper will be sat on **Tuesday 12th May 2020**. The assessment has been designed to measure whether children's comprehension of age-appropriate reading material meets the national standard.
- It a standard timing of **60 minutes**, including reading the texts and answering questions. There are three different set texts for the children to read, which could be any combination of **non-fiction, fiction and/or poetry**.
- The Reading paper focuses on the following areas known as Content Domains:
 - 2a) give/explain the meaning of words in context;*
 - 2b) retrieve and record information/identify key details from fiction and non-fiction;*
 - 2c) summarise main ideas from more than one paragraph;*
 - 2d) make inferences from the text/explain and justify inferences with evidence from the text;*
 - 2e) predict what might happen from details stated and implied;*
 - 2f) identify/explain how information/content is related and contributes to meaning as a whole;*
 - 2g) identify/explain how meaning is enhanced through choice of words and phrases;*
 - 2h) make comparisons within the text.*





Example questions:

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

2

How would you get from the spacecraft to the space hotel?

1 mark

2b) retrieve and record information/identify key details from fiction and non-fiction





Example questions:

How would you get to your space hotel?

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2

How would you get from the spacecraft to the space hotel?

Award 1 mark for answers that refer to floating down the tube (holding the cable).

1 mark

2b) retrieve and record information/identify key details from fiction and non-fiction





Example questions:

How would you like it –
Supposing that you were a snail,
And your eyes grew out on threads,
Gentle, and small, and frail –
If an enormous creature,
Reaching almost up to the distant skies,
Leaned down, and with his great finger touched
Your eyes
Just for the fun

17 *Gentle, and small, and frail*

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



1 mark

2b) retrieve and record information/identify key details from fiction and non-fiction





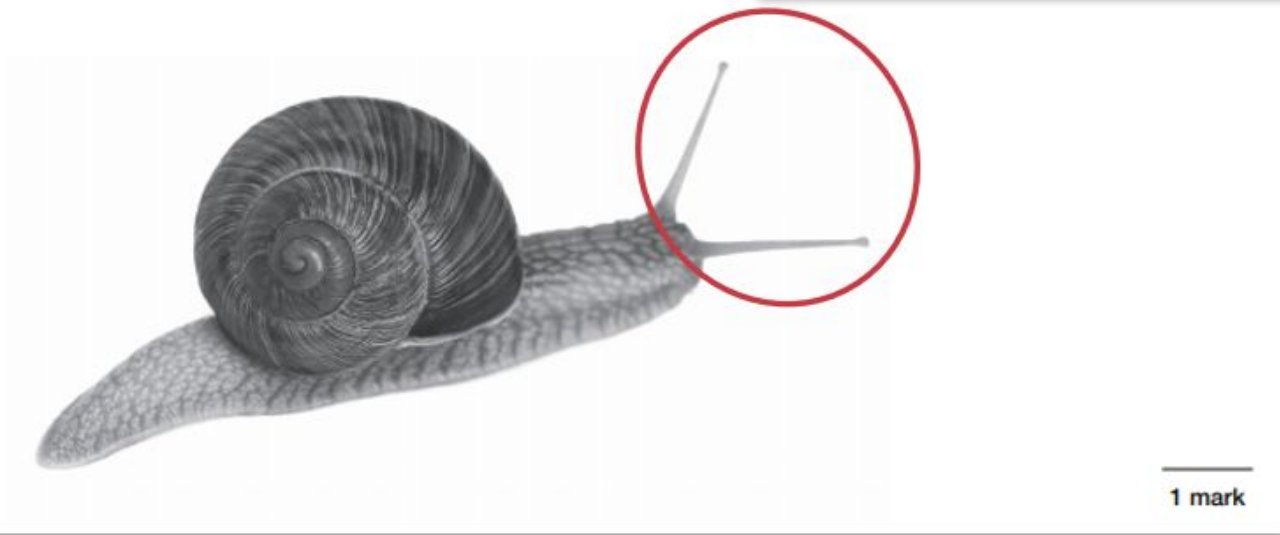
Example questions:

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17 *Gentle, and small, and frail*

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



2b) retrieve and record information/identify key details from fiction and non-fiction



Reading



- Since the current testing format for the Year 6 SATs began in 2016, there has been a tendency for the number of marks to go in favour towards three particular types of content domain / questions.
- For example, in 2019:
 - **12% of marks** could be gained by answering questions where children had to **give/explain the meaning of words in context** (Content Domain 2a);
 - **42%** could be gained by answering questions where children had to **retrieve/record information or details from the texts** (2b);
 - **36%** were allotted to questions requiring children to **make inferences from a text, justifying inferences with text evidence** (2d).



Reading



- So, when reading with your child at home, try asking questions like:
- Find a word in this paragraph that is closest in meaning to ‘provide word – e.g. annoyed’ (2a);
- In what year did ‘provide fact – e.g. the French authorities make it illegal for people to swim from France to England?’ (2b);
- In the last paragraph, X does not want to Y. Give two reasons why X does not want Y. (2d)



Maths: Year 6 Maths



- Focus on developing numeracy skills and efficient methods
- Develop students ability to explain their maths, reason mathematically and apply their skills to solve problems

SATS assess students attainment, their numeracy skills and ability to think mathematically

Ensuring students achieve the age expected standards by the end of Year 6 ensure they have the mathematical knowledge and skills to be successful in KS3 and are well prepared to access the level of maths required to reach their potential in their GCSE.



Maths: Support



What we will offer to help students achieve the best they can

If students are struggling to understand concepts in lessons:

- Extra small group sessions with a specific focus
- Parent workshops
- One to One support with maths leaders (specific focus)
- Homework and practice questions

If you are concerned or would like to discuss extra support being offered to your son/daughter or you would like support helping your son/daughter please email the school office and Miss Patten or you son/daughter's maths teacher will be happy to help.



Maths- Paper 1 Arithmetic



- Maths Paper 1 (Arithmetic) will take place on **Wednesday 13th May 2020**.
- It has a standard timing of **30 minutes** and is worth a total of **40 marks**.
- It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, **algebra**, calculations using **decimals**, and calculations using **fractions**.



Example questions



It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

25																					
	1	3	3	0	1	6															
Show your method																					
																				2 marks	



Example questions



It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

25

Show your method

$$\begin{array}{r} 232 \\ 13 \overline{) 3016} \\ \underline{-26} \\ 41 \\ \underline{-39} \\ 26 \\ \underline{-26} \\ 0 \end{array}$$

232

2 marks

- 1 – 13
- 2 – 26
- 3 – 39
- 4 – 52
- 5 – 65
- 6 – 78
- 7 – 91
- 8 – 104
- 9 – 117
- 10 – 130



Example questions



It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

29	$ \begin{array}{r} 678 \\ \times 54 \\ \hline \end{array} $	<input style="width: 50px; height: 30px;" type="text"/> 2 marks
Show your method	<div style="border: 1px solid #004a99; width: 80%; margin: auto; height: 50px; margin-top: 50px;"></div>	



Example questions



It covers the **four operations** (division, multiplication, **addition**, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

1	$979 + 100 =$	<input type="text"/> 1 mark



Example questions



It covers the **four operations** (division, multiplication, **addition**, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

1	979 + 100 =	<input type="text"/> 1 mark



Example questions



It covers the **four operations** (division, multiplication, addition, **subtraction** and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

7	472 - 9 =	<input type="text"/>
	1 mark	



Example questions



It covers the **four operations** (division, multiplication, addition, **subtraction** and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

7	472 - 9 =	<input type="text"/>
	463	
		1 mark



Example questions



It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

31	$20 - 4 \times 2 =$	<input type="text"/> 1 mark



Example questions



It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

31	$20 - 4 \times 2 =$	
	20 - 8 = 12	
		12
		<input type="checkbox"/>
	1 mark	



Example questions



It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

27	95% of 240 =	<input type="text"/>	1 mark



Example questions



It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

27	95% of 240 =	
	10% = 240 ÷ 10	
	10% = 24	
	5% = 24 ÷ 2	
	5% = 12	
	95% = 240 - 12 = 228	228
		<input type="checkbox"/> 1 mark



Example questions



It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

24	$15.4 - 8.88 =$	<input type="text"/> 1 mark
<div style="border: 1px solid #0056b3; width: 100%; height: 100%; position: relative;"><div style="position: absolute; bottom: 0; right: 0; width: 150px; height: 50px; border: 1px solid #0056b3;"></div></div>		



Example questions



It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

24	15.4 - 8.88 =														

6.52

1 mark



Example questions



It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

30	$17 \times 1\frac{1}{2} =$	<input type="text"/> 1 mark



Example questions



It covers the **four operations** (division, multiplication, addition, subtraction and mixed operation calculations requiring **BODMAS**), as well as **number properties**, calculating **percentages of amounts**, calculations using **decimals**, and calculations using **fractions**.

30	$17 \times 1\frac{1}{2} =$	<input type="text"/>
	$17 \div 2 = 8\frac{1}{2}$	
	$17 \times 1\frac{1}{2} = 17 + 8\frac{1}{2} = 25\frac{1}{2}$	
	$25\frac{1}{2}$	
		1 mark



Maths Paper 2 and 3- Reasoning



Maths Paper 2 (Reasoning) will take place on **Wednesday 13th May 2020**.
Maths Paper 3 (Reasoning) is scheduled for **Thursday 14th May 2020**.
Both have standard timings of **40 minutes** and are worth **35 marks** each.

Paper 2 requires children to demonstrate their mathematical knowledge and skills, as well as their ability to solve problems and their mathematical reasoning.

Questions focus on the following Mathematical topic areas:

- Number and place value– including Roman Numerals;
- Addition, subtraction, multiplication and division (calculations);
- Geometry – properties of shapes;
- Geometry – position and direction;
- Statistics;
- Measurement – including length, perimeter, mass (weight), volume, time and money;
- Algebra;
- Ratio and proportion;
- Fractions, decimals and percentages.

The questions get harder throughout the paper.

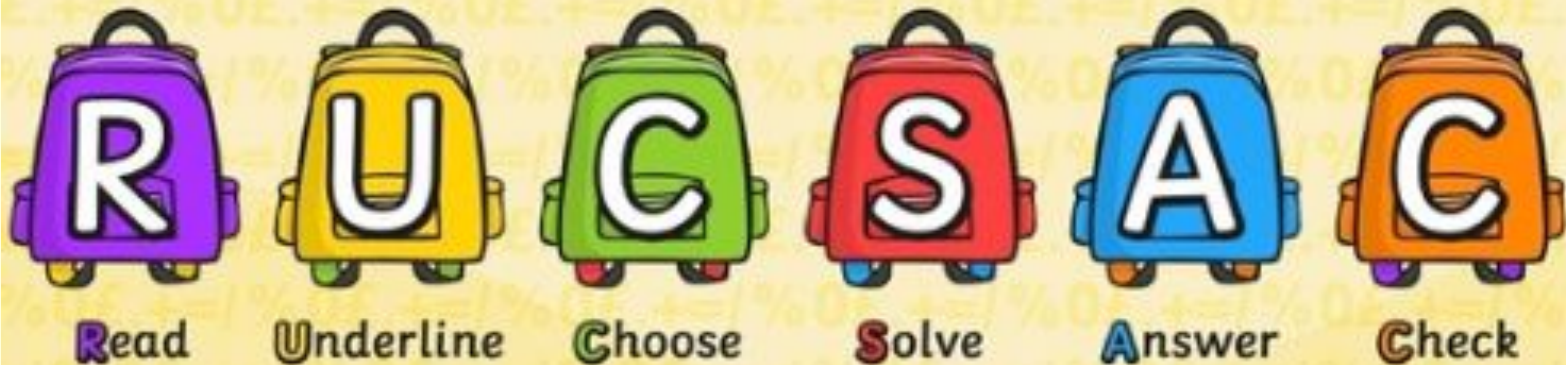
It is not unusual for a child to be unable to complete the entire paper in time.



Remember RUCSAC



Remember
to use



when calculating
mathematical problems



Example questions



6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

1 mark



Example questions



6

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast.



What is the correct time?

7 minutes to 9 or

8:53

1 mark



Example questions



11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

115

1 mark

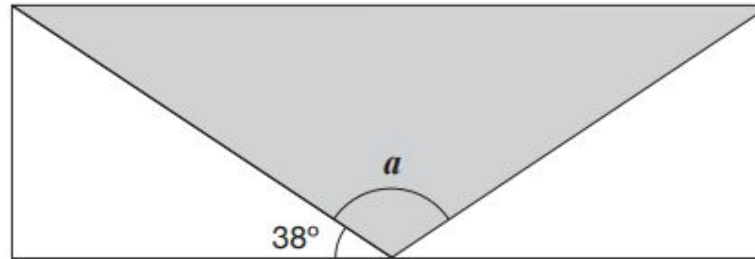


Example questions



15

A shaded **isosceles** triangle is drawn inside a rectangle.



Not
to
scale

Calculate the size of angle a .

Show
your
method

a is

°

2 marks

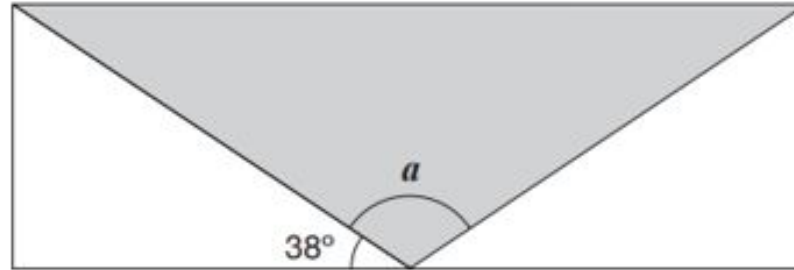


Example questions



15

A shaded **isosceles** triangle is drawn inside a rectangle.



Not
to
scale

Calculate the size of angle a .

Show
your
method

$$38 \times 2 = 76$$

$$180 - 76 = 104$$

$$a \text{ is } 104^\circ$$

2 marks



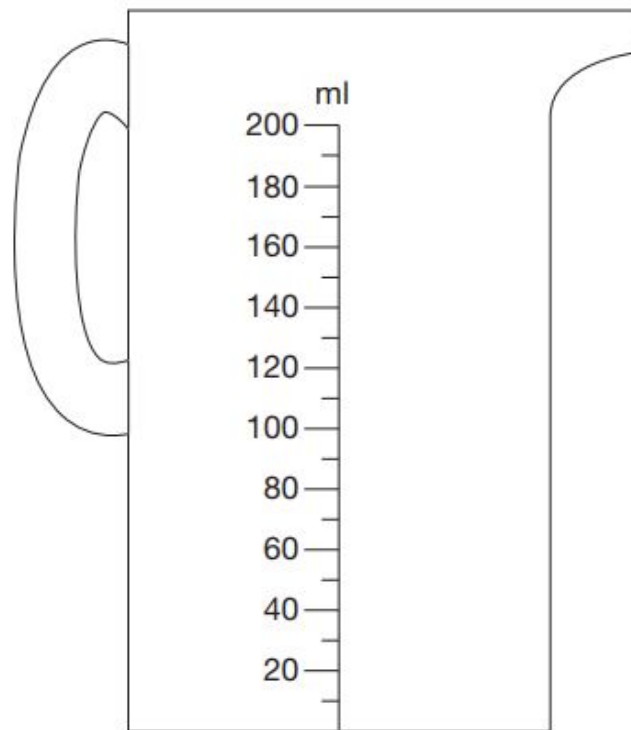
Example questions



5

Chen pours 165 millilitres of milk into a measuring jug.

Draw an arrow on the jug to show the level of the milk.



1 mark



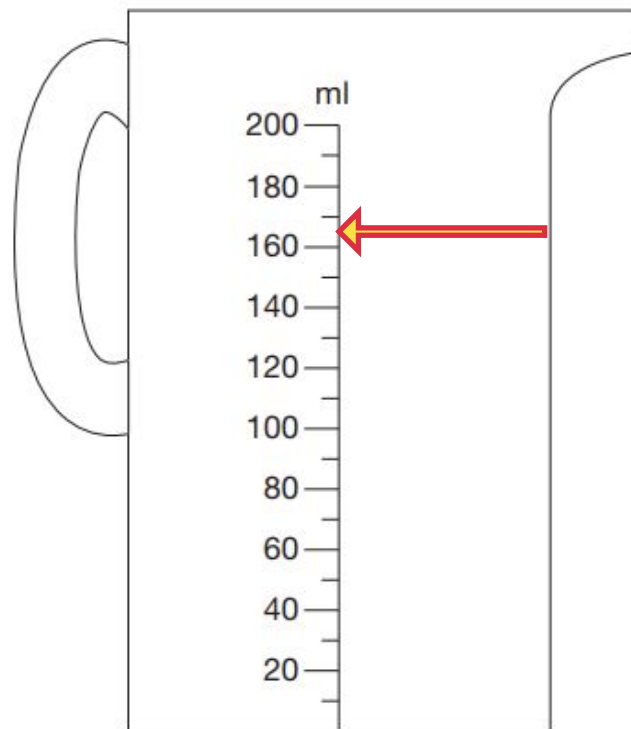
Example questions



5

Chen pours 165 millilitres of milk into a measuring jug.

Draw an arrow on the jug to show the level of the milk.



1 mark



Example questions



7

Write the number 53,148 in **words**.

1 mark



Example questions



7

Write the number 53,148 in **words**.

Fifty-three thousand, one hundred and forty-eight

1 mark



Example questions



10

A bag of 5 lemons costs £1

A bag of 4 oranges costs £1.80



How much **more** does one orange cost than one lemon?

Show
your
method

$$100 \div 5 = 20 \text{ p}$$

$$180 \div 4 = 45 \text{ p}$$

$$45 \text{ p} - 20 \text{ p} = 25 \text{ p}$$

$$25 \text{ p} / \text{£}0.25$$

2 marks



Test results and what they mean:



Once marked, the tests will be given the following scores:

- A raw score (the total number of marks achieved for each paper);
- A scaled score (which is explained below);
- A judgement of whether the National Standard has been met.

After marking each test, the external markers will convert each raw score into a scaled score to show whether each child is working below, at or above the national standard.

When the scaled score is given, it is given in a range from 80 to 120.

A scaled score of 100 or more is meeting the national standard.

There are no separate tests for higher achieving pupils; however, **a scaled score over 110 would show that a child is working above the national standard.**



Test results and what they mean:



The tests are designed to give an assessment of pupils' learning at the end of the primary phase.

In reality they show how pupils performed on one particular day.

They are however used to set targets for GCSEs. A pupil achieving the expected standard is more likely to achieve required 5 GCSEs, including English and Maths at pass grade (on average 75% of pupils will) or higher. Those not achieving the expected standard are less likely (around 30% will)

This doesn't mean that because a child doesn't achieve the expected standard they will automatically be treated as though they will not pass their GCSEs at the higher level.



How you can help your child:



Firstly, a positive attitude goes a long way – so as much encouragement and support as possible (but we don't need to tell you that)!

Some further tips:

- Direct any questions or concerns you have about SATs to your child's teacher, rather than worry your child with them;
- Give your child opportunities to go outside and avoid overuse of screens - this can apply to leisure pursuits as well as how they study;
- Try to provide a quiet corner of the house for homework and study, that's as free from distractions as possible;
- Encourage your child to talk to their teacher or another adult they trust if they express persisting anxieties about SATs. Remember that a small amount of anxiety is normal and not harmful;
- If your child is unwilling to talk to their teacher, talk to them yourself;



How you can help your child:



Some further tips:

- Plan something nice and fun for the weekends before and after SATs – this will help your child start the week well and also give them something to look forward to;
- Ensure your child is eating and drinking well, and getting a suitable amount of sleep.
- Try to keep any practice work to 10 – 20 minute sessions a day
- Avoid using past papers – there are plenty of inexpensive or **free SATs practice materials for parents** online.
- **Keep it light** – practice key skills like **times tables** and **practice mental maths in real world scenarios**, like adding up prices in the shops, working out discount deals, and asking questions like, *“If there are 1,300 grams of flour in this pack, what is that in kilograms?”*
- **Read with your child**– listen to them read aloud, ask them questions about what they have read and help them to explore new vocabulary.



Don't forget:



SATs focus on what they know about Maths and English

They won't reflect how talented they are at Science, Geography, Art or PE, and they certainly won't highlight positive personal characteristics such as kindness and integrity.

SATs results don't always tell the whole story

The results will say they DID or DIDN'T meet a certain standard, but not necessarily by what margin. Additionally, the thresholds tend to change each year according to overall national performance, so what was classed as 'did meet the expected standard' in 2016 may have been considered a 'did not' in 2015. Your school may be able to provide you with more detailed feedback, so don't let your child see SATs as a simple case of 'pass' or 'fail'.

SATs last for one week

In reality it's just one or two papers lasting 30-60 minutes each day. You can't emphasise enough the importance of keeping that in perspective.



What if I am concerned?



It would be unnatural for SATs not to induce a certain degree of worry or anxiety but there is, of course, a tipping point.

SATs should not:

- affect a child's appetite;
- affect a child's ability to sleep;
- alter a child's personality;
- induce panic, tears or disengagement from lessons;
- be a reason not to attend school.

If any of the above are evident, then SATs may be causing an excessive degree of anxiety, and your child may benefit from additional support. This isn't about removing the reality of SATs, but rather equipping your 10 or 11 year old child to cope with the situation and be stronger for it.



What if I am concerned?



Steps to take:

Talk to the school

Is your child showing the same symptoms at school as they are at home? Is there anything else going on at home which may be contributing to your child's overall level of stress? Work with the school so everyone concerned can be offering the support that's needed.

Spend time with your child

Try to understand what aspect of SATs concerns them most. Is it the worry of 'failing'? Is it the worry of getting stuck on a paper? If your child can pinpoint what's bothering them most, you can take specific steps to help reassure them.

Try not to project your own anxieties or views on the SATs

If you don't believe in SATs, or do not think your child should be doing them, then neither will they.

Encourage your child to talk to their teacher

SATs are obviously linked to school, so they may prefer to speak to an adult in school.



Advice for pupils



- Listen to what your teacher says;
- Your teacher is cheering you on and wants you to do your best;
- Make sure you get plenty of sleep and stay well fed – sleep and food help keep the brain moving;
- Read the questions carefully. This can help to avoid any silly mistakes!
- Don't worry if there's something you can't answer. Take a deep breath! You can always move on and go back later but it's better to write something rather than nothing;
- Keep in mind year 6 SATs are just one week of your entire life!

**'Stay focused in class so you don't
have loads of extra study at home!'
- Year 7 pupil's advice**





Don't get stressed...



Just do your best!
Remember you've been blessed...
With skills that SATs

**DON'T
TEST!**

